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SELF-SUFFICIENCY EFFECT

The article deals with the problem of improving the traditional system of vocational guidance, the content and psycho-pedagogical means of which should identify and develop natural gifts of the child. The profession that fully reveals capacities of a person is substantiated to secure the speed, accuracy and quality of the result achieved, and high productivity – competitiveness in the labor market. Such a profession, in which the needs and possibilities of the person harmoniously correlate with the social-professional standards of labor market, is a value, the main motive of personal and professional self-development. Moreover, the person engaged in this profession experiences the feeling of self-sufficiency. The criterion of revealing and formation of the feeling is one's self-experience in profession (satisfaction with the job) and the experience of profession in oneself (I am a professional). Based on these provisions, the theoretical and methodical fundamentals of vocational guidance of modern senior students are defined.

Keywords: vocational guidance, working capacity, personal self-sufficiency, professional self-sufficiency.

The pace of scientific and technical progress and the ongoing dynamics of social life specify the system of professional requirements that are constantly advancing. At the same time, well-qualified and prompt professional problem solving should meet at least the most important individual vital needs. For this reason, a profession is both a source of social development and the most important means of income, the quantity and quality of which depends on the abilities, knowledge, skills and experience, which are enough for executing of professional duties in a well-defined sphere of labor division and at a specific workplace.

The mentioned above objectively set contradiction between constantly advancing requirements of profession and a human desire to achieve certain working results has important features of their functional interaction, which stays inconstant throughout the professional life. This functional connection is inconsistently nonlinear, dynamically stepwise, chaotic and simultaneously structured, aimed at regulation and content enrichment. It changes social and professional standards (usually a professional structure becomes technologically complicated, enriched with information, automated etc.) Moreover, it changes the person who is developing because of aiming at maintaining a balance between the advanced professional requirements, professional skills level and practical training. This externally determined human desire to reach a balance with the profession (at the stage of occupational choice, its mastering, productive work and achieving professionalism) is the driving force of professional self-development, the source of activity (cognitive, object-transformative, socially relevant, project, research, productive etc.). This desire is determined in an objective and independent way, stipulates the importance of professional self-determination, and sets the limits to the actual, immediate and potential personal and professional development.

Traditionally, under the terms of this statement, the theory and practice of vocational guidance of personality were developed, the purpose of which was professional self-determination, the ability to correlate professional requirements and individual characteristics, the level of knowledge, gained skills and abilities. In addition to that, the framework system of reaching a balance between personality and profession («want», «can» and «must») gave preference to the satisfaction of the demand of goods and services production («must») for respective specialists. Until the 1930s,

experts capable of handling the complex conveyor manufacturing system determined this demand. In the 1930-50s, there was a demand for experts in capital goods production (engineers, designers, technologists, operators etc.). Between the 1960s and 1980s, mass production required blue-collar jobs, usually average and semiskilled workers, since the 1990s there was a great interest in specialists in maintenance, accumulation and flow of capital, and at the beginning of the new millennium and until now, the leading place in the list of specialists required is taken by expert of goods promotion.

The above-mentioned purpose was achieved by means of vocational counseling system, which had to ensure the personal readiness for conscious occupational choice primarily based on social requirements, and only then on personal desires and abilities in a particular industry. These requirements generated an appropriate content and psycho-educational vocational guidance instruments. They were designed to transform society requirements to professions well defined by the state into their significance for the personality. In such a way, the frames of actual and immediate development of the students who have already found their professional identity were set. The main activity source for personal advancing was the contradiction between the demand for well-defined professions and a human desire to reach respective working results just in that sphere. Moreover, the level of professional achievements was determined by the relevance for the personality of objective professional standards («must»), their understanding, acceptance and mastering. The importance of other personal factors of the interaction between personality and profession («want», «can») traditionally were underestimated in the framework. The mentioned personal constructs were not taken into account in the theory and practice of individual training at all. It is considered to be the essence of the other, more powerful and emotionally intense, affective contradiction between a human desire to achieve professional excellence and go beyond objectively defined social and professional standards and labor market requirements to speed, accuracy and quality of results («want») and personal abilities («can»), which are adequately evaluated and realized («action») after finding «the labour of love» (calling – by H. Skovoroda).

The objective of this article is to reveal the nature of the mentioned above contradiction between personal and professional self-sufficiency, present the obtained results, define the frames of making up and development of personality by means of activating not only conscious processes, but also an individual self-consciousness.

We emphasize that the mentioned above research position is not new in the psycho-pedagogical field: it has been schematically outlined in the works of such scientists as S. Rubinstein («circular reaction»), L. Bozhovich, L. Slavina («inadequacy affect»), N. Bilkina-Myheieva, B. Bratus, L. Borozdina («risk triad»), B. Magun («self-esteem, success, aspiration»), E. Iliin («deficiency and growth motivation»), K. Lewin («internal inadequacy between achievement target and action target»), J. Atkinson, X. Hekhauzen, J. Frenk («orientation to success» and «orientation to failure») etc. The main constructs that are considered to be an internal, personal development source are defined to be an interaction formed on the basis of self-scoring («can»), aspiration level («want»), whose feasibility, flexibility and relevance determine the course, speed and power of his/her activity («action»). In addition to this, aspiration level as a correlation between the ideal, general and current objectives, the difference between which is stated, understood and accepted by the personality, is the determinant of goal-setting, the basis of a personal passionate desire to achieve professional results, whereas the contradiction between them is an essential condition, the driving force, and the source of professional development.

These statements have been recorded in the fundamental works of B. Ananiev who includes personal aspirations and objective individual abilities into the internal contradictions of the individual development under the condition that their development is uneven. The scientist emphasizes that in order to approach the problem of identity on the whole (on the molar level), the person has to be considered not only as an open system, but also as a «closed» system due to internal correlations of properties (identity, individuality, and subject). These are phenomena that close the regulation frames of all personal properties of the individual, the personality with many contradictory roles and the subject of various activities. In this relatively closed system, «embedded» in the open system of interaction with the world, a mutual compliance of trends and

potentials of the personality, self-consciousness and «I» – the core of the individuality are created [1, p. 117].

The scholar's conclusions concerning personality interaction being a relatively closed system, «embedded» in the open system of interaction with the world, reveal the nature of personal and professional self-sufficiency. Furthermore, personal self-sufficiency as a global construct indicates the ability of the personality to master the social situation of development, and professional (partial) self-sufficiency reveals the subjective relevance of the appropriate stages (periods, phases) of professional self-determination. They include the necessity to select a study profile in high school or select a profession in the vocational education system in the process of pre-profile training. Specification of the scope of future professional activities is required at the stage of study profile mastering; profession mastering is needed in higher education institutions etc. Here the environment (an open system) forms for the personality the relevance of appropriate social situation of development, sets key activities and determines their direction through the well-defined terms of teaching and educational process (legal, institutional, administrative terms etc.).

For example, such a topical and objectively significant requirement concerning the youth is graduation from general education institution, and the necessity to solve the problem of professional future after school leaving. Teaching and educational process, being an open system, brings this necessity into focus of young people, sets the scope and standards of their activities, outlines the frames of personal professional development and, in particular, the importance of professional self-determination. Personality, being a relatively closed system with the appropriate development level, formed abilities and professional preferences («want», «can»), has to meet the requirements of the social situation («must»), which encourages for respective activities. Vocational guidance takes the leading place for young people, regarding the peculiarity of specialized education in a modern high school. Its mastering ensures respective new formations and personality features that enable students to master the educational process and meet training requirements.

We would like to emphasize that external conditions and all related requirements are transformed into internal, not immediately personal and not painless ones. They just activate affective

(accept, reject) and intellectual (understand, not understand) personality scope and respective internal processes. Later, after operationalization, emotional practicing and internalization testing, these requirements are consciously accepted (not accepted) and thus are appropriated (completely rejected), become personally relevant internal requirements. We would like to emphasize that they become not requirements, understood and accepted by the personality, but just internal needs. Transformation of external requirements into internal personality needs, which dominated in the theory and practice of vocational guidance, is the essence of solving the contradiction between the demand for well-defined professions and the human desire to reach respective results in work, identified and actualized by an «open system». A balance between them is achieved through new formations of personality, all necessary qualities and features, which are formed by involving the personality in various forms of activity (cognitive, object-transformational, career-oriented, socially relevant, project etc.).

Moreover, this is only the first step, a prerequisite of personal and professional self-sufficiency of personality. The next step, in our opinion, should be solving of the contradiction between the human desire to go beyond the objectively given social and professional standards and the real abilities to achieve ideal professional future that will be fulfilled through material, social and spiritual needs of a personality within specified time and space. Here the object of the individual's activity is their own «I» as the carrier of a certain value system, knowledge, professional skills and experience, the level of which differentiates depending on the sphere of professional work. Such duly specified professional field is personally relevant and valuable for the individual, since here his/her skills reveal and self-esteem, including personal and professional ones, increases. The difference between «real I» and «ideal I» determines the level of personal aspirations, notably the level of the goals, their complexity, which personality desires to achieve in a future profession. This aspiration level has to enhance independence, self-exactingness and self-responsibility in order to maintain the value of achieved «I» of the personality and outline the prospects for personal development (actual and potential), the allegedly compiled program of which is represented by the concept «I in the future profession». The complexity of its content and hierarchically built structure (defined priorities, sequence etc.) is limited to the level that prevents

violations of the existing self-esteem and inherent worth. Here the chosen profession as a value for the subject and which fully solves the contradiction between «want», «can» and «must», a realistic level of personal aspiration, adequate self-esteem and self-respect formed on its basis create personal and professional self-sufficiency. J. Bekh determines this concept as «profession in myself» [2].

That means not profession in general, but some well-defined abilities, with which the personality reaches most productive results at the least effort. The search of own «I» and self-awareness of this discrepancy («can» and «want») are the result of processes in self-consciousness which are intensified, organized and directed through specific psychological and pedagogical instruments (self-discovery, self-assessment, professional tests etc.) by the teacher. This inner contradiction is the nature and specific character of personal and professional self-sufficiency, since the subject as a potential carrier of personal qualities and professional functions independently determines the strategy and tactics of professional self-determination and self-perfection. That means that the level of self-esteem and experience of the previous activity determine parameters of future achievements, gained results create corresponding evaluation and self-assessment, adequate and realistic evaluation and self-assessment determine striving for success or avoiding failure, and activity determines the next aspiration level. This creates the so-called «circular reaction», as S. Rubinstein considered, that is particularly evident in the influence of emotional factors on the course of action [8, p. 412-413].

We should mention that not every profession reveals and develops personal and professional self-sufficiency of the personality. Among the huge number of professions this personal quality is realized in a particular work which is chosen on the basis of subjective relevance, presented by aspiration and self-estimation, and achieved results. The latter are the essence of personal attitude to profession and self-attitude as to a future professional.

This statement is quite thoroughly defined in W. M'yasyshchev concept of the psychology of attitudes, who argues that influence of subjective factors and objective conditions for the formation of self-estimation and aspiration level fully reveals just in a respective activity. On analyzing the attitudes to work of patients with neuropsychiatric disorders, the scientist comes to a conclusion about tight correlation of this attitude and self-estimation, confidence

and aspiration level. The scholar defines the latter as qualitative and quantitative indicators, which, in the opinion of the patient, must comply with the work efficiency. B. M'yasyshchev emphasizes that the subjective-personal and objective-principal character of attitude to work should be taken into account. The subjective-personal component of aspiration is closely connected with self-estimation of the personality, sense of inadequacy, tendency of self-affirmation and a desire for prestige increase or decrease in work indicators. The objective-principal component is associated with understanding of work importance, sense of social responsibility, self-exactingness, which is based on the sense of duty [8, p. 26].

The mentioned above specific character of particular professional activity's relevance for the personality, in which abilities are revealed and formed and where the contradiction between «want» and «can» is successfully solved, allows us to reach a theoretical conclusion about its personal value, since it promotes more productive result at the least efforts. Therefore, improvement of the vocational guidance system, which was traditionally limited just to solve the contradiction between demand for well-defined professions and a human desire to reach respective working results, should support the personality in finding an appropriate profession. It should be not just profession in general, but one where one has enough abilities and will be relatively independent, professionally and personally perfect, personally and professionally self-sufficient.

In order to confirm the above mentioned conclusion we have conducted an experimental study, the essence of which was to clarify the power influence of senior students' attitude to work on the speed and efficiency of his activity. Subsequently, the gained results were compared to statistical data on the working ability type that is usually objectified by psychophysiological parameters (processes of excitation and inhibition, lability etc.). It was assumed that the curve of working ability and personal fatigue would significantly change under emotionally intense and complex mental work of the student during the activity that fully reveals personal abilities and formed professional interests. Procedural motives were argued to dominate in the motivation structure.

We would like to emphasize that methodology of corrective tasks in the modification by S. Trombakha [9] was used for investigating the speed and efficiency of senior high school student's work, which also helps determine the attention stability. Thus, attention here

is defined as the mind course and focusing on particular objects, which provide the selectivity and depth of mental representation of reality by means of cognitive processes enhancing. The content of the attention process is its selective focusing in human mental activity. During the experiment, we focused on attention stability, which characterizes the ability of senior high school student to focus on one object for a long time in the course of mental work. The essence of this technique is that while conducting research the students receive letters tables and have the task to scan a number of letters in two minutes at the highest possible speed, crossing one of the letters out, and underlining another one (e.g., letter «K» is crossed out , letter «H» is underlined). The control letters were changed for every task. During the test, the number of scanned letters and the number of mistakes made are calculated in conversion to 500 characters (140 block tables). Comparison of the test studies within a defined microperiod of certain mental work using this methodology shows the peculiarities of mental load influence on the dynamics of attention indicator as part of the intellectual structure of the mental working efficiency of personality.

In order to summarize and justify conclusions, the gained experimental results were subjected to calculation of statistical indicators with such values: M - number of scanned characters, S - speed of characters scanning per time unit; A - productivity coefficient of attention stability, x and y - smooth indicators of process development dynamics. The number of scanned characters (M) was determined by adding the total number of scanned full lines (one line consists of 10 characters (figures) and 30 characters (letters)) and the number of characters in an incomplete line. The results of every participant defined in this way in the experiment were added, and the average number for the entire experiment was eventually determined. Moreover, M_{\max} and M_{\min} were recorded in the summary table of gained results. Furthermore, task cards of some students with significantly different results were not involved in the statistical analysis of the results. The number of correctly and incorrectly crossed out and underlined letters, their total number and the number of scanned lines or letters were counted for computation of the productivity coefficient of attention stability (A) of the senior high school student and study of attention's functional course in the respective mental workload. We used a formula of productivity coefficient of attention stability (A) for mathematical

calculation. The following phase of statistical analysis of the results was the application of the method of smoothing the general trends in the mental work efficiency of the personality by setting the speed and the angle of the productivity coefficient dynamics and the speed of the task performance using the smallest squares method. The obtained results are presented in Fig. 1 and 2.

We should mention that Figures 1 and 2 show the dynamics of speed and productivity of task performance by senior high school student with the mental workload determined by curriculum, programs and time for home task performance. In addition, 1 is a traditional mental workload during the day, and 2 is an included traditional mental workload during the day period when students do their labour of love. Taking into consideration the specific character of the student day regime, the research included four phases: x1 - the beginning of the day at 8.30 a.m., x2 - noon recess at 12.30 p.m., x3 - attending student sections, groups etc. at 17.00 p.m., x4 - end of the day at 20.00 p.m. (independent test performance by senior high school students at home).

As the obtained results (Fig. 1, 2) have shown, the dynamics of speed and productivity of task performance by senior high school student with mental workload is characterized by its rapid increasing at the beginning of the working day. Subsequently, reaching a maximum value at the second research phase, a gradual decline occurs during the 3rd and 4th phases. In addition, the specific feature was that due to fatigue, work efficiency reduces significantly (the number of mistakes increases), and only a bit late the speed of task performance is also reduced (number of scanned characters). The mentioned dynamics is stable for this student, the curve of his work efficiency remains stable during each day of the working week. The difference is only in the numerical values of speed and productivity indicator that fluctuate by 15-20 % within different days, but an overall trend (work efficiency curve shape) remains the same. We would like to emphasize that the example in Figure 1 and 2 is just one of the cases of detected typology of mental performance dynamics and fatigue of senior high school students nowadays.

The second research phase was aimed at identification of the influence on the personality of a certain professional activity where his/her abilities were revealed and formed. Moreover, this activity has acquired personal value for the student, while doing it the

senior high school student feels relatively independent, personally and professionally perfect, and self-sufficient as a person and a professional. The results of the experimental research have shown that the traditional work efficiency and fatigue curve undergoes significant changes. As while the traditional mental workload provided by curriculum and programs changes into labour of love (- 1 Fig. 1 and 2), the speed and work efficiency are not reduced, and vice versa, they are increasing and maintained for a long time at high level. The detected at an earlier stage (in traditional conditions) work efficiency curve shape is changing, mental fatigue does not occur. These data demonstrated the importance of properly selected professional sphere, in which skills are revealed and formed and in which the contradiction between «want» and «can» is successfully solved, where the desired result is achieved faster and more productively. This is the perspective of personal competitiveness in the labor market, enhancing of self-esteem, independence, personal and professional self-sufficiency.

The mentioned above statements allow us to make a conclusion that the traditional theory and practice of vocational guidance under present-day conditions should become primarily focused on professional search support for young people, where they will be able to fully realize their abilities, to become future professionals and achieve excellence. Later, career guidance tools and technologies have to determine the vector of personal development in this profession, relevant and valuable to the personality, in which personal and professional self-sufficiency can be achieved.

Thus, the traditional theory and practice of vocational guidance, built depending primarily on the state demand for certain specialists, its objective being the personality ready for professional self-determination in a particular labor field, do not fully meet the modern requirements of the labor market. In fact, the main source of personality activity traditionally was the contradiction between the demand for well-defined professions and a human desire to achieve respective working results. Whereas personal, more powerful and emotionally intense factors, which allow a personality to go beyond the objectively given social and professional standards, labor market requirements to speed, accuracy and quality results and ensure personal and professional autonomy, are traditionally underestimated in this framework system. Therefore, we believe that under present-day conditions of continual increase of requirements

to professions and the labor market situation, the final phase and qualitative feature of professional self-determination of personality is personal and professional self-sufficiency in a well-defined professional sphere which is chosen on the bases of subjective relevance and value presented by aspiration, self-esteem and achieved results. If so, personal abilities are revealed and formed, self-esteem and inherent worth are increasing, and on this basis personal and professional self-sufficiency is developing. The latter is the essence of personal attitude to the profession and self-attitude as to a future professional.

Thus, the theoretical and experimental research on mental productivity and fatigue dynamics with the criteria of speed and work efficiency while performing traditional mental workload and labour of love has demonstrated: 1) psychophysical parameters define a typology of work efficiency curve for senior high school student during the day, 2) the specific feature of fatigue is firstly reduced work efficiency and then its speed decrease, 3) while the child is engaged in the labour of love, despite his/her fixed fatigue and according to the predicted by the typology its decrease, speed is increasing and after a while work efficiency is increasing, too. These experimental data have confirmed an assumption concerning the emergence and consolidation of a sustainable sense of self-sufficiency while doing the types of labor where natural talents of the child are developed. All things considered, the conclusion can be made that the objective of modern vocational guidance firstly lies in professional field searching, in which a personality will feel the sense of self-sufficiency as a person and future professional. We mean here not profession in general, but the one in which the student has ability and will be self-sufficient, relatively independent, personally and professionally perfect. Perhaps, the quotation of Rene Descartes «I think, therefore I am» should be followed by «and if I care - I live», which together fully reveal the nature and specific character of the formation of personal and professional self-sufficiency among young people as the source of their activity in modern labour market.

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Ефект самодостатності

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У статті актуалізовано проблему вдосконалення традиційної системи професійної орієнтації учнівської молоді, зміст якої в умовах ринку праці вимагає спрямування її змісту й психолого-педагогічних засобів на виявлення і розвиток природніх талантів людини. Наголошено, що професія, в якій повною мірою розкриваються здібності особистості, забезпечить їй швидкість, точність і якість досягнення професійного результату, а продуктивність праці її конкурентоспроможність на ринку. Така професія, в якій гармонійно узгоджуються потреби, можливості особистості та соціально-професійні стандарти ринку праці, стає для людини цінністю, основним мотивом особистісного і професійного самовдосконалення.

А особистість, яка володіє такою професією, переживає почуття самодостатності. Критерієм виявлення і формування такого почуття є переживання себе в професії (задоволеність працею) і професії в собі (Я-професіонал). На основі цих положень й визначаються теоретико-методичні засади професійної орієнтації сучасних старшокласників.

Ключові слова: професійна орієнтація, працездатність, особистісна самодостатність, професійна самодостатність.

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В статье актуализирована проблема усовершенствования традиционной системы профессиональной ориентации учащейся молодежи, которая в условиях рынка труда требует направления ее содержания и психолого-педагогических средств на выявление и развитие природных талантов ребенка. Обосновано, что профессия, в которой полностью раскрываются способности личности, обеспечит ей скорость, точность и качество достигнутого результата, а высокая производительность труда, соответственно, конкурентоспособность на рынке. Такая профессия, в которой гармонически согласовываются потребности, возможности личности и социально-профессиональные стандарты рынка труда, выступает для человека ценностью, главным мотивом личностного и профессионального саморазвития. А личность, которая владеет такой профессией, переживает чувство самодостаточности. Критерием выявления и формирования такого чувства выступает переживание себя в профессии (удовлетворенность профессией) и профессии в себе (Я-профессионал). На основании этих положений и определяются теоретические и методические основы профессиональной ориентации современных старшеклассников.

Ключевые слова: профессиональная ориентация, работоспособность, личностная и профессиональная самодостаточность.

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