

considered through the prism of components of personal security in comparing them with individual indicators of personality (age range by E. Erickson, gender aspect, social status and social role of personality). The concept of social maturity, which contains multiple components, is analyzed, each of which in one way or another relates to the basic "I" and the perception of this "I" by a society, but is considered as a certain level of personal development of the individual, the final result of socialization, the model of an adult member of society. It was stated that the state should be interested in the development of a healthy young generation, in satisfying the needs of a healthy sense of security, and dissatisfaction of personal interests inevitably leads the society to an unstable condition. It is noted that the direction of psychological security of an individual will involve the development of its psychological qualities that can provide appropriate psychological protection, and manipulation, as well as latent psychological coercion, can be threats to the psychological security of a personality. It is pointed out that the development of personal security is extremely necessary for a modern person living in a society whose behaviour and lifestyle are transformed over time. It is concluded that with age the person approaches the desired level of social maturity (although sometimes it is not benchmark, because in essence it is a relative indicator), at the same time, with age the feeling of personal level of personal security can decrease.

Keywords: social maturity, personal security, components of personal safety, society, social responsibility, personal potential of safety.

Пустовойт М.В. – аспірант Східноєвропейського національного університету імені Лесі Українки.

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Savchuk A.A.

PROFESSIONAL SELF-DETERMINATION OF A PERSON IN THE CONTEXT OF MODERN SCIENTIFIC KNOWLEDGE

The article shows that professional self-determination is one of the important steps in a person's life, since it gives an opportunity to harmonize their relations with society, determine their role in it and its significance in their life. It is established that, depending on the conditions that have developed, this influence can be both destructive and constructive. Socio-psychological conditions that will make possible the future professional self-determination of modern youth, in particular in the social sphere of activity, are analyzed. The main principles of the individual's preparation for the future professional self-determination in the social sphere of activity are covered. The characteristics of behavioral, cognitive and personal development of the components of professional self-determination of a personality are given.

Key words: *personality, professional self-determination, social sphere of activity.*

Formulation of the problem. Humanization general trends of secondary education determine necessity of existing approaches modernization to psycho-pedagogical process providing of informed choice young man in future profession. Analysis of socio-psychological research reveals the need to address the problem of future professional self-determination. Socio-economic changes, that take place in the Ukrainian society, as well as the latest achievements of psychological science demand revision and rethinking of approaches to the problem of professional self-determination of pupils, in particular - search of forms and methods of activation in this process.

Analysis of research and publications. Every human life is inseparable from the necessity of constant implementation of its various interests. Issues of interest emergence, its improvement and use have always been and continue to be relevant in the science and practice. Therefore, a specific role is given for the modern secondary school in the training of future specialists, formation of seniors' interest in a particular type of professional activity.

In psycho-pedagogical literature (B.G. Ananjev, M.F. Belyaev, L.I. Bozovic, L.S. Vygotzky, L.A. Gordon, G.S. Kostjuk, N.D. Levitov, V.A. Myasishev, K.K. Platonov, S.L. Rubinstein, B.M. Teplov) the development of interest in certain types of employment and training is seen as a dynamic multi-faceted process that influences on a variety of approaches for the definition of its essence. The analysis of works on the problem of interest suggests making a conclusion that interest is a system formation, defined by a set of parameters that vary in content, character, type, characterized by quality levels and stages of development. In the works of V.M. Mjasishheva, V.G. Ivanov, A.G. Kovalev there were selected the following traits of interest as the desire and experience, in the works of S. Rubinstein - attitude and attention, in the works of A. A. Fortunatova a cognitive aspect of needs is disclosed; the interest as a direction of the person is examined in the works of L. Bozovic and N.G. Morozova, as the general direction of the person - MF Belyaev, as research motivation - A.V. Petrovsky, as a secondary need - B.I. Dodonov. Describing the personal activity as an indicator of personality formation of interest and differentiating it in the interests of weak and high activity, T. H. Yehorov particular emphasis on the fact that their the interest itself has primarily contemplative nature and extent of high activity is characterized by a t motivation for action.

Several researchers (T.L. Bukharina, M.O. Zbarskyj, V.G. Ivanov), analyzing the relationship of interest with other mental processes, pointing out that its effect on the propensity and ability of a person, is usually positive. It gives them reason to believe that the interest is a source of activation, the leading motive. S.P. Kryahzhe developed instrumental concept of professional interests. After analyzing the main approaches to the concept of "interest", he particularly found their common ground - namely, selective stimulation activity. Revealing the specificity of interest as a

component of the individual orientation, S.L. Rubinstein celebrates notes its originality, which lies in focusing on certain subjects of thoughts, thoughts of a person, desire to become acquainted with the subject, penetrate deeper into it, without losing sight. Academic highlights two-sidedness of nature of the interest. "Interest - he writes - assumes the character of bilateral relations. If I am interested in any subject, it means that this subject is interesting to me "[6].

The interest is a complex psychological structure, which is determined by importance of its influence on the development of the human person, in the first place - on its activity. It cannot be attributed to individual mental processes. The interest can be defined primarily as emotionally tinged personality attitude to objects and phenomena of reality and as human focus on a particular object or a particular activity (including professional).

The purpose of the article – To reveal the features of professional self-determination of a person in the context of modern scientific knowledge.

The main material of the research. Youth – is extremely complicated, contradictory stage of life's journey, which lays the valuable foundation of personality. New intellectual opportunities that emerge in early youth broaden horizons of the young man consciousness. The development of consciousness at this age is so bright and vivid that researchers from different psychological courses have the same position in assessing its importance for personal formation. Early youth is a period of search for self, which is the basis for creating a structured system of individual system value orientations. Thanks to this a young person develops an adequate identity that ensures readiness for vital choice, personal and social self-assertion in life. Adolescence is sensitive to the impact on the process of value orientation as a stable element of life perspective.

In early adolescence the reflective properties of consciousness are deepening and expanding. Reflection is a process of self-consciousness, on which a self-knowledge oneself is based as an active subject of oneself life. The most important property of this age is the discovery of oneself inner world. Due to reflection, young person acquires the ability to delve into himself, his experiences, understand his emotions not only as derived from certain external events, but as well as his own state I. If a teenager learning himself through the prism of others, focused on "what am I among the others and what common do I have with them", then a senior increasingly focused on what he is in the eyes of others, how he differs from the others and closer to his ideal. The especially important processes in the development of youth consciousness are a formation of a personal identity, formation of conscious understanding of his self. Formation of identity in early adolescence ends as more structured system of values, which determines priorities in life and statement sequence and purposes implementation. There are quite certain considerations as to what to be and how to live their lives. With a sense of self-identity, unity and continuity of the self I young man is ready to choose life goals, build life plans, build life prospects do weighted, deliberate life choices [3].

The sphere of growing personality enriches in early adolescence. The inner world of seniors is quite complicated and fragile. In this time the feelings of loneliness become keener, which is according to the opinion of Erich Fromm lasts long and does not disappear with the transition into a new age, can lead to mental disorders to the same extent as physical starvation to death. The experience of loneliness in early adolescence normally is not stable and disappears at establishing good personal relationships with other people.

An important personality trait that is launched in early youth is self-esteem, which is a generalized self-esteem, is a measure of acceptance or rejection of oneself as individuals. Boys and girls with low self-esteem have low social aspirations of the individual, evading all manner of activities in which a point competition exists. These young people often refuse to achieve goals because they lost faith in themselves. This, in turn, reinforces the low self-esteem.

Educational and professional activity is the main activity of seniors. New social position of senior changes the importance of learning, his goals and objectives. Older students appreciate the learning process in terms of what it provides for their future. In comparison with teens their interest in learning grows quickly. This is due to the fact that there forms new motivational structure of learning, occur changes in the motivational sphere of their activity. Motivation is conditional upon consciously intended purpose and has arbitrary nature. Motivational scope of training includes: motives related to self-determination and preparation for independent living (focus on the future, on the longer term goals and playing a leading role, is quite effective); broad social motives (the desire to become a full member of society, beliefs about the practical relevance of science, belief in the growth capacity to compete in the labor market due to its own competence and scholarship); interest to the content and learning process (there is interest in methods of scientific research, self-search activities in order to solve complex tasks, such as activities of Small academies).

Seniors understand the importance of an education for future employment, to continue their studies in higher institutions, obtaining specialty for life. Such cognitive motivation may cover all the items on the cycle of certain objects or separate subject. Selectivity of cognitive interest of seniors often associated with life plans that promote the formation of educational interests. Characteristic interpenetration of broad social and educational reasons. Motivation features of seniors learning activity manifest in their attitude towards school ratings [7]. Seniors deeply appreciate an erudition and knowledge that go beyond the school curriculum, textbooks. Reasons for learning may be: interest to the general positive success associated with the desire to successfully finish school and extend their knowledge and manifests in the same interest to all disciplines taught at school; a combination of general interest with selective interest in a particular school subject concerning the chosen specialty or which have entrance exams to university.

New intellectual opportunities that emerge in early adolescence, broaden horizons of identity of the young man. The development of self-awareness at this age is so bright and vivid that researchers from different psychological courses have the

same position in assessing its importance for personal formation. Self-awareness - is, above all, the mechanism by which a person cognizes herself and treats herself. There are three basic components of identity (for P. Chamata): cognitive – is a system of beliefs and knowledge about the individual self (self-knowledge, self-examination of himself, self-esteem, etc.); emotional and evaluative - emotional evaluation of their ideas and knowledge of the individual himself, emotional attitude for himself (sense of modesty, pride, self-esteem, etc.); behavioral (regulatory) - all these manifestations of mental activity, which is the conscious control of their actions, deeds, his relationship to others and to himself (self-control, self-discipline, self-control, etc.).

Regarding the characteristics of cognitive component, it should be stressed that the assimilation of moral concepts at each age level precede the necessary understanding of the different variations of action and actions, the accumulation of which is carried out in close cooperation with reality or while watching the actual types of behavior. Describing moral concepts as a structural component of moral consciousness, we must emphasize that the sustainability of the formation of moral consciousness largely depends on the sound system of the formation of moral concepts. Moral knowledge is a primary element in the process students mastering moral values, they are a prerequisite for guidance in moral values and in the choice of a particular line of conduct.

In high school age there are established a close relationship between the professional and educational interests [1]. Choosing a profession promotes forming of educational interests, seniors start interesting in those things that they need in connection with the chosen profession. There are created favorable conditions for students familiarization with the psychological characteristics of occupations, i.e. with those requirements that are laid down to attention, thinking, character and other psychological features of a person in a particular profession.

In psychological literature, a professional self-identity taken regarded as one of the sides of its life self-determination. Analysis of the professional seniors self-determination is complicated by the fact that the notion of "self-determination" is used in the scientific literature in a fairly wide range of meanings. Terms such as "live self-determination", "social self-determination", "professional self-determination" etc., reflect different psychological phenomena and deal concern different aspects of the life of a young man [2].

In the period of transition from adolescence to early maturity in the formation of a new level of consciousness, there occurs a development of a new level of attitude to oneself. One of the key points here is to change the basis for evaluation criteria of oneself, his "I" – it changes "from outside to inside," acquiring qualitatively different form compared to the criteria for evaluating by a person other people. The transition from individual self-assessments to the general, integral (changing bases) creates the conditions for formation of its own attitude, quite independent of attitudes and evaluations of others, individual successes and failures, all kinds of situational influences and so on.

One of the important indicators of self-concept can serve a level dynamic of claims under the influence of success or failure in the performance of tasks of varying difficulty. The level of claims is considered as being generated by two contradictory trends: on the one hand, to maintain oneself "I" and a self-esteem at the highest level and on the other to reduce their claims and to avoid failure and thereby to damage the self-esteem. It's inherent for teens to have an active desire in different ways to implement only the first of these trends, considered B.S. Bratus.

Seniors are on the verge of entering an independent working life [2]. He faces the fundamental problems of social and personal self-determination. Boy and girl should be excited by many serious issues: how to find their place in life, to choose a business in accordance with their capabilities and abilities, what is the sense of life, how to become a real man and many others.

The activity of the individual in choosing future profession was focused by G.S. Kostjuk: "A personality is involved in choosing a career with all its intellectual, moral and other qualities. This is it, realizing social need and capabilities, determine its future life, place in society, is included in some type of professional activity in which creating material or spiritual values, it will create itself "[7].

In the age aspect the problem of self-determination, in our opinion, most deeply and fully was examined by L. Bozovich. Describing a social situation of seniors development, it points that the selection of the future course of life, self-determination is an affective center of their life situation. Stressing the importance of self-determination, L. Bozovich doesn't make an unambiguous definition and treats it as a choice of the future path, as the need to find their place in the work, in society, in life, search for purpose and content of its existence, the need to find their place in the general flow life. Perhaps the most succinct definition is the need for self-determination as the need to merge into a single system view of the world summarized and generalized picture of oneself and thereby determine the meaning of his own existence. In his later work L. Bozovich describes self-determination as personal high school age tumor, associated with the formation of internal position of adult with knowledge of himself as a member of society, with the need to solve problems of the future [2].

Professional self-determination in the aspect of life perspective was investigated by E. Holovakha. As career choice of a young man connected not with much with his life experience, but as with its vision of the future, the author studied the complete picture of the future in the minds of young people, being in a situation of profession choice. The prospect of the future, which is formed in the minds of senior high school, greatly affects the process of professional identity, characterized by a certain level of mental and social development of the individual. An important indicator of professional perspective and its realistic appears a relationship of life and professional expectations, values and life goals with professional plans, the ability to associate them with the life situation.

Research of interests, abilities of students can be carried out in a variety of ways - from simple monitoring their progress in the development of academic

disciplines to usage of different forms and questionnaires. Using techniques to study the professional interests of students can analyze the interests in advance, similar to a certain type of activity. For this purpose, there are used different techniques such as: interpersonal multifactor methodology of Kettle, methods of diagnosis interpersonal relations of T. Leary, methods of diagnostic orientation of the individual by B. Bass, etc. [4].

Conclusions. A part of vocational personality structure is professionally important physiological properties, the development of which is in the process of assimilation. Choosing of profession depends on the availability and feasible educational tasks assigned to students and on the teachers ability to organize learning process to embrace all the students in the class. To generate seniors interest to the appropriate activity sphere, it's necessary to create conditions for sustained psychological and pedagogical influence on them. Development of professional interest should be based on the formation of the cognitive interests. Educational methods of vocational work can be considered as forms, ways and means of joint activities of teachers, psychologists and students aimed at creating conditions that encourage students individual for career-oriented activities, and through it - to self-knowledge, self-esteem of individual characteristics, independent search of professional information.

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Савчук О.О.

Професійне самовизначення особистості в контексті сучасного наукового пізнання

У статті показано, що професійне самовизначення є одним із важливих кроків у житті людини, оскільки воно надає можливість гармонізувати свої відносини з суспільством, визначити свою роль у ньому і його значення у своєму житті. Встановлено, що залежно від умов, які склались, цей вплив може бути як деструктивним, так і позитивним. Проаналізовано соціально-психологічні умови, які дозволять активізувати майбутнє професійне самовизначення сучасної молоді, зокрема у соціальній сфері діяльності. Висвітлено основні принципи підготовки молоді до майбутнього професійного самовизначення у соціальній сфері діяльності. Наведена характеристика особливостей поведінкового, когнітивного і особистісного розвитку компонентів професійне самовизначення особистості.

Ключові слова: особистість, професійне самовизначення, соціальна сфера діяльності.

Савчук А.А.

Профессиональное самоопределение личности в контексте современного научного познания

В статье показано, что профессиональное самоопределение является одним из важных шагов в жизни человека, так как оно дает возможность гармонизировать свои отношения с обществом, определить свою роль в нем и его значение в своей жизни. Установлено, что в зависимости от условий, которые сложились, это влияние может быть как деструктивным, так и конструктивным. Проанализированы социально-психологические условия, которые позволят активизировать будущее профессиональное самоопределение современной молодежи, в частности в социальной сфере деятельности. Освещены основные принципы подготовки личности к будущему профессиональному самоопределению в социальной сфере деятельности. Приведенная характеристика особенностей поведенческого, когнитивного и

личностного развития компонентов профессионального самоопределения личности.

Ключевые слова: личность, профессиональное самоопределение, социальная сфера деятельности.

Савчук Олександр Анатолійович – здобувач кафедри практичної психології та соціальної роботи Східноукраїнського національного університету ім. В. Даля.

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Смирнова О.О.

СОЦІАЛЬНО-ПСИХОЛОГІЧНІ ОСОБЛИВОСТІ КОМУНІКАТИВНОЇ ПОВЕДІНКИ СТУДЕНТСТВА В СИТУАЦІЯХ ПОЛІКУЛЬТУРНОГО СПІЛКУВАННЯ

Стаття присвячена аналізу психологічних аспектів комунікативної поведінки студентства в ситуаціях полікультурного спілкування. Представлено аналіз емпіричних та теоретичних наукових досліджень з питань комунікативних стратегій поведінки студентства в ситуаціях полікультурного спілкування з урахуванням соціально-психологічних, культурологічних і мовних факторів комунікації. Розглянуто об'єктивні критерії сфер соціальної комунікації, типологія макросфер спілкування. Зроблено аналіз наукових досліджень з питань професійного спілкування як спеціального виду соціальної комунікації. Представлено види соціальної комунікації: спеціальна, неспеціальна, міжособистісна, масова та ін. Розглянуто змістовно-предметні характеристики кожної зони комунікації з реалізацією основних функцій ділового спілкування. Представлено аналіз соціально-психологічних поведінкових особливостей комунікативної поведінки студентства.

Ключові слова: студентство, комунікація, комунікативні стратегії поведінки, полікультурне спілкування.

Постановка проблеми. Вивчення стратегій комунікативної поведінки представників ділового англомовного соціуму, їх соціально-психологічних і культурологічних особливостей сприяють прилученню не носіїв мови до концептуальної системи, картини світу, ціннісним орієнтирам носіїв іноземної мови, зближенню міжкультурної дистанції між представниками різних соціумів, і в остаточному підсумку, формуванню особистості, що володіє основами ділового міжкультурного спілкування, вихованню її готовності адаптуватися до ділової культури іншого народу, іншому соціокультурному контексту взаємодії й впливу з метою вироблення оптимальної стратегії професійного співробітництва на іноземній мові.