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## PSYCHOLOGY OF STUDENTS YOUTH PROFESSIONAL IMAGE "I" FORMATION

*The article considers peculiarities of the students youth's I-image, stages of formation of «I am professional» image. The ideas of foreign and native scientists about given problem are stated. Sources – 10.*

**Key words:** *self-consciousness, professional consciousness, I – conception, "I am professional" image, personality.*

**Statement of the problem.** One of the urgent problems of psychology is the problem of professional image "I" formation. This is due to the fact that the image of "I'm a professional" - is a complex multilevel image that is formed in the process of becoming a man like figure. In this regard, the aim of our study -is to identify particular self-image of young students and identify the stages of its formation. According to these, the following objectives are: to identify the main theoretical approaches to the study of self-image in the foreign and domestic literature, to identify the features of formation of self-image of young students.

**Publications' analysis.** From the analysis of the image "I'm a professional," it must be said that this problem is considered in the framework of developmental and educational psychology (E.F. Zeer, A.B. Kaganov, N.A. Podymov, N.S. Pryazhnikov, A.R. Fonariov, etc.), acmeological (S. Agapov, A.A. Bodalev, A.A. Derkach, etc.), industrial psychology (E.A. Klimov, T. V. Kudryavtsev, A. K. Markova, Y.V.Povarenko, V.D. Shadrikov, V.Y. Schegurova, etc.), personality psychology (A. Asmolv, V.S. Merlin, L.M. Mitin, K.K. Platonov, V.A. Sonin, etc.). The problem of professional identity formation is analyzed in schoolchildren psychology (A.N. Britvihin, Y. P. Vavilov, P.A. Shavir), vocational school students (N.F. Geydzhan, V.N. Obnosov), students of high educational institutions ( I. D. Bagaeva, E.M. Bobrow, S.P. Budnikova, L.I. Zakharova, L.V. Kandybovich, P.V. Lebedchuk, T.K. Poddubnaya, etc.).

To a man "possessed oneself", getting better, it is entirely necessary that the object of his attention and interest was not only the world, but he himself - his physical and mental qualities, and characteristics. Many reasons, explaining this or that behavior of the younger man, rooted in a distinctive folding his "self-image" and the system of self-concept [4, p. 73].

Moskalenko S. V. recalls the views of Brudnyi A.A. and Chesnokov I.I. notes that the self-consciousness, on the one hand is "how to fix up the mental development of the person at certain stages, first of all to himself, on the other - is the internal control of behavior, self-consciousness affects the further development of the individual, being one of the most necessary internal conditions of continuous personal development, establishing a balance between external influences, the internal state of the individual and its forms of behavior "[10, 3.7].

Kon [5] discusses the concept of "self-image". The basis for this concept Kon finds in the theory of dispositional regulation of social behavior of Yadova V.A. (1975). In general, the image "I" is comprehensible as the mounting system, the installation have three components: cognitive, affective, and derived from the first two behavioral (object's readiness to act). The lower level of the image of "I" are the "unconscious presented only in the experience of established, traditionally associated with the psychology of" well-being "and emotional attitudes

towards themselves, are located above the awareness and self-esteem of individual properties and qualities, then these private self-development in relatively complete image, and finally, the very image of the "I" fits into the overall systems of value orientations of the individual associated with the realization of its aims of their life and the means necessary to achieve these goals "[7, p. 72-73].

Moskalenko said that in opinion of Vladimir Stolin (1983), self-consciousness takes place at three levels: it is a reflection of the subject in his system of organic activity in the system of its collective objective activity and determined its relations and in its system of personal development associated with the set of actions. The idea of self-tier structure leads to solving the problem of integration of theoretical knowledge about the processes of self-consciousness. This also applies to the thesis that the state of health is a "bottom floor" "self-image" and the thesis about the change of "frames" of relate knowledge of themselves as self-change criterion, and the provisions of that awareness of motives and meanings life, as well as writing "self-image" in the common system of value orientations of the personality, characterized by the highest level of personal development. [7]

According to E..A. Klimov The structure of "self-image" is not only, of course, knowledge which has been discussed above, but also the knowledge of their variety, in particular, professional-quality securities – Islands, abilities, temperament, character, interests and needs, beliefs. This man has a pre – representation of how it used to be, what is now, imagine yourself in the future. In the process of acquiring the experience of vision of themselves replenished, refined, rebuilt. They are the foundation of self-control, self –regulation behavior, self-education, planning, taking into account its features.

An important feature of the "self-image" is what it's like to look at yourself through the eyes of others ("so they see me", "I think they are so", etc.). Yet here we have in mind is not any "surround", and representatives of the so-called reference group, a community of people. "I am the way" - a look at yourself through the eyes of representatives of the group (consisting of gender, age, occupation), which seeks to engage people in which are on your frame of mind, formed in the history of the individual. This group is called the standard (or "referential" that is "excellence" in terms of the person). The reference group can be real - immeasurably large or small - "the guys (girls) of our plant", "children of our hockey team," or imaginary.

"I-image" includes a number of elements that make up the so-called professional identity and it has central place among the relevant professional representations of themselves and their value is knowledge about the objective of his contribution and his co-workers (merging the "I" and "we") in the national cause. In general terms, and very briefly the structure of professional identity can be described by the following provisions:

1. The consciousness of belonging to a certain professional community ("we - turners", "we - metal workers", "we - are workers").
2. Knowledge, opinion on the degree of compliance professional standards, about their place in the system of vocational "roles", at the "scale" of social provisions ("I'm still new, but I'll get ...", "I'm have the best skills").
3. Human knowledge about the extent of the recognition to professional group ("I am hooker", "I feel that I am a good specialist").
4. Knowledge about their strengths and weaknesses, and ways of self-improvement, the likely areas of success and new problems ("it requires patience - this is probably not for ME, but here the quickness is needed - I will be more useful here, I'll get results"), the knowledge of their individual successful actions of its most successful "handwriting", style in their work.
5. Ideas about themselves and their work in the future ("I am in future").

To upbringing a man devoted to his work, in love with it, experienced teachers care, in particular about the students' ideas formation and images of professional consciousness, present them a vivid examples of professional destinies, the best members of the profession, with events which are glorifying it, help students to understand their personal characteristics, to organize

self-education, to create the conditions for behavior self-regulation, activity on the basis of full and correct students' knowledge of the external world as well as the knowledge about themselves ... [4, p.73-74].

The concept of self-consciousness reflects the unity, integrity and uniqueness of personality, its attitude to itself, to its qualities in the present and the future. At the everyday level, I mean first of all, or most apparent as the most important for the person in society in which he lives, function he performs, or role, or a combination of them, either as inherent to each of them an alloy or, more precisely, the unity of the physical and mental characteristics or how actively working the inner world [1, p.12-17].

I - is the center (nucleus) of personality and its identity. I - is central organizing, integrating and regulatory authority of the psyche, the main result of ontogenetic mental development of the individual. I shall act on the conscious - subconscious level. The definition by word I create the illusion of a full awareness of the central authority of the individual. Self-concept is the general structure of self-consciousness and consists of closely related substructures or relatively stable I-images. According to modern concepts, self-concept of a person has a complex structure. It includes: an image of the body (physical I), the presence I (or I am now), I'm dynamic, I actually represented by I and other substructures [9, p. 115].

Becoming a professional is based on overall mental development. In the early pre-school years general human abilities are founded (to know, to think, to communicate, to work, etc.), school-age a special abilities can occur (human, technical, etc.) in youth some general professional skills emerge (to different types of professions), and adulthood are formed special professional skills.

Person's becoming a professional is closely related with the development of personality. In today's society becoming more professional promote:

- adherence to professional ethics;
- individual, social and economic responsibility;
- internal locus of control;
- Immunity and competitiveness, flexibility and efficiency, the ability to find new and positive meaning in their life and work;
- internal dialogic identity;
- adequate self-esteem;
- readiness for a differentiated assessment of the level of their professionalism, etc.

Psychological becoming a professional means the appearance of new qualities in the human psyche, the new professional knowledge and skills. Psychological becoming a professional - this is a dynamic process that has several levels which are described above.

Within the level of professionalism period of adaptation of man to the profession is allocated, during which there is an initial uptake of norms, practices, techniques. It begins in the career guidance and continues during training, mostly it became completed in the first 1-2 years of employment. This stage may last for years. We consider it most important to the formation of professional.

When young nurses begin to work their surrounding reality can cause a shock. Doctors do not explain anything, the head nurse is wondering all the time, "What you have been taught?", Other nurses make them to run around the laboratories all the time, patients are impudent, do not want to be treated, and as for their relatives they do not want to talk. The shock can cause a frustration (the experience of failure) that lasts as long as they can adapt to the new situation. Inability to adapt prevents subsequent formation of a professional. The teacher can reduce the difficulty of adaptation period [8, p.198].

According to Adler, professional self-mastery, professional work - it's not just a way of life on some level, it is - a form of human activity, which has life-purpose character [2, p. 346].

The above said coincides with the notion of a career by D.Syuper. D. Super considers that the entire career path associated with the development and refinement of a man of his self-concept. He states that the professional path consists of five steps:

The first step - the growth (from birth to 14 years). At this stage, children act out different social roles. Then they try them selves at different activities, trying to decide what do they like and can do best. At this stage could form some interests that influence career choices.

The second step - the study (14 to 24 years). It is characterized by an attempt of boys and girls to understand their needs, interests, abilities and opportunities through the reflexive self-awareness. By the end of this stage young people usually pick the right profession for them and begin to develop their professional skills.

The third stage - the career consolidation (25 to 44 years). At this stage, people tend to take a strong position in the chosen field. Change of professional activities is much less common than in the previous step. On the contrary, there is a desire to maintain the selected occupation. This period is a time of great artistic achievements.

The fourth stage (45 to 65 years) is characterized by the desire to retain the reached position at work or on duty.

The fifth stage - the recession (after 65 years). Physical and mental abilities are reduced, the change of work and requirements. As a result the end of work activity comes [2, p.348].

Considering the above said, we can say that the image of "I'm a professional," is one of the components of personality's self-consciousness, which is always in dynamics and includes a variety of categories.

In the analysis of the high educational institutions students' image of "I am a professional", Moskalkenko states this, from that fact that this image presents category of "future I" in the professional consciousness. The category of "Future I" stands as a goal, as some anticipatory reflection of reality, as an expression of the needs of system "I" development. The man imagines the future, confident in his future estimating it positively, is capable to accept the present, no matter how difficult it may be. And as actual the objective function, as active, faster the new information, in our case - the development of professional identity. At the same time, the structures that are less actual in their function are more susceptible to denial, in other words - are pushed away by more relevant structures. Non acceptance of image of "future I" are more able to break the harmony of the image "I" and, therefore, reduce the adaptability of the individual, his capacity for self-realization [7, p.47].

The process of the development of professional identity, the image of "I" in its structure, Moskalkenko sees as the ascent of the "I'm the original" to "I'm professional". It is important to understand the characteristics of view, reflected in the mind of every stage of professionalization. When it comes to education in high school, it is important to study the dynamics of the image, "I am professional," depending on the educational course. At the same time, peculiarities of the content, conditions of education, of course, are reflected in the nature of these changes [7, p. 47].

Thus, the main stages of psycho-pedagogical development of the high educational institutions students' image "I am professional" should accompanied by the following: first, an overview and informative account of the basic concepts of self-consciousness, "I am a professional" image of the individual in domestic and foreign psychology, and an analysis of psycho semantic structure and organization of semantic identity, and secondly, the acknowledgment with experimental methods in the aim to study the psycho-semantics of "I am a professional"; and thirdly, the formation of students' interest in the knowledge of themselves, others, and the objective reality, in order to intensify their personal and professional growth; fourthly, the awareness of students self-predication of self development and professional identity components [7, p. 57-58].

In her work, S.V. Moskalenko highlights some of the major psychological and pedagogical conditions that contribute to the professional development of students, the development of professional identity:

1. Nowadays an important condition for professional development of high school students is the interactive practice-oriented nature of teaching. The shift in focus from education theory to practical mastery of professional skills, due to the present situation in the world, which is characterized by a high rate of development, which requires not only a certain knowledge, but also a person's ability to apply that knowledge in the rapidly changing conditions of professional activity. In this regard, the use of practice-technologies are particularly important for forms of work such as the use of active learning methods: brainstorming, business games, training sessions, etc.

2. Contribute to the process of professional development extracurricular forms of personal-professional development: students Internet cafes, clubs and organizations at the faculty of

Mass media (student press, television and radio-online news department, etc.).

3. Quite effective in the students' professional formation could be the creation of personal Internet site. This allows you to communicate with students from other universities and foreign students.

4. Another important condition is the professionalization of students and foreign exchange students from local universities in order to improve professional development.

5. The establishment of student scientific societies, the active participation of students in science, in scientific conferences, competitions of scientific works contributes to the professional - personal development, professional self-consciousness formation.

6. It is appropriate in the process of educational and pedagogical interaction to implement psycho-educational support for gifted students in various activities.

7. An important condition for the formation of future professional image is the introduction to the educational process of distance education, which involves redistribution of the individual components of educational and pedagogical interaction. Reducing the time of direct interaction between the teacher and the student reduces the emotional involvement in the educational process, which requires a more efficient organization of cognitive processes in the student's age and individual characteristics of students that affect the assimilation of knowledge. This form of students' education can contribute to the development of flexibility, variability of thinking of the future professional. Distance education also helps students to develop self-reliance in the educational activity.

9. An important condition for the development of the future professional is the nature of its interaction with the teachers at the university. The most important aspect in this direction, is the development of reflective culture of teachers and students, including experience as a self-reflection, and socio-reflexion. Only the interest to themselves and each other, knowledge and consideration of the individual characteristics of each other, positive thinking will contribute to the effective co-operation, the aim of which is the professional development one and professional growth of others.

11. An important condition for students training is psychological education faculty, performed in the form of "round tables", meetings of high school teachers with psychologists, acknowledgment with the results of psychological characteristics of students development, counseling, etc.

12. In the context of the objectives of our research a key condition of students' professional development is the development of their system of image of oneself as a subject of professional activities. It is important to understand the peculiarities of the system of representations in the structure of professional identity, explore their dynamics. The dynamics of the image "I am a professional" depending on the course of study [7, p. 70-73].

Conclusions: Thus, we can say that “I am a professional” image is one of the dynamically developing components of self-image as a whole, which includes not only the knowledge of their professional qualities and abilities, but also personal interests, needs, beliefs that appear in the process of personal development. A great influence on the development of a professional image “I” has positive self-images of the future, that is, how a person sees himself in the future profession.

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Твердоступ-Бельчикова А.В.

### **Психологія формування професійного образу «Я» у студентської молоді**

*У статті розглядаються особливості Я-образу у студентської молоді, етапи формування образу-Я-професіонал. Викладено уявлення зарубіжних та вітчизняних вчених щодо проблематики даної теми.. Джерел – 10.*

**Ключові слова:** самосвідомість, професійна самосвідомість, «Я» – концепція, образ «Я-професіонал», особистість.

**Твердоступ-Бельчикова А. В.**

### **Психология формирования профессионального образа «Я» у студенческой молодежи**

*В статье рассматриваются особенности Я-образа у студенческой молодежи, этапы формирования образа Я-профессионал. Изложены представления зарубежных и отечественных ученых по проблематике данной темы. Источников – 10.*

**Ключевые слова:** самосознание, профессиональное сознание, «Я» – концепция, образ «Я-профессионал», личность.

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## **SOCIAL AND PSYCHOLOGICAL MEANS OF OVERCOMING CONFLICTS AMONG STUDENTS**

*The article discusses the features of prevention, resolution and overcoming conflicts among boys and girls who are studying at a higher educational institution. The theoretical approaches to the problem of interpersonal conflict are analyzed. Conflict situations and behavior strategy of the subjects of the conflict are considered. The role of the interpersonal communication in prevention and resolution of conflicts is defined. The ways of prevention and resolving conflicts among students are proposed. Such a form of conflict resolution as mediation, which acts as the most optimal social and psychological means of overcoming conflicts among students, and the role of psychological services of HEI in this process is considered. Sources - 9.*

**Key words:** conflict situation, interpersonal communication, behavioral strategies in the conflict, the student environment.

**Problem statement.** The process of interpersonal communication is differences by its internal complexity, which at first glance is barely noticeable, but over time it appears either in small or sufficiently distinct contradictions of subjects of interaction. This mismatch is usually a consequence of the presence of each individual's own system of values, beliefs, motives, goals and etc. The presence of interpersonal conflict begins with the emergence of confusion when relationship has complicated and it is impossible to carry on a constructive dialogue.

Currently there is no universally accepted identification of the definition of "interpersonal conflict" and researchers have different definitions concerning its basic content. However, for the most part, they agree that there are manifested both individual and social aspects of humans' interaction in it, which belong either to one, or to different social groups.

The main problem of such a conflict lays in the fact that untimely resolution or its prolonged character at the individual level can lead to neurosis, disease states, psychosomatic disorders, stress, and frustration etc. But at the same time, interpersonal conflict on a social level leads to persistent disorder of relationships between interacting people that can lead in its turn to establishment of hostile, irreconcilable attitudes and even committing violent acts.