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ANALYSIS OF INTERNAL FACTORS IN THE FORMATION OF PROFESSIONAL SELF-AWARENESS OF FUTURE PSYCHOLOGISTS.

Актуальність дослідження становлення професійної самосвідомості майбутніх психологів обумовлена зростаючими викликами, які супроводжують їхню майбутню професійну діяльність.

Професійна самосвідомість визначається як багатокомпонентна відносно стабільна цілісна підструктура особистості, що забезпечує її професійне становлення та самореалізацію у професійній сфері на основі усвідомлення фахових вимог, своїх можливостей та емоційно-ціннісного ставлення до себе як представника професійної спільноти.

Емпірична частина роботи містить результати констатувального етапу дослідження за участю 360 студентів 1-4 курсів спеціальності «Психологія» встановлено сприятливу динаміку зростання упродовж фахового навчання вибірки майбутніх психологів з високим рівнем сформованості професійного Я-образу та професійної самооцінки потенціалу. Виявлено суперечливий характер формування професійної самооцінки результату через значну кількість носіїв неадекватного (завищеного чи заниженого) рівня, а також розповсюдженість проблеми недостатнього рівня комунікативного самоконтролю серед випускників-психологів.

При вивченні внутрішніх чинників становлення професійної самосвідомості з'ясовано, що провідними мотивами вибору професії опитаними студентами-психологами встановлено бажання вдосконалювати знання з психології, допомагати людям і будувати успішну кар'єру. Встановлено, що серед навчально-професійних спонук майбутніх психологів домінують фахово орієнтовані та пізнавальні мотиви. Ієрархію термінальних цінностей очолили сприятливі для майбутньої професійної діяльності цінності – упевненість у собі, щастя інших і творчість. Значущими для студентів-психологів інструментальними цінностями виявлено дбайливість, толерантність, широту поглядів і ефективність у справах.

Виявлено, що більшість студентів оцінили свою обізнаність з професіограмою психолога як високу, але не пов'язують її з фаховою самосвідомістю. Самого психолога студенти уявляють як самоактуалізованого соціального інтроверта з розвиненими інтелектом і професійною компетентністю, що приймає себе й іншого. Домінуючою освітньою парадигмою у сучасних вітчизняних ЗВО зафіксовано компетентнісну, відтак доведено, що становлення фахової самосвідомості майбутніх психологів відбувається спонтанно, як допоміжний супутній вектор формування їхньої професійної компетентності.

Ключові слова: професійна самосвідомість майбутнього психолога, внутрішні чинники розвитку професійної самосвідомості майбутнього психолога, професійний Я-образ, професійна самооцінка, мотивація вибору професії, ціннісні орієнтації, термінальні цінності, інтрументальні цінності.

The relevance of studying the formation of professional self-awareness of future practical psychologists is due to the growing challenges that accompany their future professional activities.

Professional self-awareness is defined as a multi-component relatively stable integral substructure of the personality, which ensures its professional formation and self-realization in the professional sphere

based on the awareness of professional requirements, its capabilities and emotional and value attitude towards itself as a representative of the professional community.

The empirical part of the work contains the results of the ascertaining stage of the study with the participation of 360 students of 1st-4th years of the specialty "Psychology", a favorable growth dynamics was established during professional training of a sample of future psychologists with a high level of formation of a professional self-image and professional self-assessment of potential. The contradictory nature of the formation of professional self-assessment of the result due to a significant number of carriers of an inadequate (high or low) level, as well as the prevalence of the problem of an insufficient level of communicative self-control among psychology graduates, was revealed.

While studying the internal factors of the formation of professional self-awareness, it was found that the main motives for choosing a profession by the surveyed psychology students were the desire to improve their knowledge of psychology, help people and build a successful career. It is recorded that professionally oriented and cognitive motives dominate among the educational and professional motivations of future psychologists. The hierarchy of terminal values was headed by values favorable for future professional activity – self-confidence, happiness of others and creativity. Caring, tolerance, broad outlook and efficiency in business were found to be important instrumental values for psychology students.

It was found that the majority of students rated their familiarity with the professional profile of a psychologist as high, but did not associate it with professional self-awareness. Students imagine the psychologist as a self-actualized social introvert with developed intelligence and professional competence who accepts himself or herself and others. Competence is the dominant educational paradigm in modern domestic higher education institutions, so it is proven that the formation of professional self-awareness of future psychologists occurs spontaneously, as an auxiliary accompanying vector of the formation of their professional competence.

It was recorded that the leading external socio-psychological factors in the formation of the professional self-awareness of psychology students are the contents of the professional profile of a psychologist, the guidance of teachers and examples of the work of professionals. It was revealed that the most influential internal factors in the formation of professional self-awareness of future psychologists are their self-concept, educational and professional motivation and hierarchy of value orientations.

The appropriateness of purposeful psychological support for the formation of professional self-awareness of psychology students has been proved in two implementation vectors - motivational and educational work with teachers and developmental and corrective activities with students. Approbation of programs for the development of professional self-awareness of future psychologists by means of actualization of their personal resources confirmed the effectiveness of the application of social-psychological training based on the signs of increasing the level of development of structural components and actualization of the functions of professional self-awareness of psychologist graduates as a leading component of their readiness for professional activity.

Key words: professional self-awareness of a future psychologist, internal factors in the development of professional self-awareness of a future psychologist, professional self-image, professional self-esteem, motivation for choosing a profession, value orientations, terminal values, instrumental values.

Relevance of the research. Given 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 we developed, these characteristics are designated 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 [1; 4; 5; 6].

Presentation of the main material. It should be noted that the questionnaire provided for the respondent to choose several answer options from the list of motives for choosing a psychological specialty proposed by us, as well as to formulate his own answer option. Based on the analysis of the generalized data of the entire sample, their ranking was carried out, which allowed us to determine the hierarchy of motives for choosing the profession of psychologist by respondents. The summarized statistical data are presented in Fig. 1.

The leading motive for choosing a profession among the students we surveyed was their desire to deepen their own psychological awareness (58.00% of the votes), which is more a means than a goal of further successful professionalization. However, in second place is a professionally oriented motive

(48.00% of the votes) - the desire to help people solve their psychological problems.
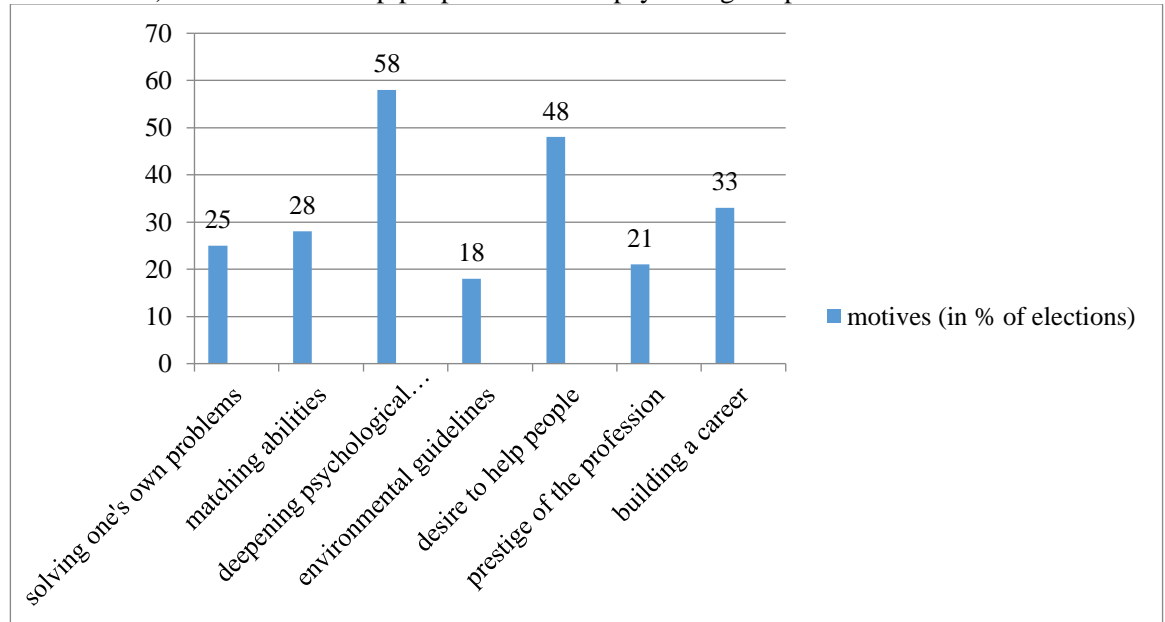
Fig. 1. Distribution of motives for choosing a profession by psychology students.

It is noteworthy that a third of students (33.00%) were oriented to build a successful career by choosing the profession of a psychologist. Incidentally, we note that the revealed direct correlation between the first and third motives of the established hierarchy (r=0.323**) indicates the likelihood of students' expectations to apply their own psychological competence in the field of business, entrepreneurship, etc. For a fourth of students, the psychological profession was to become a tool for solving their own psychological problems. Some of the respondents were guided by the prestige of the psychological profession, but few listened to the instructions of the environment when choosing it. Among the individual personal responses of psychology students, both favorable motives appeared, such as: vocation, interest in working with people, knowing oneself for further successful self-realization, and dubious or unfavorable ones - the desire to achieve a high social status, to gain power over other people. The analysis of variance showed the statistical significance of such motives 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 found that the desire to deepen one's psychological knowledge affects the formation of self-esteem 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-esteem of professional skills and abilities (F=3.210**).

The next step in this stage of the research was to study the educational and professional motivation of future psychologists. The application of the diagnostic method [7] and the processing of the obtained data allowed us to establish a hierarchy of this motivation (Table 1).

It was found that among the students we studied, the professionally oriented motive of learning occupies high ranking positions - the prospect of becoming a highly qualified specialist.

Table 1.

Hierarchy of educational and professional motives of psychology students

Motive name	First year		Second year		Third year		Fourth year	
	Average value	Rank	Average value	Rank	Average value	Rank	Average value	Rank
Become a highly qualified specialist	6,30	3	6,20	1	6,20	2	6,20	2
Get a diploma	5,60	6	6,00	3	5,50	4	5,50	5
Successfully study and pass tests and exams	5,70	5	5,10	8	5,30	6	4,80	6
Get a scholarship	3,50	14	4,15	12	4,20	11	2,50	15

Acquire deep and solid knowledge	6,70	1	6,10	2	6,10	3	6,10	3
Be constantly ready for classes	5,10	8	4,60	10	4,60	10	4,10	11
Do not neglect the study of academic subjects	5,30	7	5,30	6	5,40	5	4,50	7
Keep up with classmates	4,30	12	4,10	12	4,70	9	4,20	10
Ensure the success of future professional activities	6,10	4	5,80	5	6,30	1	5,90	4
Fulfill the requirements of teachers	4,60	11	4,55	11	4,70	9	3,80	12
Achieve the respect of teachers	4,80	10	5,20	7	4,90	8	4,30	9
Be an example for classmates	3,90	13	3,60	13	4,00	12	3,17	14
Earn the respect of parents	4,90	9	4,90	9	5,10	7	4,40	8
Avoid punishment and condemnation for poor study	3,40	15	3,50	14	3,90	13	3,30	13
Receive intellectual satisfaction and develop abilities	6,50	2	5,90	4	6,30	1	6,30	1

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 future professional activity, to become a highly qualified specialist and to acquire deep and solid knowledge. This motivation intertwines the optimal goals and resources of professional development of psychology students. 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.

Pragmatic factors, such as obtaining a diploma, not neglecting the study of academic subjects and successfully passing tests and exams, occupy middle ranks. Socially oriented motivations were found to be not very influential in the understanding of the studied psychology students – achieving parental approval and teacher respect, as well as studying on a par with classmates, as these motives complete the rating.

The application of variance analysis confirmed the significance 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 skills and abilities (F=3.212**), and the motive of ensuring the success of future professional activity 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 found that the motive of fulfilling the requirements of teachers 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**). Interestingly, the motive of setting an example for classmates is a significant factor in the formation of their communicative self-control (F=2.814*).

As already noted, the development of professional self-awareness of future psychologists is determined by a number of factors, among which value orientations occupy one of the leading places. Therefore, they were 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" by M. Rokych [3].

We paid attention to the values that occupied the first three positions of the rating, since they are the most significant and relevant in the lives of respondents, as well as to the last three positions, which reflected insignificant and less relevant values. The generalized results are presented through a hierarchical matrix of terminal values, presented in Table 2.

<div align="right">**Table 2.**</div>

<div align="center">**Hierarchy of terminal values of psychology students**</div>

Content description of value	First year		Second year		Third year		Fourth year	
	Average value	Rank	Average value	Rank	Average value	Rank	Average value	Rank
Happiness of others	12,30	1	12,40	3	12,10	3	11,90	3
Self-confidence	11,70	2	12,80	2	13,10	1	12,50	1
Creativity	11,50	3	13,10	1	12,40	2	12,10	2
Entertainment	10,80	4	9,50	11	10,80	5	11,50	4
Cognition	10,70	5	10,60	5	8,80	11	9,10	11
Happy family life	10,10	6	9,90	8	10,70	6	11,30	5
Development	9,90	7	9,10	12	10,40	7	9,20	10
Social recognition	9,80	8	11,60	4	9,80	9	10,70	6
Productive life	9,60	9	8,50	13	9,90	8	10,20	8
Freedom	9,50	10	10,50	6	11,90	4	10,70	6
Having friends	9,10	11	10,10	7	9,10	10	9,70	9
Material security	8,70	12	9,70	10	8,20	13	9,00	12
Life wisdom	8,60	13	7,70	15	7,46	16	8,20	13
Interesting work	8,50	14	8,10	14	8,30	12	6,90	14
Beauty of nature and art	8,20	15	9,80	9	7,90	15	10,30	7
Health	7,90	16	7,60	16	6,70	17	6,30	16
Love	7,80	17	6,50	17	8,00	14	6,70	15
Active, working life	5,30	18	5,20	18	4,60	18	5,30	17

As can be seen from the generalized results of the study, presented in Table 2, the first three ranks among the studied students of all courses were occupied by the following terminal values (values-goals): Self-confidence (freedom from internal contradictions, internal harmony) - first rank; creativity (the possibility of creative activity) - second rank; happiness of others (equality, brotherhood, equal opportunities for all) - third rank. In our opinion, such a choice of dominant values is associated with the crisis situation in our country; the desire to have equal rights, opportunities; the desire to help and support other people in a difficult situation, which is obvious, especially for the especially sensitive psyche of students.

In addition, it should be noted that for 2nd year students, social recognition is quite important - fourth rank, although for students of other courses this value is of mediocre importance. Entertainment is important for first- and fourth-year students (fourth ranking position), while third-year students value freedom more as independence of actions.

Signs of intellectual burnout are demonstrated by students who have crossed the "equator" of learning, since the value of knowledge drops from the fifth position of the rating in the first and second years to the eleventh position in the third and fourth years.

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

Actually, the devaluation or "denial" of such values has a negative trend, since students ignore important aspects of the formation of their professional self-awareness - orientation towards the future, in particular, in the field of professional activity; creating families based on spiritual closeness, not mercantile

interests; maintaining health based on a healthy lifestyle, not "absorption" in bad habits. Therefore, these students need socio-psychological assistance in developing these values.

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

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

Table 3.
Hierarchy of instrumental values of future psychologists

Content description of value	First year		Second year		Third year		Fourth year	
	Average value	Rank	Average value	Rank	Average value	Rank	Average value	Rank
Neatness	7,10	16	6,30	17	5,50	18	6,60	16
Education	7,10	16	7,80	16	5,80	17	6,80	15
High demands	8,60	14	9,50	8	10,70	7	9,20	13
Cheerfulness	8,70	13	8,90	13	7,70	14	7,30	14
Diligence, discipline	9,00	12	9,90	4	9,80	10	10,50	8
Independence	10,60	4	9,00	12	6,30	16	3,20	18
Intolerance to flaws, shortcomings in oneself and others	10,40	5	11,70	1	7,30	15	6,50	17
Education	9,90	8	9,70	6	8,90	11	9,50	12
Responsibility	7,80	15	8,30	15	8,40	13	9,90	11
Rationalism	10,30	6	10,10	3	12,60	1	11,00	5
Self-control	9,40	9	9,30	9	8,60	12	10,70	7
Courage and defending one's opinion	9,10	11	9,20	10	11,40	4	11,10	4
Strong will	9,30	10	8,70	14	10,60	8	10,80	6
Tolerance to the opinions of others	10,80	3	9,60	7	11,80	3	12,00	2
Broadness of views	9,90	8	9,80	5	12,10	2	12,10	1
Honesty	10,00	7	9,20	10	10,40	9	10,30	10
Efficiency in business	11,30	2	11,60	2	11,10	5	10,40	9
Care	11,70	1	9,10	11	11,00	6	11,90	3

The value of rationalism has become even more important for third-year students – the first rank, the second ranking position for them was taken by the 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) – the third rank was restored.

The most important value for graduates was found to be the value of breadth of views (the ability to understand the point of view of others, respect other tastes, customs, habits) – the first rank, then tolerance (tolerance to the opinions of others) – the second rank, and the third ranking position was taken by the value of care (care). Obviously, such a set of leading values is favorable for the future professional activities of psychology students who are completing their professional training.

The last places among instrumental values (values-means) for the first-third year students were occupied by such values as neatness (the ability to maintain order in affairs) and politeness (good manners). It should be noted that neatness is not a significant value for graduates (sixteenth rank). However, they completely ignore the values: independence as the ability to act independently, decisively (eighteenth rank). Also, against the background of the value of tolerance, intolerance to flaws, shortcomings in oneself and others (seventeenth rank) turned out to be devalued for fourth-year students.

We associate the high rating choice of certain values with the peculiarities of the process of socialization of students, which occurs 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 in student age that the process of formation, development of the system of value orientations takes place and instability of value orientations is observed. Therefore, such a choice of terminal values, in our opinion, 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. Given the established thesis that professional self-awareness is derived from a more general personal self-awareness, we included its study in the process of empirical research. The focus of the study of the self-concept as a product of the formation of a person's self-awareness was on its components such as the image of the "I", self-esteem and self-respect.

The method of 20 statements by M. Kuhn and T. McPartland [6] about themselves made it possible to identify the most common judgments by means of quantitative and qualitative analysis, that is, to study the content of the image of the "I". Most often, respondents indicated their own identity through formal biographical characteristics - age, gender, social status (student), future profession, residence. These judgments, as a rule, began the students' self-description. Then more individual physical and psychological qualities of the respondents appeared - features of appearance, character traits, type of temperament, abilities, habits, tastes (preferences). Occasionally, students described themselves through their current emotional state ("I am happy," "I am usually in a good mood," etc.), their own dreams ("I want to become a great psychologist," "I dream of living and working abroad"), or past experiences ("I became a successful student," "I recently got married"). We see as a positive trend the identified trend, characteristic of students of all years of study, that self-descriptions contain judgments directly or indirectly related to future professional activities ("I am a future psychologist", "I work as a psychologist at school" ("I want to become a class psychologist", etc.). The analysis of variance allowed us to identify the expected statistical significance of the content of the self-image for the formation of the professional self-image of future psychologists (F=3.344**), as well as such components of their professional self-awareness as self-assessment of professional beliefs (F=2.478*) and self-assessment of professionally significant qualities (F=2.608*).

Investigating the characteristics of the self-image of respondents using the method of personal differential, we obtained a picture of self-descriptions that are reflected in the self-image of students (21 personal qualities were involved, corresponding to three classical factors of semantic differential: assessment, strength and activity. Summary statistics are presented in Table 4.

The assessment factor represents the individual's perception of his or her real personal qualities. The significant number of low-level assessment carriers among students of all courses is noteworthy. Among first-year students, their number is more than a third (34.00%), in the second year it decreases to 20.00%. A slight decrease in this indicator among second-year students, in our opinion, is due to the fact that they have somewhat adapted to the learning process, feel more confident, because they understand the requirements of teachers better. However, in the second half of professional training, the number of low-level carriers increases significantly again. This indicates that they see a limited number of positive personal qualities in themselves, are critical of their own behavior, their own capabilities.

Table 4.
Indicators of the manifestation of factors of assessment, strength and activity of future psychologists (in % of carriers).

Year of study	Rating /levels			Strength /levels			Activity /levels		
	Low	Medium	High	Low	Medium	High	Low	Medium	High
First	34,0	46,0	20,0	62,0	34,0	4,0	44,0	54,0	2,0
Second	20,0	54,0	26,0	44,0	42,0	14	22,0	58,0	20,0
Third	36,0	50,0	14,0	54,0	44,0	2,0	52,0	38,0	10,0
Fourth	40,0	50,0	10,0	60,0	40,0	0,0	60,0	36,0	4,0

About half of the studied students of all courses are carriers of an average level of assessment. The average values for the assessment factor indicate the awareness of students about their positive qualities, the individual accepts them, is satisfied with their own self-image, and if difficulties arise, can easily change their ideas about their own personal qualities. The number of carriers of a high level of assessment was found to be limited, and from the second half of professional training a downward trend in the number of this sample was recorded. Only 14.00% of 3rd-year students and 10.00% of 4th-year students are generally satisfied with their own positive characteristics. This is evidence that they perceive themselves as carriers of socially desirable and positive personal qualities ("I know that I am compassionate, tolerant, balanced, benevolent..."). A high level of assessment has a positive effect on the development of professional self-awareness of this group of subjects.

The strength factor presents the individual's perception of the development of his or her willpower (the real strength of the self-image). A generalized analysis of the research results showed that the majority of first-year (62.00%), third-year (54.00%) and fourth-year (60.00%) students have low indicators of willpower. Accordingly, these students' perceptions of the development of their willpower, their own willpower characterize them as having a low level of self-control, unable to adhere to the accepted line of behavior, dependent on external circumstances and assessments.

A significant percentage is also made up of the sample of carriers of an average level of strength; the number of this sample increases by the fourth year of study (from 34.00% of first-year students to 42.00% of second-year students and 44.00% of third-year students). Among graduates, this indicator decreases to 40.00%. On the other hand, the number of carriers of a high level of the strength factor is limited: only 4.00% of first-year students, 14% of second-year students and 2.00% of third-year students. A high level of development of the strength factor is inherent in such a small number of the studied, which is rather due to their clearly manifested individual psychophysiological characteristics. In general, it can be concluded that students' ideas about strength and the development of their own volitional qualities characterize them as anxious, asthenic, dependent on external circumstances and assessments of others; those who have an insufficient level of self-control, unable to stick to the accepted line of behavior. This necessitates a thorough systemic influence on the development of the volitional sphere of these students.

The activity factor reflects the perceptions of the subjects about their personal activity (the real activity of the self-image). The study showed that among the first-year students, those who define their level of activity of the self-image as average prevail - 54.00%. However, among the first-year students, there is also a large sample of low-level carriers (44.00%), and only 2.00% of first-year students have a high level of activity. During the second year of study, the statistical picture improves significantly, as the number of low-level carriers decreases to 22.00%, and the sample of high-level carriers increases to 20.00% of psychology students. However, in the second half of professional training, the situation rapidly worsens, as a downward trend in the number of high-level carriers is recorded against the background of a significant increase in the number of students with a low level of activity. This means that most students consider themselves to be inactive in the manifestations and features of their own professional development. We assume that the established trend of decreasing activity of psychology students during their professional training is associated with a certain fatigue, burnout, or with a certain adaptability to the requirements of the environment, which makes their professional development more structured.

Conclusion. In general, it was found that the most favorable are the statistical indicators of assessment, strength and activity in second-year students, which may be associated with their successful adaptation to professional training. At the same time, a noticeable fact is the low statistical indicators of graduates in all factors, which indicates the crisis dynamics of their personal manifestations at the stage of completing professional training.

Prospects for further research work are aimed at studying the relationship and mutual influence of the professional self-awareness of future psychologists with their professional competence and orientation in the formation of readiness for professional self-realization.

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