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THE ROLE OF THE PROFESSIONAL SELF- CONSCIOUSNESS IN THE FORMATION OF FUTURE SOCIONOMIC SPECIALISTS' PERSONALITIES

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Л.А. Онуфрієва. Роль професійної самосвідомості у формуванні особистості майбутніх фахівців соціономічних професій. У результаті дослідження підтверджено, що самосвідомість – це динамічне історичне утворення, яке виступає на різних рівнях і в різних формах. Відповідно до висновків вітчизняних і зарубіжних психологів стверджується, що становлення самосвідомості включено у процес становлення особистості, і тому воно не підлаштовується під нього, а є одним із компонентів особистості. Констатовано, що центральний психічний процес студентського віку – розвиток самосвідомості. З'ясовано, що негативна «Я-концепція» особистості майбутніх фахівців соціономічних професій характеризується замкнутістю, невпевненістю, низьким самоконтролем, підвищеною тривожністю, емоційною чуттєвістю, заниженою самооцінкою. З'ясовано, що основними детермінантами формування «Я-концепції» особистості майбутніх фахівців соціономічних професій є спілкування з рідними і близькими людьми, друзями і коханою людиною. Встановлено, що однією з істотних ознак психічного розвитку особистості студентів-майбутніх фахівців соціономічних професій є подальше становлення самосвідомості, що виявляється в диференціації її

внутрішньої структури, ускладненні змістового наповнення. Наголошено, що порушення в нормативному процесі розвитку самосвідомості є важливим фактором виникнення дезадаптації, які виступають в якості особистісних факторів і стають перешкодами на шляху ефективної адаптації і розвитку особистості, надають життю майбутніх фахівців конфліктного особистісного сенсу і стають основою виникнення різних форм девіантної поведінки в студентському віці. При узагальненні теоретичного матеріалу виділено такі складові самосвідомості майбутніх фахівців соціономічних професій: пізнавальну, емоційно-оцінну, поведінково-діяльнісну, зміст яких визначають функціональні складові самосвідомості майбутніх фахівців соціономічних професій.

Зроблено висновок, що формування професійної самосвідомості включає в себе самопізнання майбутніми фахівцями соціономічних професій професійних, особистісних якостей і аналіз сучасних вимог, що пред'являє професія до фахівця, формування уявлень про зміст професії і про себе як її представника; усвідомлення прикладного значення професійно-психологічних знань для майбутньої професійної діяльності.

Ключові слова: професійна самосвідомість, «Я-концепція», особистість, майбутні фахівці соціономічних професій, розвиток, самооцінка, самоконтроль, психічні процеси, самовизначення.

Л.А. Онуфриева. Роль профессионального самосознания в формировании личности будущих специалистов социономических профессий. В результате исследования было подтверждено, что самосознание – это динамическое историческое образование, которое выступает на различных уровнях и в различных формах. Согласно выводам отечественных и зарубежных психологов утверждается, что становление самосознания включено в процес становления личности, и поэтому оно не подстраивается под него, а является одним из компонентов личности. Констатируется, что центральный психический процесс студенческого возраста – развитие самосознания. Выяснено, что негативная «Я-концепция» личности будущих специалистов социономических профессий характеризуется замкнутостью, неуверенностью, низким самоконтролем, повышенной тревожностью, эмоциональной чувственностью, заниженной самооценкой. Отмечено, что основными детерминантами формирования «Я-концепции» личности будущих специалистов социономических профессий является общение с родными и близкими людьми, друзьями и любимым человеком.

Отмечено, что одним из существенных признаков психического развития личности студентов-будущих специалистов социономических профессий является дальнейшее становление самосознания, проявляющееся в дифференциации его внутренней структуры, осложнении содержательного наполнения.

Констатируется, что нарушения в нормативном процесі розвитку самосознания является важным фактором возникновения дезадаптации, которые выступают в качестве личностных факторов и ста-

новятся препятствиями на пути эффективной адаптации и развития личности, придают жизни будущих специалистов конфликтного личностного смысла и становятся основой возникновения различных форм девиантного поведения в студенческом возрасте. При обобщении теоретического материала выделены такие составляющие самосознания будущих специалистов социномических профессий – познавательная, эмоционально-оценочная, поведенчески-деятельностная, содержание которых определяют функциональные составляющие самосознания будущих специалистов социномических профессий.

Сделан вывод, что формирование профессионального самосознания включает в себя самопознание будущими специалистами социномических профессий профессиональных, личностных качеств и анализ современных требований, предъявляемых профессией к специалисту, формирование представлений о содержании профессии и о себе как её представителе; осознание прикладного значения профессионально-психологических знаний для будущей профессиональной деятельности.

Ключевые слова: профессиональное самосознание, «Я-концепция», личность, будущие специалисты социномических профессий, развитие, самооценка, самоконтроль, психические процессы, самоопределение.

The formulation of the research problem. More and more researchers' attention is focused on the problem of search of mechanisms and regularities of personality's self-consciousness formation, although the overall perspective of the personality's self-consciousness has taken a significant place in the theory of psychology through the works of R. Burns, W. James, I.S. Kon, K. Rogers, S.L. Rubinstein, V.V. Stolin, I.I. Chesnokova, T. Shibutani, K. Jung, V.A. Yadova and others.

To implement the study of self-consciousness there are several approaches to defining the essence and structure of self-consciousness, and some of its components have been the subject of numerous studies of foreign and domestic psychologists, in the works of which there were presented theoretical principles of the relationship and interaction of internal and external factors of the formation of consciousness and self-consciousness, the genesis of self-consciousness, its components, because the future of today's youth and the future of society depends on self-consciousness and this determines the relevance of research (N.E. Ankudinova, V.H. Asieiev, A.A. Bodalev, L.I. Bozhovych, E.A. Bondarenko, V.P. Levkovych, P.R. Chamata, R. Burns, K. Blaha, M. Shebek, A. Wallon).

The purpose of our research is the study of the psychological characteristics of professional self-consciousness in the formation of future socionomic specialists' personalites.

The main principles of the scientific psychology of the essence of the personality, the laws of his/her formation and development (B.H. Ananiev, G.S. Kostiuk, S.D. Maksymenko, R. May, V.M. Miasyshev, A.V. Petrovskiyi, K.D. Ushynskiyi); general psychological theory of consciousness and self-consciousness (I.S. Cohn, V.V. Stolin, S.L. Rubinstein, K. Jung); the development of the theory of self-consciousness in ontogenesis (K. Berns, M.I. Boryshevskiyi, B.A. Ziemba, I.S. Kohn); the principles of the essence of self-perception and self-consciousness (B.H. Ananiev, R. Berns, A.V. Vynoslavska, I.S. Cohn, V.I. Noskov, A.H. Spirkin, I.I. Chesnokova); principles on the impact of professional self-determination on the formation of the student's personality (I.V. Dubrovina, V.T. Lisovska, V.I. Noskov, M. Paliukh, V.V. Stolin, L. Hominska) became the methodological and theoretical basis of our research.

The main material research. Self-consciousness is an important structural component of the personality, it is the internal mechanism, by which a person is able not only consciously to perceive the impact of the environment, but also on his own, knowing his capabilities, identify measure and character of personal activity. As a result, people can not only show the outside world, but distinguishing themselves in it, and to know his inner world, experience, and in a certain way to treat themselves [8].

According to V.H. Maralov the self-consciousness is an activity of Me as the subject of knowledge or creating an image of Me ("Me conception"), where the image of Me, including in structure of Me, as a subject performs a self-regulating function.

B.H. Ananiev presents different formulation of self-consciousness, indicating that the leading feature of self-consciousness is self-regulation of individual behavior.

The structure of self-consciousness, according to L.S. Vyhotskiyi, depends on the social environment, a person belongs to which.

I.I. Chesnokova considers self-consciousness as a set of mental processes by which the individual is aware of himself as the subject of activities, and his representation of himself add up to a certain "Self-image". She considers self-consciousness as the unity of the following three components: cognition (self-cognition), emotional and valuable attitude to oneself (self-relation), activity and willed self-regulation of the personality's behavior. The process of knowledge accumulation does not lead to the absolute knowledge, but it makes knowledge more adequate [10]. The development of self-consciousness, according to I.I. Chesnokova is a process, the essence

of which is the human perception of numerous images of oneself in different situations and in conjunction of these images into a single holistic formation – an idea, and then the understanding of one's own "Me". This process is resulted in the formation of a generalized "self-image" [10, p. 76].

The most studied concept of self-consciousness was formed by V.V. Stolin, which, according to the three types of activity, identified three levels in the development of self-consciousness: organic, individual and personality-based one [9].

The human understanding of properties and relations of objects, the significance for oneself and society creates conditions for the actualization of the social and psychological mechanisms of interaction between targeted interrelations. The subject of consciousness is an intelligent, professional and emotional activities aimed at self-cognition, i.e. inside information that makes it possible to understand why a person chooses a certain way of behavior in interaction with society. It is about self-consciousness, which provides a choice of life, course of conduct, the formation of the style and way of life [3].

In contrast to consciousness, self-consciousness is focused on the human understanding of his actions, feelings, thoughts, motives, interests and his position in society. If the mind is focused on the whole objective world, the object of self-consciousness is a person who acts in self-consciousness as a subject and as an object of cognition [3]. The object of self-consciousness is the personality that is both cognizing and is cognised, estimates and is estimated. The structure of self-consciousness comprises self-knowledge, self-esteem, self-control.

Self-knowledge is the process of subject's learning of oneself, one's life way professional activities, internal mental content [3]. Self-esteem is very important in the structure of self-consciousness. It is a personality's assessment of oneself, one's qualities, life chances, the attitude of others to oneself and own place among them. It is an important regulator of individual behavior and his relationship with the social environment, criticism, demands to oneself and others [4; 5].

Self-esteem affects the way of the formation of social contacts and group relations, their duration and efficiency. Self-esteem, being adequate to the level of claims and real possibilities, contributes to the correct choice of tactics and forms of behavior in the group. On differences of level of claims and the real possibilities (inadequate self-esteem), the individual begins to assess himself

incorrect, which makes it inappropriate behavior in the group. The consequence of this is the emotional breakdowns, excessive anxiety, which have a negative impact on group relations [2].

Being a dynamic formation, self-esteem of the personality varies according to the level of social well-being of the individual. High self-esteem contributes to personal development, self-affirmation in society and the structure of group relations. Low self-esteem prevents individual growth, inhibits the disclosure of identity, provoking complexes that impede the relationship.

Self-control is one of the levels of personality's self-consciousness development. It is conscious, volitional control of personal mental life and behavior in accordance with "Me-characteristics", mentality, values and meaning, need-motivational and cognitive spheres [2]. The ability to self-control is conditioned by the demands of society to the individual behavior and involves the ability of the individual as an active subject to realize and control the situation. The level of self-control is an indication of maturity and culture of personality.

From the point of view of social psychology, self-consciousness is associated with the capacity for reflection. Reflection is a form of the subject's awareness how he is perceived and is valued by other people and groups. It includes six items: the subject, which is in fact; the subject of how he sees himself; subject, as he is seen by others, and the same three positions, but by another entity. In this understanding of reflection is the process of subjects' reflection of each other.

Self-esteem reflects the degree of a person's self-esteem, a sense of personal values and a positive attitude to everything that is outside the scope of his "Me". Therefore, low self-esteem involves the rejection of himself, self-denial, negative attitude to his personality.

A foreign scientist R. Burns indicated the differentiation of "self-knowledge – attitude towards oneself" [1]. Defining "Me"-concept as a collection of all representations of oneself associated with their assessment, Burns identifies two of its components: descriptive component, or the image of "Me"; self-relation to the separate qualities – self-esteem and self-acceptance. The researcher identifies three significant principles for understanding the nature of self-attitude: 1) a major role in the development of relations to oneself plays the degree of conformity of the real and the ideal images of "Me", it is an indication of compliance with the level of development of the individual relationship to himself; 2)

the basic mechanism of formation of the relation to oneself is the interiorization of other important relationships. In the process of social interaction an individual “applies” to him attitude of others, assimilates it, and in this process he forms a relationship to himself; 3) an individual generates attitude towards him through the prism of his identity.

R. Burns defines the self-attitude as an integral self-esteem, which makes the installation in relation to oneself, it is stable and is characterized by varying degrees of intensity, depending on the context and the cognitive content of the “Me” image [1, p.78].

The characteristic feature of the self-relation is a success or failure. In contrast, self-acceptance is understood as a way of attitude on life or general installation that occurs by comparing the image of “Me” of the subject in relation to the ideal image of “Me”. However, feelings or experiences are the primary. Thus, in particular, K. Rogers believes that self-acceptance is self-acceptance of oneself as a whole, irrespective of the personal qualities and self-esteem is a relation to oneself as the bearer of certain properties. The correlation can be positive (self-acceptance) or negative (rejection of oneself).

Self-acceptance is a positive attitude toward oneself, unconditional acceptance of oneself as what is stored at criticality. Self-acceptance is not complacency, narcissism, or self-sufficiency. Adoption of oneself as in reality is the basis for self-development, self-actualization and self-improvement. Self-rejection is the second form of manifestation of the relationship to oneself; it is characterized by a basic negative attitude towards oneself, criticizing one’s thoughts, actions, a sense of discomfort, uncertainty, hostility of qualities and properties.

Summarizing the experimental data, R. Burns singled the manifestation of negative attitude to oneself: frequency of self-critical statements (“I’ll never do it”); negative expectations in the competitive situation (“I have no chance,” “He is better than me”); critical attitude to the success of others (“He’s just lucky”); unwillingness to admit his mistake and guilt (“I am not guilty”); a tendency to emphasize the faults in others, the focus on the mistakes of others [1].

It is known that the attitude to oneself is closely related to the attitude to others. The researcher D. Young unified the defects of this phenomenon under the title “Cluster Disbelief”: “The majority of chronic singles suffer from deep mistrust on the part of others. They believe that other people are selfish, concerned only about

themselves, seek to exploit all the others”. The lack of a positive attitude to the people, which is based on the motives of affiliation and assistance can contribute to the appearance of manipulation when others are perceived not as subjects, but as objects for their own purposes. N. Sardzhveladze calls this type of relationship a subject-object relationship to people. Others are considered as objects of consumption, instrumental, manipulative and utilitarian approach. We can notice a tendency of effect on the other, manipulating his consciousness and behavior, imposing to him his thoughts, that is “assimilation” of the other, control of his actions and “taking” them, etc.

Polish researchers M. Paliukh and A.B. Ziemba note that “social values, such as hard work, honesty, reliability and loyalty are perceived by some individuals as naivety, lack of contact with reality, because even in children films, popular cartoons the heroes of fairy tales are represented, which with their deceit and duplicity get more wealth. Therefore, there is a danger that bypassing the moral education of the younger generation and uncreating relevant examples to be emulated by the elders, we pave the way for the development of social dysfunction, pathological phenomena which are at variance with the moral aspects of social life and the emergence of deviant behavior of not only individuals and even whole teams of various societies, especially the minorities” [5, p. 18-19].

The structure of the self-attitude can be generalized to present such measurements as “autosympathy”, “self-respect”, “self-interest” and “expected a positive attitude of some other”, giving it both internally differentiated and qualitative features, that is determined by the most significant measurement of the macrostructure. High self-respect does not mean arrogance, such a person does not consider himself better than others, but he simply believes in himself and that he can overcome his own shortcomings. Low self-esteem, on the other hand, involves feelings of inadequacy, inferiority, unworthiness, which creates a negative impact on the mental well-being and social behavior of the subject. People with low self-esteem is very fragile and sensitive to everything that concerns their self-esteem, sensitive to criticism, laughter and censure, stronger feels failures in the work and identified weaknesses. Many of them are peculiar with shyness, the desire for solitude and suffering from it. Such people feel uncertain. Lowered self-respect and communication difficulties reduce social activity of the subject, such individuals take significantly less participation in social life, in choosing a profession, they avoid specialties associated with the

need to control others and providing for the spirit of competition. Even putting a definite purpose, they do not particularly hope for success, considering that they do not have the necessary abilities. Self-cognition as well as self-perception and attitude toward oneself is considered as a moral self-determination conditions.

The transition from adolescence to adulthood is determined among students, and it is the most important period in the development of self-consciousness and a mature self-esteem. It is phenomenally manifested in the realization of one's individuality, uniqueness, motives and activities. Accordingly, a professional self-determination of students is in the final stage. All this makes it not only possible but also necessary a special work on management of the process of a student's professional self-consciousness, the formation of his professional self-concept.

While personality formation, the professional self-consciousness characterizes a certain student's self-determination level: the realization of one's life goals and building plans related to self-realization in a professional field, awareness of personal professional intentions (what he wants), personal capabilities, abilities, talents (what he can, may), awareness of the requirements imposed by activities, professional group (what is required). Professional self-consciousness is influenced by the surrounding professional environment and professional activities. The acquisition of professional knowledge, skills, inclusion of students in the different types of practice, the adoption of professional goals and ideals in their professional activities is in favor of effective condition for the development of a future specialist at the training stage. The high productivity of the process of formation of professional self-consciousness is determined by maturity of active life and professional position of the person, taking into account their own needs and interests of society.

The professional self-consciousness is reflected in the growing number of signs of professional activities, reflected in the mind of a specialist, in overcoming stereotypes, in the holistic vision of oneself in the context of the profession. The possibility of individual adaptation to the requirements of the profession becomes feasible only through the conscious development of the man, his life ideas and professional plans. The activity of the personality, aimed at the conscious choice of career, the definition and choice of life plans, readiness for their correction, forecasting career take on a leading role in the modern conditions of production dynamics and constant innovations.

In today's conditions, in the preparation of young people in educational institutions of vocational education it is appropriate and relevant to pay attention to the study of the profession requirements for the individual specialists of specific industries, to become acquainted with the problems that may arise in practice, work on the study of professional and personal potential and its development in the earlier stages of employment.

To our mind, the basic condition of professional self-consciousness formation is the future specialists' understanding the psychological meaning of professionally important personality traits. The maturity of clear ideas about the psychological components of a specialist's personality promotes the active professional development of a future specialist. In competitive conditions the psychological readiness for professional work becomes an integral part of the professional education of the personality. One of the key components of the professional training is to develop the graduates' vocational and psychological readiness for the acquiring labour and professional activities. Professional and psychological training is one of the basic components of a successful person in the labor activities, the formation of his professional self-consciousness. A student develops his professional self-consciousness, is optimistic about his potential success in the future, more confident in his professional competence, open to professional communications, ready to work hard, set realistic career goals, is willing to take responsibility for professional problem situations, showing respect for the personality of another, readily pushes new ideas and plans.

Conclusions. The problem of self-consciousness formation, its mechanisms and structure, methods of its research, study and diagnosis takes a significant place in the scientific works of domestic and foreign psychologists. It testifies to the constant practical necessity and urgency of studying the personality's self-consciousness. The study confirms that the self-consciousness is a dynamic historical formation, which acts at various levels and in various forms. According to the findings of domestic and foreign psychologists we argue that the self-consciousness formation is included in the process of a personality becoming, and therefore it does not adapts to it, and is one of the individual components. It is stated that the central mental process of college age is the development of self-consciousness. It is found that the negative "Me-concept" of future socioeconomic specialists' personality is characterized by insularity, insecurity, low self-control, increased anxiety, emotional sensuality, low self-esteem. It is noted that the main determinants of the

formation of “Me-concept” of future socioeconomic specialists’ personality are the communication with family and native people, friends and loved one. The formation of personality’s self-consciousness, manifesting itself in the differentiation of its internal structure, complication of substantive content is one of the essential features of students-future socioeconomic specialists’ mental development of a personality.

The violations in the regulatory process of the development of self-consciousness are considered to be an important factor of maladjustment occurrence, which act as personal factors and become obstacles to effective adaptation and development of the personality, give the life to conflict personal meaning and become the basis for the emergence of various forms of deviant behavior in the student’s age. Generalizing the theoretical material we identify the following components of future socioeconomic specialists’ self-consciousness: cognitive, emotional evaluation, behavioral and activity-based, the essence of which is determined by the functional components of self-consciousness of future specialists in socioeconomic professions. The formation of the professional self-consciousness includes future socioeconomic specialists’ self-cognition of the professional, personal qualities and the analysis of the current requirements of the profession to the expert, the formation of representations about the content of the profession and of oneself as its representative; the awareness of the applied value of vocational and psychological knowledge for future professional activities.

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L.A. Onufrieva. The role of the professional self-consciousness in the formation of future socioeconomic specialists' personalities. In the result of the research it is proved that self-consciousness is a dynamic historical formation, which acts at various levels and in various forms. According to the findings of domestic and foreign psychologists we argue that the self-consciousness formation is included in the process of a personality becoming, and therefore it does not adapts to it, and is one of the individual components. It is stated that the central mental process of college age is the development of self-consciousness. It is found that the negative “Me-concept” of future socioeconomic specialists' personality is characterized by insularity, insecurity, low self-control, increased anxiety, emotional sensuality, low

self-esteem. It is noted that the main determinants of the formation of “Me-concept” of future socio-economic specialists’ personality are the communication with family and native people, friends and loved one.

It is stated that one of the essential features of students-future socio-economic specialists’ mental development of a personality is further formation of self-consciousness, which manifests itself in the differentiation of its internal structure, complication of substantive content.

The violations in the regulatory process of the development of self-consciousness are considered to be an important factor of maladjustment occurrence, which act as personal factors and become obstacles to effective adaptation and development of the personality, give the life to conflict personal meaning and become the basis for the emergence of various forms of deviant behavior in the student’s age. Generalizing the theoretical material we identify the following components of future socio-economic specialists’ self-consciousness: cognitive, emotional evaluation, behavioral and activity-based, the essence of which is determined by the functional components of self-consciousness of future specialists in socio-economic professions.

It is concluded that the formation of the professional self-consciousness includes future socio-economic specialists’ self-cognition of the professional, personal qualities and the analysis of the current requirements of the profession to the expert, the formation of representations about the content of the profession and of oneself as its representative; the awareness of the applied value of vocational and psychological knowledge for future professional activities.

Key words: professional self-consciousness, “Me-concept”, personality, future specialists of socio-economic professions, development, self-appraisal, self-control, mental processes, self-determination.

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