

accidents and catastrophes. From the point of view of evidence-based medicine, proven long-term effectiveness of the developed by us differentiated psychotherapy according to student's criterion the reduction of the main indicators of mental disorders on the scale Spielberg-Hanin, the Hamilton-anxiety (HARS), Hamilton depression (HDRS). The research findings are intended for practical work of psychiatrists, doctors, psychotherapists, practical psychologists, other professionals involved in the provision of medico-psychological and psychotherapeutic help to victims as a result of industrial accidents and disasters, and in training qualified personnel of the above specialties at the stages of pre - and postgraduate education.

The results of the study can be used in activities of medical institutions of the psychiatric and psychotherapeutic profile, assisting victims of industrial accidents and disasters with the presence of non-psychotic mental disorders, and in forensic practice in General.

The research findings are intended for practical work of psychiatrists, psychotherapists, practical psychologists, other professionals involved in the provision of medico-psychological and psychotherapeutic help to victims of technological accidents and disasters, and in training qualified personnel of the above specializations at the stages of pre - and postgraduate education.

Key words: *psycho-diagnostic indicators of anxiety and depressive symptoms, non-psychotic mental disorder who suffered as a result of technogenic accidents and disasters, somatic concern, anxiety, guilt, tension, depressive mood, motor retardation, disturbance.*

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THE ROLE OF SELF-ASSESSMENT IN PROFESSIONAL DEVELOPMENT OF REPRESENTATIVES OF SOCIONIC PROFESSIONS

The role of self-assessment of representatives of socionic professions in their professional activity is considered in the article. By a theoretical analysis of previous research on the problem and experimental data, there is a definite correlation between self-esteem and other professionally important qualities of representatives of socionic professions, reflecting the effectiveness of their activities.

Key words: *self-appraisal, professional self-awareness, professional development, representatives of socionic professions, professional competence.*

The statement of the problem. Psycho-pedagogical science and practice provides great value to personality of an educator. Among the requirements for the modern educator traditionally point out active lifestyle, moral qualities of personality, general culture, professional skills, and others. One of the most important conditions effectiveness of the educational activities is a sufficient level of professional self- consciousness of a teacher. So now much attention is paid to studying features of the professional self-

consciousness, self-estimate as its component, self-improvement of the pedagogue in the process of educational activities.

Analysis of scientific researches and publications. A large number of well-known researchers have devoted their work to the study of self-estimate (K.A. Abulkhanova-Slavskaya, L.I. Bozhovich, E.A. Zaluchenova, A.V. Zakharova, I.S. Cohn, V.S. Muhina, O.N. Molchanova, S.L. Rubinstein, V.V. Stolin, I.I. Chesnokova).

In our national psychology, self-estimate is closely linked to issues of human self-consciousness (A.V. Zakharova, V.S. Muhina, S.L. Rubinstein, O.H. Spirkin, V.V. Stolin). Foreign scientists attributed the phenomenon of self-assessment with the personality and characteristics of her development (A. Bandura, W. James, B. Skinner, G. Mead, C. Rogers).

Special attention deserve works devoted to the study of self-estimate and the process of its formation in teachers consciousness, that are already working and future pedagogue (N.V. Kuzmina, V.F. Safin, S.T. Garanin, A.V. Zakharova, V.A. Semychenko and others). They see self-estimate as a personal education and emphasize the role of self-estimate in the process of formation of the personality and its activities.

The purpose of the article - to identify and analyze the role of self-estimate in the career of an educator.

The main material. In the last decade, is undergoing profound changes in the sphere of education that lead to changing in criteria for the quality of teacher's work, increasing requirements for the level of competence and professionalism. Analysis of the contemporary situation in education shows that the relevant requirements are met only capable of self-reflection, self-development professional educator, focused on continuous training, that has professional flexibility, mobility and self-confidence [1; 2; 4; 5; 6; 8].

A.K. Markova considers that professionally competent teacher is one who: successfully solve the task of training and education, prepares the graduate for a society with desirable psychological qualities; is satisfied with his profession; achieves the desired results in the development of students personality, has and is aware of the prospect of his professional development, open to continuing the professional education, enriching the experience of the profession through personal creative contribution, socially active in the community, is dedicated to the teaching profession, strives to maintain, even in difficult conditions its honour and dignity, professional ethics, ready to the qualitative and quantitative evaluation of his work, he is able to do so [6; 7].

As a result of the processes of self-awareness in educational activities, in the system of pedagogical communication and personal development produced a generalized system of teacher perceptions of himself. The image of the "I" of the pedagogue is a relatively stable formation, as it may be subject to periodic fluctuations influenced by personal and social factors. The personal component is responsible for understanding ourselves in situations where the individual qualities of the teacher or their lack became a barrier to the activity or promote self-realization. On this is based the ideas of personality about herself, which can be both realistic and ideal [10].

Real and ideal professional imagination of "I" is not always the same, and this is often a source of interpersonal conflicts. On the other hand, such differences of professional images of "I" may be an incentive for self-identity and self-realization. Teacher who is committed to self-actualization, is able to create a positive climate in the classroom. In such circumstances, children perceive the learning process as internal growth.

Educator's knowledge about his personal and professional skills, assessment of his professional competence becomes the subject of his self-attitude. There are several types of such attitude:

- relationship to the system of his educational actions, evaluation of the results of his work ;

- attitude to the system of interpersonal relationships with students, emotional evaluation of realization the functions of pedagogical communication in their professional activities;

- attitude to their professionally significant qualities, assessment of their personal and professional competence.

In this system are forming self-acceptance , self-estimate , self-interest of a teacher [10].

The most important characteristic of the professional identity of teachers is self-estimate - the personal opinions of its own value. Self-estimate - one of the central structures of the individuality. It determines the social adaptation of the individual and is a regulator of his behaviour and activity. It is known that low self-estimate is formed in unfavourable conditions of life.

The main characteristics of an effective teacher include self-confidence and self-estimate, which means a positive assessment of himself as a talented man who deserves respect. However, most of today's educators, as noted by many scientific researches, have negative self-concept, low self-estimate and self-doubt. Teachers with low self-estimate inadequately perceive themselves and others that has the negative impact on the educational process. The level of adequacy of a teacher's self-estimate influences on the development of emotional tension in educational activities. Having an adequate self-estimate, the teacher has a positive effect on self-estimate of children, encourages them to succeed in training activities and develops their personality.

Low self-estimate of a teacher as a professional can lead to very negative consequences, such as professional incompetence, lack of confidence in their abilities towards professional development, professional deformation of the individual and others. The desire of power, domination, violence can also be the result of low self-estimate, because can serve as a means of self-assertion, and thus increase of self-estimate.

Indeed, scientific researches suggest the following: teachers who do not associate their professional self- development with the development of high self-estimate, provide a more positive assessment of student's personality. Conversely, the higher teacher binds his professional self-improvement with an increase of his self-estimate, the more he gives generally negative assessment of the individuality of student [9].

G. Zaremba drew attention to the most destructive impact of educator's frustration on the course of the educational process [3]. It identifies five classes of frustrators, which often leads to a state of frustration. These include situations in which :

1. The negative impact is directed to the teacher's personality (insults, accusations, humiliation).

2. Blocking of the aim of professional activity (lack of support from the school administration to use new methods and techniques in the work of a teacher).

3. Blocking a positive impression of his chosen profession (situations in which suffers teacher's self-esteem).

4. Blocking of positive impression about his class or school (underestimate, according to the teacher opinion, results reached by him in the process of education).

5. Blocking of positive assessment himself as a specialist (changes in emotional and volitional sphere of personality of the teacher due to doubts of the surrounding about his competence as a specialist) [12].

As we can see, mostly, this are the stressful situations, that can have a negative impact on self-estimate of the teacher in his professional activity.

A. Rean and A. Baranov showed the dependence of teacher's resistance to stress of the "locus-control" and the level of educational excellence. Their data indicate that the increase in self-estimate positively linked to the frustration tolerance [9].

To the link between self-estimate, level of harassment and individual way of response on frustrate situation indicates V. Semychenko. She writes, that in process of personal revaluation of his opportunities increases the susceptibility to extra punitive reactions, and the more individual overestimates its possibilities, the brighter occur external aggression in situations of failure and frustration (charges of surrounding people, external objects, a vibrant undetermined of his guilt). Conversely, low level of requirements, low self-estimate often correspond intropunitive reactions, the sense of guilt, aggression treatment to himself [11].

Among the educators of Lugansk region was made the research of personality characteristics. One component of this research was to investigate the self-estimate of teachers. Sample was made of 811 teachers of different age, sex, time of service and type of institution. Self-estimate has been determined by the method of S.A. Budassi.

The results of this survey showed, that the majority of teachers inherent low self-estimate (61.1 %). An adequate self-estimate has one third of teachers (33.2 %). High self-estimate among the teaching profession is rare. Only 5.8 % of teachers demonstrate high self-estimate. Thus, these data suggest to conclude, that more than half of teachers are insecure in themselves, anxious individuals. These negative changes are likely to have occurred under the influence of the profession.

The higher the self-estimate among female teachers, the lower the probability of occurrence of all forms and indicators of aggression, especially touchiness and guilt. In the male teachers self-estimate is not related only to the physical and indirect aggression, it is mostly associated with suspicion.

Thus, low self-estimate of the teachers is not a positive factor in their careers. Moreover, we can assume that low self-estimate influences on the development of relationships with students , colleagues and on the quality of their professional duties.

Conclusions. The results of a large number of researches of both foreign and domestic scholars suggest that successful educators are distinguished by high self-estimate, positive attitude to themselves. They are able positively influence on the self-concept and the successfulness of students.

At the same time, teachers with inadequate low self-estimate have a lot of personal and professional problems, including irritability, guilt, suspicion, frustration, professional incompetence, lack of confidence in their abilities on the way of the professional development, professional deformation of personality.

To find ways to maintain an adequate level of self-estimate of teachers is an important task of both - the teachers and the management and representatives of the psychological service in educational institutions.

Transliteration

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РОЛЬ САМООЦІНКИ В ПРОФЕСІЙНОМУ РОЗВИТКУ ПЕРЕДСТАВНИКІВ СОЦІОНОМІЧНИХ ПРОФЕСІЙ

У статті розглядається роль самооцінки представників соціономічних професій у їхній професійній діяльності. Визначено взаємозв'язок самооцінки з іншими професійно важливими якостями представників соціономічних професій, що відображають ефективність їх діяльності, шляхом теоретичного аналізу попередніх досліджень з проблеми і експериментальних даних.

Ключові слова: *самооцінка, професійна самосвідомість, професійний розвиток, представники соціономічних професій, професійна компетентність.*

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РОЛЬ САМООЦЕНКИ В ПРОФЕССИОНАЛЬНОМ РАЗВИТИИ ПРЕДСТАВИТЕЛЕЙ СОЦИОНОМИЧЕСКИХ ПРОФЕССИЙ

В статті розглядається роль самооценки представителів соціально-професійних професій в їх професійній діяльності. Визначено взаємозв'язок самооценки з іншими професійно важливими якостями представителів соціально-професійних професій, що відображають ефективність їх діяльності, шляхом теоретичного аналізу попередніх досліджень по цій темі та експериментальних даних.

Ключові слова: самооценка, професійне самосвідомість, професійне зростання, представителі соціально-професійних професій, професійна компетентність.

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КОНКУРЕНТНА ВІКТИМНІСТЬ ТА ЇЇ ПСИХОЛОГІЧНІ МЕХАНІЗМИ

У статті проаналізовані особливості прояву феномену «конкурентної віктимності» та психологічні механізми, що сприяють його виникненню. Розглянуті інсталяції конкурентної віктимності на рівні міжособистісних і міжгрупових конфліктів. З'ясовано, що поряд з такими психологічними механізмами, як ідентифікація, категоризація та раціоналізація, у інсталяції конкурентної віктимності приймають участь механізми навіювання, наслідування, психічного зараження та конформізму.

Встановлено, що механізм навіювання забезпечує послаблення свідомого контролю та під дією сильних маніпуляційних впливів основні аспекти віктимності набувають нав'язливого характеру. Сугестивна залежність також зростає внаслідок групового тиску. Механізм наслідування організує поведінку індивідів за зразком та посилює амплітуду прояву конкурентної віктимності, якщо конфліктуючі сторони відчувають невдоволення власним станом жертви. Суб'єкти конфлікту, які характеризуються як більш благонадійними, згодом відчувають більше невдоволення, якщо їхні очікування були занадто високими, а на справді опоненти виявилися у кращому положенні, ніж вони. Механізм психічного зараження забезпечує перехід емоційного стану від одного індивіда до іншого на психофізіологічному рівні та надає додаткову енергію як індивідуальним, так й груповим віктимним проявам. Механізм конформізму, який виступає механізмом конвенційності, сприяє зміцненню зв'язків усередині групи між його членами. Конкурентна віктимність зростає, коли члени групи вважають, що пріоритет власних страждань є незрівнянно більшим, ніж стражданнями протилежної сторони, й ніхто це не може поставити під сумнів.

Визначено, що конкурентна віктимність виникає та значно зростає в умовах протистояння, коли зазначені механізми забезпечують виникнення конкуренції між суб'єктами конфлікту за високий рівень віктимних страждань або відчуттів жертви конфлікту, за який збільшуються втрати не тільки фізичного, а й матеріального, культурного та психологічного виміру.