

## **Psychological characteristics of personality development and the formation of professional self-consciousness of the student's personality while studying at higher educational institution**

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**L.A. Onufriieva. Psychological characteristics of personality development and the formation of professional self-consciousness of the student's personality while studying at higher educational institution.** The basic mental process of adolescence is stated to be the development of self-consciousness. It is found that one of the essential features of student's personality mental development is further development of self-consciousness. It is shown that professional self-consciousness is influenced by the surrounding professional environment and professional activities. It is established that the expansion of professional self-consciousness is reflected in the increasing number of professional features that are reflected in the mind of a specialist, in overcoming stereotypes, in a holistic vision of oneself in the context of the professional activities. It is found that one of the conditions of the professional self-consciousness formation is future specialists' understanding the psychological sense of professionally important personality traits. It is shown that the formation of clear ideas about the psychological components of a specialist's personality promotes active professional development of future professionals. It is established that in a competition the psychological readiness to professional activities becomes a part of the professional education of the personality, and one of the major components of the professional training is to develop youth's professional and psychological readiness for labor and professional activities. It is concluded that professional and psychological training is one of the basic components of human progress in the work, the formation of his professional self-consciousness. It is established that the formation of professional self-

consciousness is the future specialists' self-cognition of professional, personal qualities and analysis of current requirements relating to a specialist, the formation of ideas about the content of the profession and of oneself as its representative; the realization of the practical importance of professional and psychological knowledge for future professional activities.

**Key words:** psychological characteristics, development, personality, student, formation, professional self-consciousness, training, higher educational institution, future specialists, professional training, vocational and psychological readiness, labor and professional activities.

**Л.А. Онуфрієва. Психологічна характеристика розвитку особистості та формування професійної самосвідомості особистості студента під час навчання у ВНЗ.** Констатовано, що основний психічний процес юнацького віку – розвиток самосвідомості. З'ясовано, що однією із суттєвих ознак психічного розвитку особистості студентського віку є подальше становлення самосвідомості. Показано, що професійна самосвідомість формується під впливом навколишнього професійного середовища і професійної діяльності. З'ясовано, що розширення професійної самосвідомості виражається у зростанні числа ознак професійної діяльності, що відбиваються у свідомості фахівця, у подоланні стереотипів, в цілісному баченні себе в контексті усієї професійної діяльності. З'ясовано, що однією з умов формування професійної самосвідомості є розуміння майбутніми фахівцями психологічного сенсу професійно значущих властивостей особистості. Показано, що сформованість чітких уявлень про психологічні складові особистості фахівця сприяє активному професійному становленню майбутніх фахівців. Встановлено, що в умовах конкуренції психологічна готовність до професійної діяльності стає складовою частиною професійної освіти особистості, а однією із провідних складових професійної підготовки є розвиток у молоді професійно-психологічної готовності до освоєння трудової та професійної діяльності. Зроблено висновок, що професійно-психологічна підготовка виступає одним із базових компонентів успішності людини в трудовій діяльності, формування її професійної самосвідомості. Встановлено, що формування професійної самосвідомості – це самопізнання майбутніми фахівцями професійних, особистісних якостей і аналіз сучасних вимог, що ставляться 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:** психологічна характеристика, розвиток, особистість, студент, формування, професійна самосвідомість, навчання, ВНЗ, майбутні фахівці, професійна підготовка, професійно-психологічна готовність, трудова і професійна діяльність.

**Л.А. Онуфриева. Психологическая характеристика развития личности и формирования профессионального самосознания личности студента во время обучения в вузе.** Констатировано, что основной

психический процесс юношеского возраста – развитие самосознания. Установлено, что одним из существенных признаков психического развития личности студенческого возраста является дальнейшее становление самосознания. Показано, что профессиональное самосознание формируется под воздействием окружающей профессиональной среды и профессиональной деятельности. Выяснено, что расширение профессионального самосознания выражается в росте числа признаков профессиональной деятельности, отражающихся в сознании специалиста, в преодолении стереотипов, в целостном видении себя в контексте всей профессиональной деятельности. Установлено, что одним из условий формирования профессионального самосознания является понимание будущими специалистами психологического смысла профессионально значимых свойств личности. Показано, что сформированность чётких представлений о психологических составляющих личности специалиста способствует активному профессиональному становлению будущих специалистов. Установлено, что в условиях конкуренции психологическая готовность к профессиональной деятельности становится составной частью профессионального образования личности, а одной из ведущих составляющих профессиональной подготовки является развитие у молодежи профессионально-психологической готовности к освоению трудовой и профессиональной деятельности. Сделан вывод, что профессионально-психологическая подготовка выступает одним из базовых компонентов успешности человека в трудовой деятельности, формирования его профессионального самосознания. Установлено, что формирование профессионального самосознания – это самопознание будущими специалистами профессиональных, личностных качеств и анализ современных требований, предъявляемых к специалисту, формирование представлений о содержании профессии и о себе как его представителе; осознание прикладного значения профессионально-психологических знаний для будущей профессиональной деятельности.

**Ключевые слова:** психологическая характеристика, развитие, личность, студент, формирование, профессиональное самосознание, обучение, ВУЗ, будущие специалисты, профессиональная подготовка, профессионально-психологическая готовность, трудовая и профессиональная деятельность.

**The formulation of the research problem.** Young people, including students are the future. They have a special role in the society, because their representatives are heads of states, governments, scientists, economists, lawyers etc., they are the generation that will make history tomorrow. Therefore, in the formation of the student's personality the main problem is the problem of adolescents' self-perception and self-consciousness. This issue is considered in details by the psychologists: O.V. Vynoslavska, V.I. Noskov, I.S. Kon, L.M. Balabanova, Y.O. Samarin, M.O. Skok, V.I. Astakhova and many other researchers.

Later, a more complete definition was made by I.S. Kon, who noted that “Youth is socio-demographic group that differ on the basis of age characteristics, features and social situation and caused by social and psychological characteristics. Youth as a certain stage, a stage of the life cycle, is biologically universal, but its specific age limits, the associated social status and social and psychological features have social and historical nature and depend on social structure, culture and laws of socialization specific to the society” [3, p. 15].

**The purpose of the article** is the psychological characteristics of the student’s personality development and the formation of the professional self-consciousness of the student’s personality while studying at a higher educational institution.

**The main material research.** The process of formation of young people’s social maturity, the choice of life way takes place in all major spheres of the person’s life realizing through training and education, learning and transformation of the experience of older generations. The main socio-psychological regulators of this process, as well as youth position in society and in the structure of the historical process are the values, social norms and attitudes.

At the age psychology the youth is characterized as a period of a stable system of values formation, the formation of self-consciousness and social status.

A student as a person of a certain age and a personality can be seen in such manifestations [2, p. 65]:

1) social, conditioned by the student’s belonging to a certain social (academic) group and realized through the performance of the future expert functions;

2) psychological, that is the unity of mental processes, states and personality traits such as character, temperament, orientation, ability, which, in fact, influence the flow of mental processes and mental states origin;

3) biological, that includes the type of nervous activities, structure of analyzers, unconditioned reflexes, somatic type, psychomotor, physical condition and so on.

Y.O. Samarin distinguished a number of characteristics and contradictions of social and psychological problems that occur in the development of students. During this period the young person makes a choice of profession, masters it and begins to experience oneself in other areas of life, plans personal activities and behavior, actively makes independent judgments and actions. At this age, based on the synthesis of existing knowledge, life experience, inde-

pendent thoughts and actions the students get formed worldview, ethical and aesthetic views. However, due to the material dependence on parents there is the contradiction between the diversity of desires and the ability to satisfy them [8, p. 127].

The combination of work with full-time study makes another contradiction – an extraordinary shortage of free time, which affects both the quality of education and family relations, and which as a result reduces the intensity of intellectual and emotional life.

The next controversy, according to Y.O. Samarin [8, p. 128], is a chronic lack of time for processing ever-increasing flow of information. Knowledge becomes only the information that was adopted.

There is another feature of the mental development of students: in high school training and education are always ahead of the development, in higher educational institution the students' development is sometimes ahead of education.

The second period of adolescence is characterized by perfectionism and categorical ratings. American psychologist R. May considers [6, p. 262] that at some life period every young person feels the desire to rebel, to declare oneself as an independent personality, even if it will cost him/her and others. It proves only life force that breaks out, the energy and potential of the creative wealth of instinctual drives [6].

Self-appraisal of students is quite controversial and often unrealistic. It is carried out by comparing the ideal “Me” and real “Me”. However, the ideal image of “Me” is not affirmed and may be accidental, but the real “Me” is clearly perceived. This causes the internal uncertainty, often accompanied by external sharpness.

An important issue in the student's development is a freshman's adaptation to learning at higher educational institution. A sharp change of the stereotype of work, which a boy or a girl is used to (dynamic stereotype by I.P. Pavlov) at school, sometimes leads to nervous breakdowns and stress [2, p. 66].

Adolescence is a period that was historically formed the latest. Its necessity is caused by the complexity of social life and the demands that modern developed society put forward the level of professional education and personal maturity of its adult members. Consequently, adolescence is not fully established, 15-17 aged people even in one country may find themselves in different social conditions [12, p. 15].

Youth age is a very important stage of development in human life, in early youth, when morphofunctional aging of the body is completed, significant changes in the personality, psychological

and social aging take place. According to periodization adopted in age physiology, adolescence begins at the age of 16 among girls, among boys – 17 years [3, p. 10].

Age characteristics are considered to be characteristic to a period of psychological aging that tend to be revealed in the behavior of all members of this age stage. I.V. Dubrovina notes that the basic personality new formation of adolescence is psychological readiness for self-determination and the formation of new unity. The research results of scientists suggest that high school age, for example, is favourable to the formation of not only self-determination – personal, professional, and psychological readiness to it, providing [12, p. 116]:

1. The formation of high-level psychological structures, especially self-consciousness.
2. The development of needs, providing the presence of precepts, values and temporal perspective.
3. The formation of the prerequisites of identity as a result of the development and realization of their abilities and interests of each high school pupil.

Self-determination is the central issue in early adolescence. L.I. Bozhovych considers the cognition of the personal place in the future, the life prospects as the central point of mental and personal development at this age [1, p. 23].

Values are personality structure elements that characterize the content side of its orientation. Values are stable, invariant formations of moral consciousness as its basic ideas, concepts, “value units” [5, p. 189], components of outlook, expressing the essence of human morality, and hence the common cultural and historical conditions and prospects.

The system of value orientations is considered to be “close” program of life and is the basis for the implementation of a certain model of a personality.

In a number of studies researchers consider the adolescence to be sensitive, very favorable for the formation of value orientations, as a stable personality trait that promotes students’ outlook becoming, their attitude to the surrounding reality.

Considering the features of students’ value orientations formation, the researchers argue that this necessary and important element of personality structure is completely formed only among one-third of boys and girls. One-third of adolescents have value orientations only at the beginning stage and one cannot argue that they turned into a stable quality of the personality [4, p. 4].

The authors consider the perspective of time as ideas about the future plan of life, as one of the central instance that mediates human activities, affects the content and functioning of motivation and need sphere of personality [11, p.7]. Students often have motives associated with their personality; there is a large enough percentage of self-development motives. Motivation related to future professional activities and work is weak expressed. Thus, the most characteristic is the motivation aimed at personality, personal “Me”. The second place takes place the motivation of communication, and finally the third place belongs to business motivation associated with the implementation of educational and other tasks [10, p. 55].

A new sense of modern professionalism and the role of the personality in the formation led to a radical reassessment of values of the professional development. The requirements to the specialists, his training and education, to the subjects’ responsibility for the career, for his professional future have increased. The youth, future subjects of public relations, have the problems of conscious and personality-centered choice of profession, getting professional education and mastering education, professional growth and self-improvement.

Student age is the beginning of the transition from adolescence to adulthood, the most important period of self-consciousness development and self-esteem. It is found in recognizing the individuality and uniqueness, motives of behavior and activities. The professional self-determination of students is found at the final stage. All this makes it necessary a special work on the managing a process of the student’s professional self-consciousness, the formation of the professional self-concept [13].

Professional self-consciousness characterizes a certain level of student’s self-determination: understanding the life goals and plans related to self-realization in the professional field, realization of the professional intentions, their capabilities, abilities, talents, requirements, presented by activities, professional group.

The professional self-consciousness is formed under the influence of environment and professional activities. The acquisition of professional knowledge, skills, inclusion of students in different types of practice, making professional goals and ideals in the professional activities is the effective condition for the development of a future specialist at the stage of learning. A high productivity of the process of professional self-consciousness becoming is conditioned by the active life of the individual and

professional positions, taking into account both their own needs and the interests of society [7].

After the professionalism growth the professional self-consciousness has changed, the criteria of self-evaluation as a professional are also changing. The professional self-consciousness is reflected in the increasing number of professional features that are reflected in the mind of a specialist, in overcoming stereotypes, in a holistic vision of oneself in the context of the professional activities. The ability to adapt of the individual to the requirements of the profession is feasible only through the conscious development of the man, his ideas of life and professional plans. The activity of the personality, aimed at the professional choice of life plans, readiness for their adjustment, forecasting career takes a leading role in modern conditions of the production dynamics and constant innovations.

The objective psychological and pedagogical conditions of professional self-consciousness are the study of the requirements of the profession for future expert. In modern terms, these requirements are quite dynamic and change under the influence of changes in economic, industrial and social relations. This fact must be actualized in terms of individual targeting by targeting at the processes of personal professional development, professional mobility [9, p. 209]. Therefore, appropriate and relevant issue at present conditions is to pay attention to the study of the requirements of the profession to the personality of experts at specific industries, to get acquainted with the problems that may arise in practice, to the research of the professional and personal potential and its development at earlier stages of work.

One of the conditions of the professional self-consciousness formation, in our view, is future specialists' understanding the psychological sense of professionally important personality traits. The formation of clear ideas about the psychological components of a specialist's personality promotes active professional development of future specialists. In the competition the psychological readiness to the professional activities is a 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 to master labor and professional activities. Professional and psychological training is one of the basic components of human progress in the work, the formation of his professional self-consciousness [14, p. 223].

A student, developing his professional self-consciousness, shows optimism concerning potential success in the future, is more



confident in his professional competence, open to professional communications, ready to work hard, sets realistic professional goals, ready to take responsibility for professional problem situations, showing respect for another personality, puts forward new ideas and plans [7].

**Conclusions.** It is found that one of the conditions of the professional self-consciousness formation is future specialists' understanding the psychological sense of professionally important personality traits. It is shown that the formation of clear ideas about the psychological components of a specialist's personality promotes active professional development of future professionals. It is established that in a competition the psychological readiness to professional activities becomes a part of the professional education of the personality, and one of the major components of the professional training is to develop youth's professional and psychological readiness for labor and professional activities. It is concluded that professional and psychological training is one of the basic components of human progress in the work, the formation of his professional self-consciousness. It is established that the formation of professional self-consciousness is the future specialists' self-cognition of professional, personal qualities and analysis of current requirements relating to a specialist, the formation of ideas about the content of the profession and of oneself as its representative; the realization of the practical importance of professional and psychological knowledge for future professional activities.

Thus, the formation of professional self-consciousness includes: future specialists' self-cognition of professional, personal qualities and analysis of current requirements to a specialist's profession, the formation of ideas about the content of the profession and about oneself as its representative; understanding the practical importance of professional and psychological knowledge for future professional activities.

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