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## СОЦІАЛЬНА АКТИВНІСТЬ СТУДЕНТСЬКОЇ МОЛОДІ ЯК СКЛАДОВА ПРОФЕСІЙНОЇ САМОРЕАЛІЗАЦІЇ

**І. М. Габа**

[orcid.org/0000-0003-4606-4504](https://orcid.org/0000-0003-4606-4504)

**Л. Марценюк**

[orcid.org/0000-0002-0739-4706](https://orcid.org/0000-0002-0739-4706)

*У статті проаналізовано основні наукові підходи до дослідження соціальної активності та професійної самореалізації, висвітлено взаємозв'язок понять «соціальна активність» і «самореалізація» в контексті професійного становлення студентської молоді. Показано, що студентський вік є сензитивним для формування соціальної активності особистості. Соціальну активність визначено як особистісне утворення просоціальної спрямованості, внутрішньо детерміноване індивідуальними потребами, ціннісними орієнтаціями, вольовими характеристиками та особливостями людини, яке назовні проявляється у перетворенні соціуму та особистості, тобто в соціальній діяльності. З'ясовано, що соціального характеру активність студентів набуває за умови, якщо для них важливу роль відіграють не лише власні інтереси, але й інтереси оточуючих, цінності активного та продуктивного життя. Встановлено, що соціальна активність як складова професійної самореалізації студентської молоді виражається у просоціальних мотивах, прагненні досягти значущих результатів в діяльності; мотивах афіліації й престижу; мотивах саморозвитку, прагненні вдосконалювати й розвивати компетентність у професійній сфері. Констатовано залежність успішної професійної самореалізації від високих показників соціальної активності.*

**Ключові слова:** професійна самореалізація, соціальна активність, студентська молодь, самоефективність.

## SOCIAL ACTIVITY OF STUDENT YOUTH AS A COMPONENT OF PROFESSIONAL SELF-REALIZATION

**I. Haba, L. Martseniuk**

*In the article looked at the sciences look at the interaction to understand the "social activism" and "self-realization" in the context of professional visas for students of young people. Particular respect is due to the presence of a number of factors, which form the social effectiveness, as well as warehouse professional self-realization. This is the beginning of a successful professional self-realization of various manifestations of socialist activity. It has been found that social activity as a component of professional self-realization of student youth can be expressed in high professionalism, display of creative initiative, business responsibility, constant search for new effective solutions to problems of professional activity.*

**Keywords:** professional self-realization, social activism student youth, self- efficacy.

Changes in all spheres of Ukrainian society lead to new requirements for a skilled worker, a mature, self-fulfilling personality with a clear life position that is capable of being active in the social life of the country.

At present, social activity as a psychological phenomenon attracts a great deal of attention from the humanities, with particular emphasis on the study of social activity in the context of youth research. The increased attention to this issue is due to the fact that in modern conditions the ideas about the goals of social activity of young people at the stage of professional self-realization change significantly. Today, there is a low level of social, innovation and economic activity of student youth in Ukraine, while intellectual and creative potential is at a rather high level.

In the context of studying this problem, it is important to analyze the achievements of scientists on the social activity of the individual, as well as studies that shape the scientific concept of professional growth of the individual and his or her professional maturity.

The problem of self-realization in the professional sphere is covered in the scientific works of S. Vaskivskoyi, V. Gupalovskoyi, V. Zarickoyi, L. Korostilova, V. Kulisha, L. Mitinoyi. Despite the heterogeneity of approaches in

the study of this phenomenon, there is a general position on the presentation of professional self-realization. It is defined as an independent component of self-realization, which requires professional activity aimed at success. With regard to the formation of social activity, the most relevant problem arises in the student's age, since this age is sensitive to the development of basic sociogenic potentials of man (B. Ananyev). Note that some aspects of this problem have already been the subject of scientific analysis. Thus, social activity as a psychological phenomenon in general (K. Abulhanova-Slavska, O. Brushlinskij, I. Dzhidar'yan, M. Steger, S. Ratner) and peculiarities of its manifestation in different age groups (I. Dralyuk, K. Markum, were investigated), O. Piontkivska, O. Harlanova), including in student youth (O. Kulichenko, A. Mazurenko, S. Shashenko); It is worth noting that the problem of the relationship between the development of professional self-realization in student youth and social activity remains little developed.

**Purpose of the article:** to cover the features of professional self-realization of the personality during the student period; to analyze the factors of formation of social activity and professional self-realization, to determine the relationship between social activity and the success of professional self-realization of the individual.

The idea of professional self-realization is not spontaneous in nature, it is formed in line with the overall life perspective, supported by a certain organization of personality and influence of the environment. The phenomenon of professional self-realization through the paradigm "Professional self-realization" is not limited directly to professional activity, but often covers personal development. It is believed that it begins in the individual much earlier than he officially begins to work, is a characteristic of the entire life path in the professional field.

Gupalovska V. A. notes that professional self-realization is formed at the stage of professional self-determination, but finding out the profession's correspondence to the capabilities, abilities and desires of the individual is only the beginning of self-realization. As a rule, a person engages in those activities for which he or she has the necessary tools and in which person has higher abilities to gain new experience, which enables high or medium level of success. It defines the following qualitative characteristics of professional self-realization:

- independence, which reflects the ability of the individual to choose goals, planning, reflection, regulation of their activities;
- freedom of choice, action, decision, which represents the personality's ability to act autonomously and between subjective interaction, to self-regulation;
- creativity, which demonstrates the development of the ability to concentrate creative efforts, creativity, independence in judgments combined with responsibility for the results of their own activities [8].

According to the above characteristics, we determine that professional self-realization embodies a qualitatively new level of work on themselves, and is characterized by a change in self-awareness, social status and ways of interaction with the outside world. One of the forms of successful professional self-realization is considered a career, which depends on perfection in the profession, improvement of professional skill, promotion. The most important is considered the beginning of a career, because during this period both the self-determination and the acquisition of the necessary knowledge, skills and formation of individual style of professional activity, which in the future acts as necessary factors for successful self-realization of the individual in the professional sphere, are considered. Most often, this period falls on the student years, which is why Y. Samarin highlighted the characteristic features and contradictions of social and psychological nature that take place in the development of student youth. During this period, the young man makes a choice of profession, mastered it and begins to test himself in other spheres of life, independently plans his activity and behavior, actively defends the independence of judgments and actions. At this age, worldviews, ethical and aesthetic views are formed because of a synthesis of available knowledge, life experience, independent considerations and actions [5].

Professional self-realization, first of all, is connected with the choice of profession, professional path. The optimal regulation of the "relationship" of the person and the profession because of change within reasonable limits of personal interests and motives most determines the process of professional self-realization of the individual and promotes the development of individual style of his activity. Professional self-realization permeates the whole life path of a person, from the choice of profession to its development, and sometimes its change to another. It can be fixed in separate stages, but lasts continuously until termination of employment. Any human activity is carried out through interaction with the environment. One of the most common forms of human activity in this case is social activity, which is realized in the process of contact of an individual with his social environment. In today's conditions of unstable external environment, high speed of its variability, such activity in assimilation of social reality is a condition of normal functioning and self-realization of personality. In the process of socialization, the individual acts both as an object and as a subject of social interaction. External factors that affect the characteristics of individual development of the individual, at the same time give rise to its social activity. Thus, social activity, developing in ontogeny, is the highest manifestation of human activity.

The criterion of social activity is usually considered the intensity of human activity. In this case, as a rule, three aspects of the activity are evaluated:

- participation of the individual in various spheres of activity and high-level readiness to achieve the goal;

- manifestation of personal qualities in the activity;
- the social significance of the resulting product (material or spiritual).

Knowledge of the phenomenon of social activity is one of the key positions in philosophical, humanitarian, social and natural studies. This determines the wide variety of definitions and characteristics of the phenomenon.

From a philosophical approach, Y. Vorobjov views social activity as a form of human activity. The researcher is convinced that the disclosure of social activity of a person is possible only through activity, its forms and types. The scientist notes that the social activity of the individual expresses "Not any but certain activity: first, caused by internal reasons, secondly, aimed not only at preserving the system, but also at its further development, and thirdly, creative; fourth, one that is strictly selective in nature » That is, social activity is a specific form of interaction of the subject with the environment, characterized by continuous activity with a pronounced positive side.

In S. Grabovska's psychological approach, social activity is seen in "the entry of a person into the world of other people for a specific purpose" [7]. Social activity is understood as the whole system of social interaction of the individual and with individual citizens, and with entire communities, social institutions or society in general. Social activity is characterized not only by the awareness and by acceptance of the interests of society and certain communities, but also by the willingness and ability to realize these interests, by the active activity of an independent subject.

It is quite common to interpret the notion of "social activity" as a quality of personality that contributes to its self-realization. Thus, according to A. Murzinoyi, social activity is a socio-pedagogical phenomenon that enables a young person to assert himself, to manifest himself, to organize work, to be useful to his own state, to direct his activity for the benefit of society [10]. K. Abulhanova-Slavskaya reveals the essential intra-personal mechanisms of personality activity, in particular, initiative and responsibility, which appear as different forms of modeling of activity space [1]. O. Shakirova defines the term "social activity" based on the socialization of the individual. She believes that social activity is one of the main indicators of a person's assimilation of the elements of culture, social norms and values on the basis of which personality qualities are formed [12].

Based on these definitions, we can conclude that the social activity of the individual – a conscious and purposeful activity of the individual and his whole socio-psychological quality, which, being dialectically interdependent, defines and characterizes the degree or degree of personal influence of the subject on the subject, processes and phenomena of the surrounding reality. Activity acts as a way of being a social entity and is a real manifestation of its social activity.

In her research, A. Bazilenko singled out among the psychological factors that are involved in the formation of social activity, those that contribute to its development and etc. inhibit its formation. The inhibiting factors for the formation of social activity are not the formation or absence of social institutions, which are designed to organize and regulate social activity, but the lack of necessary economic, social, socio-cultural, legal and organizational conditions, health status [4].

Social activity of the individual involves an active life position that promotes self-development and self-realization. In this case, social activity is conditioned by the formation of relevant socio-psychological characteristics of the individual, his social, business and moral qualities, acting as a person's ability to make meaningful transformations in the world based on the appropriation of objects of material and spiritual culture, manifested in creativity, professional activity, communication with other people. Most actively these personality characteristics are formed during the student period [3].

Ananyev B.G. characterizes the student body as a stage of intensive development of physical and mental potential of the individual, increase of working capacity and dynamics of active productive activity [2]. This period also in the socio-psychological aspect, as noted by Zimnya I.A., has the highest level of cognitive and professional motivation, high social and professional activity, a harmonious combination of intellectual and social maturity [9].

Student age is an important step in the path of professional formation and self-fulfillment. It is characterized by the process of acquiring professional knowledge, abilities, skills, formation of professionally important properties and qualities of the person with their further realization, development and improvement in practical professional activity, as a result of active activity of the student, based on the system of internal conscious beliefs of the person. As a student, it is very difficult to completely self-fulfill yourself professionally, however, it can be done in part by showing social activity. After all, according to a study by S.V. Vaskivskoyi, self-realization is identified with the realization of personal activity in the important spheres of life and relationships for her – communication, education, creativity and profession [11].

For the professional growth of students, the following are the business qualities that are best formed in a person's socially active activity: initiative, perseverance, dedication, responsibility, practicality, organization. Most researchers point to the fact that professional growth can only be talked about when one is aware of his or her participation and responsibility for everything that happens to him and seeks to actively organize his life. The professional growth of a person is determined by the formation of a harmonious socially active personality who not only can but also wants to work for the society. Therefore, it is necessary to develop all components of social

activity at the same time: social qualities (education, organization, responsibility, diligence, initiative, collectivism, managerial qualities, kindness, altruism, etc.); psychological qualities (intelligence, will, communication skills, etc.); physical qualities (good health, healthy living, etc.) [3].

Social activity enables the young person to establish themselves on two levels – internal and external, which are the direct components of the process of professional growth of the individual. The inner level is the ability of a person to feel needed in society. The belief in the importance of one's own activity, the presence of one's own opinion and position regarding all aspects of one's own professional and vital activity, as well as the ability and desire to defend them are integral components in the personality structure of a specialist. The peculiarity of the external level is that socially active people are initiative in all spheres of life, confident in the future, are more likely to succeed, have a good job that they like, and decent wages. According to statistics, socially active people, people with unwavering beliefs in life are more valued at work, regardless of whether they are leaders or executors in their essence [10].

Thus, defining social activity as a form of professional self-realization of student youth, we should note that it can be expressed in high professionalism, display of creative initiative, business responsibility, constant search for new effective solutions to problems of professional activity. In order to determine the relationship between social activity and the success of a person's professional self-realization, it is necessary to analyze the components of social activity and professional self-realization. An empirical study was conducted at the Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University. 60 fourth-year students from the Faculty of "Psychology".

In the process of research for the Methods for determining the level of general and social self-efficacy of M. Scheer and J. Maddux ( in translation L. Boyarincevoyi for guidance R. Krichevskogo), found that 28% (17 st.) people self-efficacy prevails in interpersonal communication, а в 72 %(43 st.) – in substantive activities. That is, it can be argued that most of the studied 72% convinced that their own competences and experience acquired previously in a particular activity can be applied in future activities and will succeed in it, and 28% of respondents are confident in their own communication skills and are committed to successful interaction with people in the future. Investigating internality indicators by the method of determining the level of subjective control Y. Bazhina, Y. Golinkinoyi i O. Etkinda (modification of J. Rotter's technique), we only defined individual scales, in particular, the following results were obtained on a general internality scale of 4 persons, 56 is average, on the scale of internality in the realm of achievement 18 persons low, 42 – average, in the sphere of failures, the average is 44, i16 is low, on the scale of industrial relations, 46 is average and 14 is low. It should be noted that a high level of internality is absent, we can assume that the reason is the age category of the respondents, namely the student youth, who are at the beginning of choosing their life path after graduation and do not have full confidence in their actions.

Thus, we can conclude that almost all the subjects have an average level of subjective control over the situation in general in ordinary life. If we consider the areas related to professional self-realization, namely achievements, failures and industrial relations, we determine the predominant average level of subjective control, that is, the researchers are able to achieve success, adequately treat failures, while maintaining good relations with their colleagues at work, very important for a successful specialist.

After examining the professional life sphere and life values, they found a low level of satisfaction with the professional sphere in 37% and an average level in 63%. Such results may be explained by the lack of practical professional sphere in students. And also note the fact that the low level in the professional sphere is observed in individuals with predominant self-efficacy in the sphere between personal relationships by the method of determining self-efficacy. Also, all respondents determine the average 40% and high 60% levels in the field of education, which is their main area of activity.

The sphere of professional life is important for the person and the sphere of his professional activity. The sphere of education and education includes the desire of a person to increase their level of education, widen their horizons. They believe that the main thing in life is continuous learning, which must be based on basic education.

Concerning the vital values inherent in the professional sphere of the researched, we determined that self-development is not inherent in 35% of respondents, and 65% have an average level of self-development, the same indicators in the scales of achievement, personal prestige, active social contacts. The scale of creativity, however, differs from the high level of 53% of respondents, the average level is fixed at 27% and 20% is low. There is a pattern of oscillation of these values of vital values with the professional sphere.

Considering the results obtained through professional activity, we determine that self-development is, first and foremost, the desire for the fullest development and realization of their abilities in the sphere of professional life, improvement of their qualification, demanding of their professional duties. An indicator of 65% average self-development and 35% low is fully predicted for our sample, as young people in their college age are just beginning their professional self-development through professional education, which is only the basis for further self-realization.

The indicator of creativity expresses the desire to introduce an element of creativity in the sphere of his professional activity. As a young person quickly becomes bored with the usual ways of organization and methods of work, she has a constant desire to make various changes and improvements in the work. It is not surprising, therefore, that this scale is dominated by high levels, because modern youth is seeking to modernize the work process and to realize themselves in the profession through their own activity as an individual.

Active social contacts are the desire for collegiality in work, the delegation of authority, the establishment of favorable relationships with colleagues at work, as well as the importance of factors of social and psychological climate of the team, an atmosphere of trust. These indicators are not typical for the respondents, as young people seek to individualize their activities, to maintain relationships in a purely corporate context, in order to improve efficiency and evaluation in work only in the context of the profession.

Intermediate-level dominance in self-esteem and achievement scales is also conditioned by the onset of professional development. After all, young people strive to achieve concrete and tangible results in their professional activity, to achieve in society a positive appraisal of their work, but due to the fact that this is only the beginning of their professional self-realization, these social activities are in a state of development.

**Conclusions.** Professional self-realization is seen in a broader context and includes social activity as a form of success. Since the professional self-realization of the individual requires an appropriate mode of activity, characterized by purposefulness, freedom, independence and occurs when necessary, and social activity aims at the acquisition of knowledge, the formation of skills and competences through meaningful activity, transforming the attitude to objects of knowledge. Only a person whose psychological structure is consistently manifested in various forms of social activity can become a real expert in their business. Social activity as a form of professional self-realization in student youth is expressed in high professionalism, display of creative initiative, business responsibility, constant search for new effective solutions to problems of professional activity. According to the results of the empirical study, the prevailing sample shows the predominant type of self-efficacy in the activity, which corresponds to the leading activity of the age period of professional self-determination. That is, the beginning of professional self-realization is confirmed by the predominance of the average level of the professional sphere in the life of young people.

Also important are the results of the overriding values of life in the professional sphere of life, in particular, the overcoming of high level of creativity is explained by the desire of modern youth to modernize the work process and to realize themselves in the profession through their own activity as a person. Young people strive to achieve concrete and tangible results in their professional activity, to achieve in the society, a commendable assessment of their own work, but due to the fact that this is only the beginning of their professional self-realization, these social activities are in a state of development.

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## ПСИХОЛОГО-ПЕДАГОГІЧНИЙ СУПРОВІД СТАНОВЛЕННЯ МАЙБУТНІХ УЧИТЕЛІВ ЯК СУБ'ЄКТІВ ПЕДАГОГІЧНОГО СПІЛКУВАННЯ

**В. М. Галузяк**

**[orcid.org/0000-0001-7223-3821](https://orcid.org/0000-0001-7223-3821)**

*У статті представлено методика психолого-педагогічного супроводу становлення майбутніх учителів як суб'єктів педагогічного спілкування та проаналізовано результати її експериментальної апробації. Методика ґрунтується на засадах особистісного підходу, в контексті якого спілкування розглядається як єдність двох взаємопов'язаних рівнів: зовнішнього, операційно-дійового і внутрішнього, глибинного, який містить мотиваційно-смислові характеристики особистості. Обґрунтовується ідея оптимізації індивідуальних стилів педагогічного спілкування на основі усвідомлення та корекції їх особистісних детермінант: властивих майбутнім учителям генералізованих мотивів домінування, афіліації та досягнення, професійно-ціннісних орієнтацій та особистісних конструктів. Розроблена програма психолого-педагогічного супроводу містить чотири послідовні етапи: рефлексивно-діагностичний, проєктивний, експериментально-конструктивний і підсумковий. Результати експериментального дослідження показали, що запропонована програма психолого-педагогічного супроводу забезпечує не тільки формування комунікативних умінь, способів і прийомів спілкування, а цілісний розвиток особистості майбутніх учителів як суб'єктів педагогічного спілкування, корекцію їх мотивів, професійно-ціннісних орієнтацій, особистісних конструктів і структур самосвідомості, що знаходить інтегрований вияв у гармонізації індивідуальних стилів педагогічного спілкування.*

**Ключові слова:** *індивідуальний стиль педагогічного спілкування, мотив домінування, мотив досягнення, мотив афіліації, професійно-ціннісна орієнтація, особистісний конструкт, соціально-психологічний тренінг.*

## PSYCHO-PEDAGOGICAL SUPPORT FOR THE FORMATION OF FUTURE TEACHERS AS SUBJECTS OF THE PEDAGOGICAL COMMUNICATION

**V. Haluziak**

*The paper considers the methodology of psycho-pedagogical support of the formation of future teachers as subjects of pedagogical communication, the results of its experimental testing are analyzed. The methodology is based on the principles of a personal approach, in the context of which communication is considered as a unity of two interconnected levels: external, operational-activity and internal, which contains the motivational characteristics of the personality. It substantiates the idea of optimizing individual styles of pedagogical communication on the basis of reflective analysis and correction of the personal sphere of future teachers: the motives of domination, affiliation, achievement, professional-value orientations and personality constructs. A program of psychological and pedagogical support of future teachers as subjects of pedagogical communication*