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ОСОБЛИВОСТІ ЗОВНІШНІХ СОЦІАЛЬНО-ПСИХОЛОГІЧНИХ ДЕТЕРМІНАНТ СТАНОВЛЕННЯ ПРОФЕСІЙНОЇ САМОСВІДОМОСТІ СТУДЕНТІВ В УМОВАХ СУЧАСНИХ ВИКЛИКІВ

У статті викладено результати емпіричного дослідження детермінації становлення професійної самосвідомості майбутніх психологів. Розкрито й проаналізовано зміни структури професійної самосвідомості студентів-психологів, охарактеризовано результати вивчення зовнішніх і внутрішніх соціально-психологічних чинників її становлення в динаміці фахового навчання.

На підставі проведеного емпіричного дослідження було встановлено, що провідними зовнішніми чинниками становлення професійної самосвідомості постають професіограма психолога, наставництво викладачів і зразки діяльності професіоналів.

Ключові слова: професійна самосвідомість, соціально-психологічні детермінанти становлення професійної самосвідомості студентів, професіограма психолога, наставництво викладачів і зразки діяльності професіоналів.

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FEATURES OF THE DETERMINATION OF THE FORMATION OF PROFESSIONAL SELF- AWARENESS OF THE FUTURE PSYCHOLOGIST IN DIFFICULT LIFE CIRCUMSTANCES

The article presents the results of an empirical study of the determination of the formation of professional self-awareness of future psychologists. Changes in the structure of the professional self-awareness of psychology students are revealed and analyzed, the results of the study of external and internal social-psychological factors of its formation in the dynamics of professional training are characterized.

On the basis of the conducted empirical research, it was established that the leading external factors in the formation of professional self-awareness are the professional profile of a psychologist, mentoring of teachers, and examples of professional activity. The majority of surveyed students perceive teachers as educational partners and models of a professional psychologist, however, a third of the respondents do not recognize the support of teachers in their professional development.

Key words: professional self-awareness, socio-psychological determinants of the formation of students' professional self-awareness, professional profile of a psychologist, mentoring of teachers and examples of professional activity.

According to the results of our theoretical research, self-awareness is, first of all, a complex integrative property of the personality, which, acting through the mechanisms of self-identification and self-development, determines its capacity for active self-transformation.

In modern psychological science, the majority of scientists (I. Bech [1], Z. Karpenko [4], S. Kuzikova [7], S. Maksimenko [9], O. Merzlyakova [10], S. Stavytska [8], etc.), who study the problems of age psychology and personality psychology consider youth age is sensitive for the formation of personality as a subject of self-development.

Z. Karpenko notes, self-awareness is the self-moving cause of everything, a representative of the personality's innate ability for self-development and self-determination in the space of motivational and value relations of the human life world [4, p. 132].

As established by O. Merzlyakova, self-development of personality at student age is a self-directed process of personal growth, consisting of self-discovery, self-design, self-realization. Necessary conditions for the formation and support of motivation for self-development and self-improvement during student age are: 1) individual characteristics of students (readiness for self-development, the presence of personal strategies of self-development, as well as qualities favorable to the implementation of self-development); 2) methods of external educational and educational influences adequate for student age [10].

Similar views are expressed by S. Kuzikova, who considers personal self-development as a conscious, purposeful and controlled activity carried out by the personality with the goal of self-change in a positive direction and self-improvement. At the same time, personality is understood as a subject of self-development, which directs creative activity to itself as an object, independently managing its own development. The research of the above-mentioned scientist showed that the formation of a subject of self-development is facilitated by the actualization of psychological resources of self-development (activation of the reflexive-dialogic form of mental activity, strengthening of reflective self-regulation, value orientation on self-development, awareness of process of own personal changes), psychological support (active forms of educational activity) [4].

The study of socio-psychological features of the realization of the need for self-development in student age, conducted by S. Stavvytska, showed that the vast majority of modern students demonstrate the absence of an established system of self-development, and some are at the level of stopping self-development. In the general structure of the desire for self-development among students, moral and volitional, communicative and motivational characteristics are most pronounced; average level of expression – cognitive and gnostic characteristics of students; low level of expressiveness – organizational characteristics that determine students' ability to organize their own activities.

In order to reveal a full-scale picture of the determination of the formation of professional self-awareness, we conducted a step-by-step study of first external and then internal factors.

An important factor in the choice of a profession by young people is its social prestige. As the domestic researcher M. Naidyonov believes, the analysis of the findings of many studies of the prestige of professions shows that prestige is primarily a social and psychological phenomenon that performs the function of self-reflection of the world of professions in the labor market in society [1, p.7]. The prestige of a profession is interpreted in terms of its advantages, attractiveness and social utility and value. The individual factors that determine the popularity of a profession today include, first of all, the size of the salary, as well as working conditions, the reality of employment and opportunities to build a career, interest in the chosen profession, the social status of the profession (the opinion of which is significantly shaped by the mass media), etc. There is also a widespread trend of mismatching the demand for specialists on the labor market with the list of the most prestigious professions for young people.

A significant indicator of the prestige of the profession among the domestic youth is its position in the ranking of specialties based on the number of applications submitted by applicants. As can be seen from the diagram in fig. 1, indicators of the popularity of the psychology specialty among undergraduate students are uneven with periods of growth and decline. The peak number of submitted applications in the range of 2017-2022 falls in 2017, and from the following year it sharply decreases.

Since 2017, specialty 053 Psychology has entered the top 10 popular professions among undergraduate students, occupying the 8th rank, which was maintained for two years in a row. In 2019-2020, despite the increase in the number of applications submitted for the psychology specialty, its ranking position decreased by one step, but in the following year it returned to the 8th rank. And in 2022, apparently under the influence of the full-scale invasion of russia into Ukraine, the interest of entrants in the psychology major increased significantly, as evidenced by the fifth rank of this specialty in the rating.

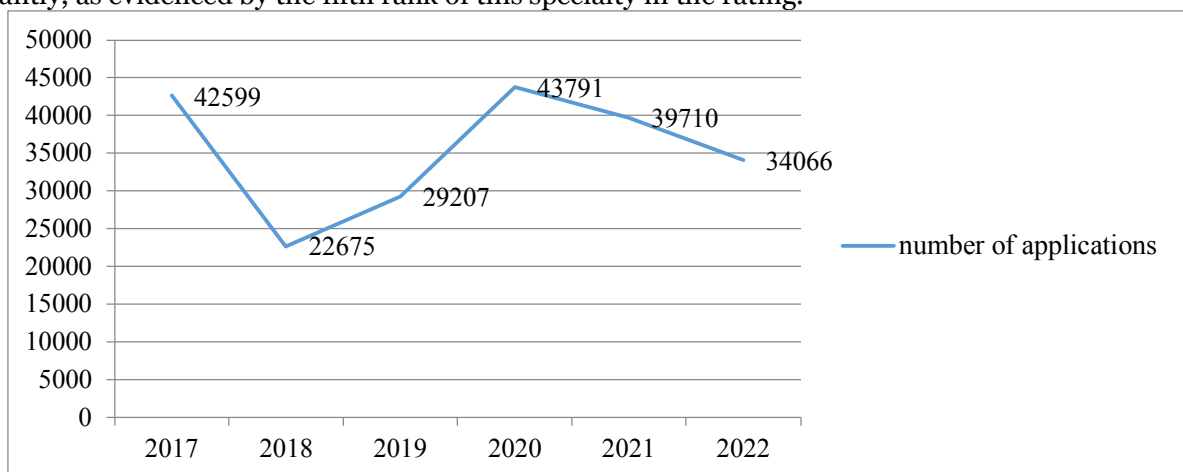


Fig. 1. The dynamics of the popularity of psychology according to the number of applications submitted by undergraduate students.

We will provide an analysis of the results of the study of internal socio-psychological factors in the formation of professional self-awareness of future psychologists.

Considering the fact that professional self-awareness is a significant personal asset of a graduate psychologist, it is important to determine the influence of his personal characteristics on its formation. Interacting with external determination, these characteristics significantly determine the content of the

professional self-concept of the future psychologist. In the model developed by us, these characteristics are marked as internal socio-psychological factors in the formation of professional self-awareness of psychology students. Such a starting factor is the motivation for choosing a profession, the content of which we found out by means of a written survey of respondents using a questionnaire.

It should be noted that the questionnaire included the possibility for the respondent to choose several answer options from the list of reasons for choosing a psychology major offered by us, as well as to formulate his answer option. Based on the analysis of the generalized data of the entire sample, their ranking was carried out, which made it possible to determine the hierarchy of motives for choosing the psychologist profession by the respondents. Summary statistical data is presented in fig. 2

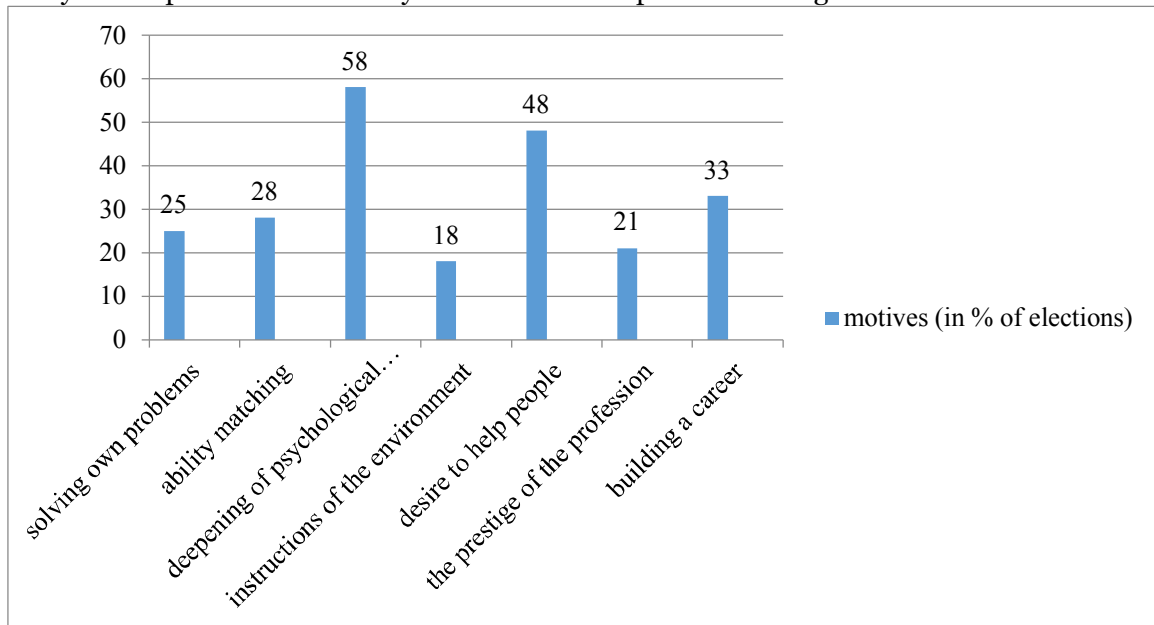


Fig. 2. Distribution of motives for choosing a profession by psychology students.

The leading motive for choosing a profession by the students we surveyed was their desire to deepen their own psychological awareness (58% of choices), which is rather a means rather than a goal of further successful professionalization. However, a professionally oriented motive appears in second place (48% of choices) - the desire to help people solve their psychological problems.

It is noteworthy that a third of students (33%) were oriented to build a successful career by choosing the profession of psychologist. Incidentally, we note that the revealed direct correlation between the first and third motives of the established hierarchy ($r=0.323^{**}$) indicates the probability of students' expectations to apply their own psychological competence in the field of business, entrepreneurship, etc. For the fourth part of the students, the psychology major was supposed to become a tool for solving their own psychological problems. Some of the respondents focused on the prestige of the psychological profession, but few listened to the instructions of the environment when choosing it. Among the individual personal answers of psychology students, there appeared both favorable motives, such as a vocation, interest in working with people, self-knowledge for further successful self-realization, and doubtful or unfavorable ones - the desire to achieve a high social status, to gain power over other people. The variance analysis showed the statistical significance of such motivations for choosing a profession as the correspondence of the profession to the chosen abilities ($F=2.344^*$) and the desire to build a successful career ($F=2.417^*$) for the formation of the professional self-image of future psychologists. It was also established that the desire to deepen one's psychological knowledge affects the formation of self-assessment of professional knowledge (result) ($F=3.711^{**}$), and the desire to help people solve their psychological problems is a significant factor in the formation of self-assessment of professional skills and abilities ($F=3.210^{**}$).

The next step of this research stage was the study of educational and professional motivation of future psychologists. Application of the diagnostic technique and processing of the obtained data made it possible to establish the hierarchy of this motivation (Table 1).

It has been established that among the students we surveyed, the professionally oriented motive of study - the prospect of becoming a highly qualified specialist – occupies a high ranking position. Among first-year students, the tendency to acquire deep and solid knowledge dominates, which will weaken somewhat during further study. We see the triad of leading educational and professional motives of third-year students as favorable, which combines their desire to ensure the success of their future professional activities, to become a highly qualified specialist and to acquire deep and solid knowledge. In this motivation, the optimal goals and resources of the professional development of psychology students are intertwined. It is also important for respondents of all courses to receive intellectual satisfaction and develop

abilities in the process of their professional training, since this motive occupies high ranks, and among graduates it generally leads the rating.

Table 1

Hierarchy of educational and professional motives of psychology students

The name of the motive	First course		Second course		Third course		Fourth course	
	Average value	Rank	Average value	Rank	Average value	Rank	Average value	Rank
Become a highly qualified specialist	6,3	3	6,2	1	6,2	2	6,2	2
Get a diploma	5,6	6	6,0	3	5,5	4	5,5	5
Successfully study and pass tests and exams	5,7	5	5,1	8	5,3	6	4,8	6
Receive a scholarship	3,5	14	4,15	12	4,2	11	2,5	15
To acquire deep and solid knowledge	6,7	1	6,1	2	6,1	3	6,1	3
Always be ready for classes	5,1	8	4,6	10	4,6	10	4,1	11
Do not neglect the study of academic subjects	5,3	7	5,3	6	5,4	5	4,5	7
Keep up with your classmates	4,3	12	4,1	12	4,7	9	4,2	10
To ensure the success of future professional activities	6,1	4	5,8	5	6,3	1	5,9	4
Fulfill the requirements of teachers	4,6	11	4,55	11	4,7	9	3,8	12
To achieve the respect of teachers	4,8	10	5,2	7	4,9	8	4,3	9
Be an example for classmates	3,9	13	3,6	13	4,0	12	3,17	14
Earn the respect of parents	4,9	9	4,9	9	5,1	7	4,4	8
Avoid punishment and condemnation for poor learning	3,4	15	3,5	14	3,9	13	3,3	13
Get intellectual satisfaction and develop abilities	6,5	2	5,9	4	6,3	1	6,3	1

Mediocre ranks were occupied by pragmatic factors, such as obtaining a diploma, neglecting the study of academic subjects and successfully passing tests and exams. Socially oriented motivations were found to be not too influential in the vision of the surveyed psychology students - achieving the approval of parents and the respect of teachers, as well as learning at the same level as peers, as these motivations complete the rating.

The use of variance analysis confirmed the importance of professionally oriented motivation for the formation of professional self-awareness of future psychologists. In particular, the desire to become a highly qualified specialist is important for professional self-image ($F=3.450^{**}$), self-assessment of professional knowledge ($F=3.108^{**}$), self-assessment of professional abilities and skills ($F=3.212^{**}$), and the motive for ensuring the success of future professional activities is influential for self-assessment of professional knowledge ($F=3.508^{**}$), as well as for self-assessment of professional beliefs ($F=2.978^*$). Self-assessment of professional knowledge is influenced by the motives of acquiring deep and solid knowledge ($F=3.801^{**}$), obtaining intellectual satisfaction and developing abilities ($F=2.824^*$). It was also established that the motive of meeting teachers' requirements is statistically significant for the formation of the professional self-image of future psychologists ($F=2.919^*$), self-assessment of professional knowledge ($F=2.799^*$), self-assessment of professional skills and abilities ($F=3.008^{**}$). It is interesting that the motive of the example for group mates is a significant factor in the formation of their communicative self-control ($F=2.814^*$).

As already mentioned, the development of professional self-awareness of future psychologists is determined by a number of determinants, among which value orientations occupy one of the leading places. Therefore, it was they who became the focus of our empirical research as an important internal factor in the formation of professional self-awareness of psychology students. The diagnostic tool for this was the methodology "Value orientations" authored by M. Rokych.

We focused on the values that occupied the first three positions of the rating, as they are the most significant and relevant in the lives of the respondents, as well as the last three positions, which reflected insignificant and little relevant values. The generalized results are presented through the hierarchical matrix of terminal values presented in the table 2.

As can be seen from the summarized research results presented in the table, the following terminal values (values-goals) took the first three ranks among all studied courses: self-confidence (internal

harmony, freedom from internal contradictions, doubts) – the first rank; creativity (possibility of creative activity) - second rank; the happiness of others (fraternity, equality, equal opportunities for all) is the third rank. Such a choice of dominant values, in our opinion, is connected with the crisis situation in our country; desire to help others; have equal rights and opportunities; to support other people in a difficult situation, which is obvious, especially for the sensitive psyche of students.

Table 2

Hierarchy of terminal values of psychology students

Content characteristic of value	First course		Second course		Third course		Fourth course	
	Average value	Rank	Average value	Rank	Average value	Rank	Average value	Rank
The happiness of others	12,3	1	12,4	3	12,1	3	11,9	3
Self-confidence	11,7	2	12,8	2	13,1	1	12,5	1
Creativity	11,5	3	13,1	1	12,4	2	12,1	2
Entertainment	10,8	4	9,5	11	10,8	5	11,5	4
Knowledge	10,7	5	10,6	5	8,8	11	9,1	11
Happy family life	10,1	6	9,9	8	10,7	6	11,3	5
Development	9,9	7	9,1	12	10,4	7	9,2	10
Social recognition	9,8	8	11,6	4	9,8	9	10,7	6
Productive life	9,6	9	8,5	13	9,9	8	10,2	8
Freedom	9,5	10	10,5	6	11,9	4	10,7	6
Having friends	9,1	11	10,1	7	9,1	10	9,7	9
Material security	8,7	12	9,7	10	8,2	13	9,0	12
Life wisdom	8,6	13	7,7	15	7,46	16	8,2	13
Interesting work	8,5	14	8,1	14	8,3	12	6,9	14
The beauty of nature and art	8,2	15	9,8	9	7,9	15	10,3	7
Health	7,9	16	7,6	16	6,7	17	6,3	16
Love	7,8	17	6,5	17	8,0	14	6,7	15
An active, active life	5,3	18	5,2	18	4,6	18	5,3	17

It should be noted separately that public recognition is quite important for students of the 2nd year - the fourth rank, although for students of other courses this value is of average importance. Entertainment is significant for first-year and fourth-year students (fourth ranking position), while third-year students value freedom more as independence of actions. Students who have crossed the "equator" of education show signs of intellectual burnout, as the value of knowledge drops from the fifth ranking position in the first and second years to the eleventh ranking position in the third and fourth year students.

The last ranking positions among students of all courses were occupied by terminal values (values-goals), such as: an active active life (fullness and emotional saturation of life) - the last 18th rank; health (physical and mental) – 17th rank; love (spiritual and physical intimacy with a loved one) - 16th rank (respectively, 17th, 16th and 15th ranking positions among fourth-year students).

Actually, the devaluation or "denial" of such values has a negative tendency, since students ignore important aspects of the formation of their professional self-awareness - orientation towards the future, especially in terms of professional activity; creating a family based on spiritual closeness, not mercantile interest; maintaining health on the basis of leading a healthy lifestyle, and not being "absorbed" by bad habits. Therefore, these students need social-psychological help regarding the development of these values.

Significantly greater discrepancies were found in the hierarchy of instrumental values of psychology students. As can be seen from the summarized research results presented in Table 3, the following instrumental values (values-means) took the first three ranks among the studied first-year students: care (care) – the first rank, efficiency in business (hard work, productive work) – the second rank, tolerance for the opinions of others is the third rank. This valuable triad is quite favorable for the professional activity of a psychologist.

In the second year, only the second position of the value rating was preserved, instead, the value of intransigence to defects, shortcomings in oneself and others became the leader (first rank), and the third rank position was occupied by the value of rationalism (the ability to think logically, make informed, rational decisions). This ratio indicates the dominance of rational means of self-realization and self-criticism of students.

Hierarchy of instrumental values of future psychologists

Content characteristic of value	First course		Second course		Third course		Fourth course	
	Average value	Rank	Average value	Rank	Average value	Rank	Average value	Rank
Cleanliness	7,1	16	6,3	17	5,5	18	6,6	16
Education	7,1	16	7,8	16	5,8	17	6,8	15
High requests	8,6	14	9,5	8	10,7	7	9,2	13
Buoyancy	8,7	13	8,9	13	7,7	14	7,3	14
Thoroughness, discipline	9,0	12	9,9	4	9,8	10	10,5	8
Independence	10,6	4	9,0	12	6,3	16	3,2	18
Intolerance to defects, shortcomings in oneself and others	10,4	5	11,7	1	7,3	15	6,5	17
Education	9,9	8	9,7	6	8,9	11	9,5	12
Responsibility	7,8	15	8,3	15	8,4	13	9,9	11
Rationalism	10,3	6	10,1	3	12,6	1	11,0	5
Self-control	9,4	9	9,3	9	8,6	12	10,7	7
Courage and defending one's opinion	9,1	11	9,2	10	11,4	4	11,1	4
Strong will	9,3	10	8,7	14	10,6	8	10,8	6
Tolerance for the opinions of others	10,8	3	9,6	7	11,8	3	12,0	2
The breadth of views	9,9	8	9,8	5	12,1	2	12,1	1
Honesty	10,0	7	9,2	10	10,4	9	10,3	10
Efficiency in business	11,3	2	11,6	2	11,1	5	10,4	9
Diligence (care)	11,7	1	9,1	11	11,0	6	11,9	3

The value of rationalism among the students of the third year of study increased even more - the first rank, the second ranking position was taken by their breadth of views (the ability to understand the point of view of others, respect other tastes, customs, habits), compared to the second year, the value of tolerance (tolerance to the opinions of others) was restored) is the third rank.

The most important value for the graduates was the breadth of views (the ability to understand the point of view of others, to respect other tastes, customs, habits) - the first rank, followed by tolerance (tolerance to the opinions of others) - the second rank, and the third ranking position was occupied by the value of care (caring). It is obvious that such a set of leading values is favorable for the future professional activity of psychology students who complete their professional studies.

The last places among the instrumental values (values-means) in the studied first-third courses were taken by such values as tidiness (ability to keep one's things in order, order in affairs) and good manners (good manners). It should be noted that neatness is not a significant value for graduates either (sixteenth rank). However, they completely ignore values: independence as the ability to act independently, decisively (eighteenth rank). Also, against the background of the value of tolerance for fourth-year students, intolerance to defects, shortcomings in oneself and others was devalued (seventeenth rank).

Thus, it can be concluded that, we associate the high rating choice of certain values and ignoring others with the fact that the process of student socialization takes place in a situation of socio-economic instability, value-normative tension that exists in modern society. Adolescence is marked as a period of value conflicts, it is during the student age that the process of formation and development of the system of value orientations takes place, and the instability of value orientations is observed. Therefore, in our opinion, such a choice of terminal values is situational, dependent on the difficult conditions in which students find themselves, as well as on the peculiarities of family values that they learn from their parents and values borrowed from their peers.

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ОСОБЛИВОСТІ СТРАТЕГІЙ ЕМОЦІЙНОЇ САМОРЕГУЛЯЦІЇ МАЙБУТНІХ УЧИТЕЛІВ В УМОВАХ НАДЗВИЧАЙНИХ СИТУАЦІЙ

У статті з'ясовано особливості стратегій емоційної регуляції майбутніх учителів в умовах надзвичайних ситуацій. Розкрито сутність емоційної саморегуляції, як чинника емоційної компетентності майбутнього вчителя, визначено її функції, обґрунтовано важливість її формування та розвитку під час професійного навчання. Визначено сутність розуміння поняття «надзвичайна ситуація». Констатовано, що розвиток здатності до емоційної саморегуляції є одним із показників сформованості готовності майбутніх педагогів до ефективного здійснення професійних завдань у надзвичайних ситуаціях. Емпірично визначено, що існує різниця у виборі стратегій емоційної регуляції між дівчатами та хлопцями – майбутніми педагогами. Для дівчат характерним вибором у стресовій ситуації є когнітивна переоцінка, прийняття, румінація, розгляд у перспективі, натомість хлопці обирають подавлення експресії. Отримані результати необхідно враховувати при розробці психокорекційних програм.

Ключові слова: емоційна саморегуляція, стратегії емоційної саморегуляції, надзвичайна ситуація, екстремальна ситуація, майбутні педагоги.

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FEATURES OF EMOTIONAL SELF-REGULATION STRATEGIES OF FUTURE TEACHERS IN EMERGENCY SITUATIONS

The article clarifies the specifics of the emotional regulation strategy of future teachers in emergency situations. It reveals the essence of emotional self-regulation as a factor of emotional competence of the future teacher, its functions are defined, the importance of its formation and development during professional training is substantiated. The essence of understanding the concept of "emergency situation" is determined. It was found that modern realities make new demands on the teacher's professionalism regarding the ability to create a safe and comfortable educational environment in emergency situations. The teacher must be able to stabilize his own emotional state before caring for the psycho-emotional state of students, all this requires the individual to make certain cognitive