

**THE GENESIS OF THE RESEARCH OF DETERMINANTS
OF PROFESSIONAL STABILITY OF A FUTURE
PSYCHOLOGIST'S PERSONALITY: CONCEPTUALIZATION
AND EMPIRICAL REFERENTS**

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INTRODUCTION

In order to implement Ukraine's strategic course for integration into the European Union, to ensure Ukraine's full integration into European political, economic and legal space and to create preconditions for Ukraine's membership in the European Union. The Decree of the President of Ukraine approved the Strategy of Ukraine's integration into the European Union. The main areas of cultural, educational, scientific and technical integration are the implementation of European norms and standards in education, science and technology and the dissemination of their own cultural, scientific and technological achievements in the EU.

Entering into this space for Ukraine means an orientation towards state and public principles of government; raising the role of alternative systems and innovation processes; widespread introduction into all spheres of new (first of all information) technologies; environmental, cultural and logical orientation of education and science; providing citizens with the right of choice, equal conditions for general education, access to science, regardless of their social and genetic capabilities; moral and spiritual improvement of citizens; ensuring the continuity of personal education throughout life. This process has particular importance in the reformation of a new model of the future specialist, able in the changing and unstable social and economic, political and cultural conditions of the modern society to self-transformation, self-realization and preservation of professional stability, competitiveness in job market demands and transformations. Modern higher education is a catalyst for the subject's independent

transition from a strategy of self-reflection to a strategy of self-transformation, the reconstruction of subjective experience, which responds to its tasks within the new humanistic paradigm and enables to use internal resources constructively in professional activity. The raise of the social demand for the services of applied psychologist, able to solve the tasks competently, to respond to changes in society quickly, while maintaining professional stability and competitiveness.

Optimization of the process of formation of professional stability as a component of the positive self-concept of personality in the conditions of modern cultural and educational space by future applied psychologists is possible through the implementation of a holistic systematic and structural program of their targeted training that will be as close to the activity as possible¹. Thus the degree of realization of professional stability of the future applied psychologist depends to a great extent on the development of his dialogical, spiritual and reflexive spheres, which provides the professional level and personal and professional potential. Awareness of the future applied psychologist of the relation of the professional requirements with its personal traits leads to the construction of one's own personality within the framework of professionalization and creates the conditions for constructing oneself as a professional resistant to changing social demands. The raise of the requirements for professionalism and personal component of the applied practical psychologist, orientation to competitiveness and competence require reformation of both the model of the future specialist and the training system as a whole². The complexity of mastering the profession of applied psychologist is that, in addition to acquiring knowledge,

¹ Panok V.Gh., Umanecj L.I. (1999) *Osobystistj praktykujuchogho psykhologha. Psykhoterapevtychna sytuacija. Osnovy praktyčnoji psykhologhiji: Pidručnyk* [Personality of the practicing psychologist. Psychotherapy situation. Fundamentals of Practical Psychology: A Textbook]. Kiev: Libid (in Ukrainian)

² Krupnik E.P. (1995) *Problema psichologicheskoy ustoychivosti. Psichologicheskie aspekty sotsial'noy nestabil'nosti* [The problem of psychological stability. Psychological aspects of social instability]. Moscow: Moscow State Pedagogical University (in Russian)

practical skills and abilities, you need to do a great job of forming a willingness to withstand the negative factors and the ability to maintain a high level of performance despite various stressful factors during the study. In other words, a sufficient level of professional training of the future psychologist is possible only if a certain level of development of components of professional stability is maintained, such as determinants of the professional and personal potential of the specialist. It is the search of ways and methods of formation of professional stability of the future applied psychologist in the modern cultural and educational environment that raises urgent questions in the sphere of reformation of the training system of competitive specialist.

1. The conceptual model of development of professional stability of the future psychologist in the conditions of cultural and educational space

Under psychological stability we mean such a personality trait, which shows the intensity and effectiveness of professional orientation. According to E.M. Kovalchuk, professional stability means the correspondence of the motives and interests of the individual to the real content of his work. If such conformity is observed, the person successfully copes with professional activity, is less tired and annoyed. On the basis of this we can talk about the mental or psychological activity of the individual, which determines its stability³. Analyzing the concept of personal stability from a psychological point of view, V.E. Chudnovsky consider it as two levels: a) defensive, in which a person retains his personal qualities, resists external actions that interfere with his personal positions and attitudes; b) offensive, which is related to the ability of a person to

³ Varina H. (2018) Psikhologicheskie aspekty ekspertizy emotsional'no-volevoy sostavlyayushchey professional'noy ustoychivosti budushchego prakticheskogo psikhologa [Psychological aspects of the examination of emotional-volitional component of professional sustainability of the future practical psychologist] *Fundamental and applied researches in practice of leading scientific schools*, no. 27(3), pp. 106-110

realize his personal positions, to transform circumstances and his own behavior⁴. N. Podimov interprets psychological stability as a moving equilibrium and an optimal ratio of dialectically contradictory psychological structures of personality, which gives rise to such mental tumors that determine the “resistance” of the psyche in relation to both external and internal actions. Such stability ensures the preservation of the psyche in a constantly changing environment, the orientation of actions and actions, regardless of the negative influence of external factors. It should be noted that the stability of the psyche can rotate its rigidity. It “has a controversial psychological nature, can act as a stabilizing factor and as a factor blocking the dynamics of mental structures of the individual”⁵. The concept of modernization of education has set the task of forming the creative and highly competent personality of applied psychologist as a subject of psychological activity. Due to this, the psychologist finds freedom in making independent decisions, reliability and professional stability.

In determining the essential characteristics of the professional stability of the psychologist, we proceeded from the following methodological ideas:

- stability is a qualitative characteristic of an object, system or individual; the quality is understood as some certainty of the subject or individual who has certain specific properties;

- stability manifests itself in holistic systems whose self-organization is impossible without the existence of a hierarchical structure of internal factors;

- stability of the personality of the psychologist is formed in the process of self-determination and becoming a specialist and is manifested in his activity and active self-organization;

⁴ Chudnovskiy V.E. (1984) *Nravstvennaya ustoychivost' lichnosti: psikhologicheskoe issledovanie* [Moral stability of personality: a psychological study]. Moscow: Pedagogy (in Russian)

⁵ Krupnik E. P., Podymov N. A. (1999) *Psikhologicheskaya ustoychivost' uchitelya kak uslovie preodoleniya innovatsionnykh bar'erov v ego professional'noy deyatel'nosti* [Psychological stability of a teacher as a condition for overcoming innovative barriers in his professional activity]. *World of psychology*. no.2, pp. 175-178

– stability is the result of the functioning of mechanisms that actively counteract negatively influencing factors⁶.

Thus, the professional stability of the future psychologist is an integrative qualitative characteristic of him as a subject of psychological activity, which reflects the high level of stabilization of value attitudes, emotional and volitional processes and states. In order to determine the degree of influence of various negative factors on the development of professional stability of the future psychologist, we offered the students of the specialty 053 Psychology of Melitopol State Pedagogical University named after Bogdan Khmelnytsky the questionnaire, in which they had to choose from the proposed list difficulties, which are complicated for them in the process of becoming a specialist. Seventeen proposed factors were broken down into four groups: factors related to the personality traits of the subject of psychological activity, factors related to the level of theoretical training in the specific disciplines, social and psychological factors and factors related to professional competence.

Table 1

The influence of negative factors on formation of professional stability of future applied psychologist [made by author]

N=140

| Groups of Negative Factors | Percentage of Manifestation |
|---|------------------------------------|
| 1. Factors related to the personal traits of the subject of psychological activity | 39% |
| 2. Factors related to the level of theoretical training in the specific disciplines | 26% |
| 3. Social and psychological factors | 67% |
| 4. Factors related to professional competence | 51% |

⁶ Krupnik E.P. (1995) *Problema psikhologicheskoy ustoychivosti. Psikhologicheskie aspekty sotsial'noy nestabil'nosti* [The problem of psychological stability. Psychological aspects of social instability]. Moscow: Moscow State Pedagogical University (in Russian)

The largest number of respondents believe that the main difficulties in psychological activity are caused by social conditions of life (67%). The following are the factors related to the level of professional competence (51%), then – the personal traits of the student (39%) and the last place in a number of reasons causing difficulties in psychological activity are the factors related to the lack of theoretical knowledge in special disciplines. (26%). The analysis of the obtained results revealed the following:

1. In a number of personal traits of a psychologist, 34% of respondents noted the lack of focus on activity; 17% highlighted the reluctance to communicate with children; 6% – psychological tension due to self-doubt; 5% – inability to regulate their emotional state.

2. Among the difficulties associated with the lack of theoretical training in the specialized disciplines, the first place was taken by the lack of knowledge in the basic subject (22%). This is followed by the absence of a systematic view of the subject as a science (12%), the inability to practically solve psychological and pedagogical situations (7%).

3. According to the interviewees, the greatest difficulties in terms of social and psychological conditions are the lack of equipment (38%). Heavy financial standing is noted by 32% and congestion by 42% of respondents.

4. In the last group of factors there are not enough development of psychological skills and low level of development of communicative and organizational abilities (22% each); inability to use the theoretical gained experience (18%).

Professional resilience is double. On the one hand, it is the ability of a person to maintain his or her personal positions and to resist influences that are contrary to his or her personal preferences. On the other hand, it is the ability to realize one's personal positions by changing circumstances and regulating one's behavior. Professional stability of the individual can be considered as a complex quality of personality, the synthesis of individual qualities and abilities. Professional stability is supported by internal (personal) resources and external (interpersonal, social support, working conditions).

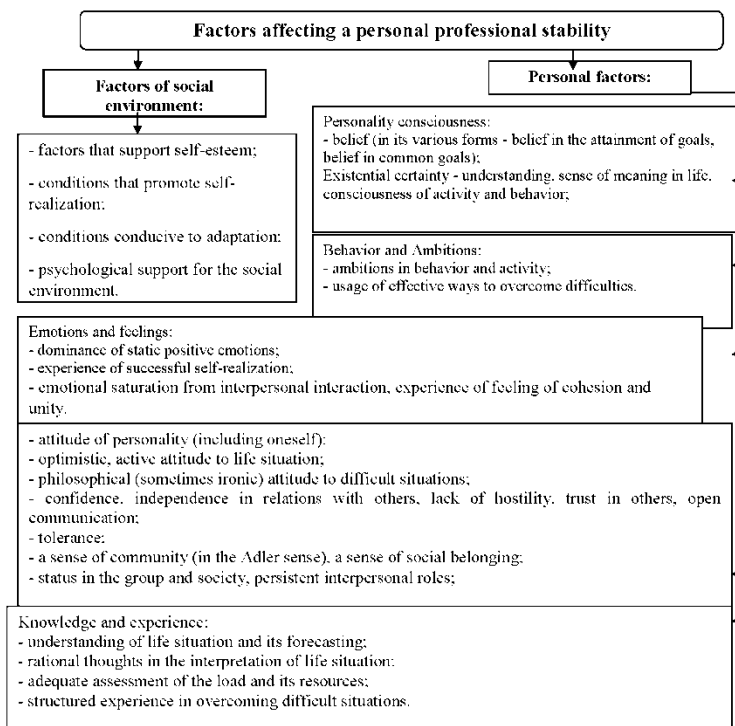


Fig. 1. The characteristics of the main factors affecting the professional stability of the individual [made by author]

We highlighted the main determinants of the development of professional stability of the individual. With the presence of these factors a favorable mental state and high mood, which are suitable for successful behavior, activity and personal development, remains. In foreign psychology, less attention is paid to personal factors of stability, with a closer look at only a few of the main factors related to the functioning of the individual in the social environment. Thus, B. Bernard identifies four major personal stability factors⁷:

⁷ Bernard B. (1991) *Sodeystvie ustoychivosti u detey: zashchitnye faktory v sem'e, shkole i obshchestve* [Fostering Resiliency in Kids: Protective Factors in the Family, School and Community]. Minneapolis : University of Minnesota (in English)

1. Social competence (which includes sensitivity, sociability, empathy, caring, compassion, altruism and the ability to forgive).

2. The ability to solve problems (ability to plan, flexibility, resourcefulness, critical thinking, insightful thinking).

3. Autonomy (which includes positive identity, internal locus of control, initiative, self-efficacy, mastery, adaptive distance from others, resilience, self-awareness and sense of humor).

4. Awareness of the purpose and the future (which includes the purpose-direction, success orientation, motivation for achievement, educational orientation, persistence, optimism, belief in a bright future, a sense of consistency, spirituality, meaning of life, creativity, developed imagination).

In the context of our study of the structure of professional personal stability, it is interesting to consider the research of the Center for Stability Studies at the University of Minnesota, which has developed a special structure for the identification of personality stability: faith → the ability to overcome adverse conditions → life strategies → individual achievements → social achievements⁸. This scheme allows to plan and implement effective preventive programs in the process of development of sanogenic potential and professional stability of the future specialist. As a result of theoretical analysis, we were able to identify the following components in the structure of professional stability of the future practical psychologist: motivational, cognitive, connotative, reflexive and valuable, regulatory and volitional.

Let us consider the substantive characteristics of each of the components of professional stability of the future psychologist.

⁸ Varina H.B. (2018) Profesijna stijkistj jak integhratyvnyj komponent sanoghennogho potencialu osobystosti [Professional resilience as an integrative component of the sanogenic potential of the individual]. *Suchasni zdorov'jazberezhualjni tekhnologhiji: kolektyvna monoghrafija* [Modern Healthcare Technologies: A Collective Monograph]. Kharkiv: Hryhoriy Skovoroda Kharkiv National Pedagogical University, pp. 67-73

THE COMPONENTS TO PROMOTE PROFESSIONAL STABILITY OF A FUTURE APPLIED PSYCHOLOGIST

| Motivational component | Cognitive component | Connotative component | Reflexive and valuable component | Regulatory and volitional component |
|---|---|--|--|--|
| Motives related to future professional activity | Knowledge about patterns of future professional activity in the field of applied psychology | The possession of the means of organization and creative solution of tasks of future professional activity | The ability to reflect | The volitional regulation of future activity |
| | Knowledge about principles, directions and technologies of psychological activity | | The valuable orientations in future professional activity | The ability to self-regulation |
| Motives related to the development of professionally significant personality traits | Specific subject knowledge | Skills of professionally stable behavior | Willingness for productive communication and establishing a trusting relationship (level of communication and empathy development) | Volitional regulation at the stage of self-development |
| Motives for achievements | Knowledge about yourself | Ability to reconstruct behavior and activity in changing environment (adaptive personality) | | The level of development of emotional regulation |

Fig. 2. Structural Components of Professional Stability of the Future Applied Psychologist [made by author]

Motivational component. The success of any activity depends on the level of motivation. Motives generated by the need for psychological activity encourage the individual to set a specific goal, the achievement of which itself becomes a motive for the performance and continuation of this activity, to set its further goals. The motivation of a person is conditioned by his or her orientation, which includes values, interests, inclinations, goals, meanings, beliefs, ideals in which the outlook of the person is expressed. Orientation of personality determines the system of basic relations to the world and to

himself, the semantic unity of his behavior and activity, creates stability of the individual, a willingness to withstand undesirable influences from the outside and inside, is the basis of professional self-determination, self-development and professionalism, the point of evaluation professional behavior.

Cognitive component. The cognitive component of a professional stability of a specialist is also based on his knowledge of himself. German psychologist N. Enkelman notes: "A person does not stand still, so it is necessary to find out about all changes in himself in time." Assessment of the strengths, abilities and capabilities is associated with the development of self-awareness of the individual and causes the desire for achievement and the development of the motivational sphere. Stability and adequacy of self-esteem are the basis for forming such personality traits as self-confidence, self-esteem, etc.⁹

Thus, the body of knowledge about the laws of future professional activity, knowledge about the principles, directions and technologies of activity, subject-specific knowledge, knowledge about the conformity of the personal traits of the future specialist to the requirements of the profession provide the psychologist with a broad orientation in the social and professional space, gives confidence in his powers. This knowledge creates a basis for the specialist to build the author's system of activity, allows to develop the desire for reflection, the image of "I", to express and defend the point of view, to feel an active subject of professional activity¹⁰.

The connotative component. By reflecting the active content of professional development, it characterizes its stability in the professional sphere at the level of skill. All behavioral acts of personality are dictated by values, meanings, motives, based on the

⁹ Kucher V.A. (2011) Podkhody k opredeleniyu ponyatiy professional'noy ustoychivosti [Approaches to the definition of professional sustainability]. *Pedagogical journal*, no.11, pp. 83-96

¹⁰ Kurljand Z.N. (2005) *Stanovlennja pozytyvnoji Ja-koncepciji majbutnjogho vchytelja : Monohrafija* [Becoming a Positive Self-Concept of a Future Teacher: A Monograph]. Odessa: South. of sciences. center of APS of Ukraine (in Ukrainian)

knowledge and understanding of their algorithms, which are carried out in real practice. The connotative component outlines the operational composition of the professional and his stability. The set of skills of professionally stable behavior and activity of the person is instrumental and technological. Professional stability of a specialist depends essentially on his ability to adapt to changing life circumstances and activities, to integrate into a new environment, to rebuild the type and nature of his professional behavior. It requires a creative and innovative thinking, freedom, flexibility, independence in staging, reconstruction and solving professional and business problems.

Reflexive and valuable component. Professional reflection can be seen as the ability to carry out systematic introspection with the subsequent creative activation of the professional activity. A specific feature of professional personality reflection is the inclusion of a time factor in the reflection process. It is necessary to distinguish between current (tactical) reflection, the subject of which is the solution of a specific professional task and perspective (strategic) reflection, the focus of which is on the desired level of professionalism. Reflection is closely related to the development of the dialogue personality of the specialist, plays an important role in the process of professional development of personality and the development of professional “I-concept”¹¹. Thus, the ability to reflect, the stability of value orientations, the readiness for productive communication and the establishment of trusting relationships (the level of development of the communication sphere and empathy) are important elements in forming the professional stability of the future specialist.

Regulatory and volitional component. The professionalism of a specialist depends on the degree of acquiring the modern content and modern means of solving professional problems, including the experience of professional self-regulation. Self-regulation is a

¹¹ Kurljand Z.N. (2005) *Stanovlennja pozytyvnoji Ja-koncepciji majbutnjogho vchytelja : Monoghracija* [Becoming a Positive Self-Concept of a Future Teacher: A Monograph]. Odessa: South. of sciences. center of APS of Ukraine (in Ukrainian)

volitional process by nature. K.K. Platonov identified one of its laws: the ability to self-regulation has direct connection with the level of manifestation of the main components of the will: purposefulness, perseverance, endurance, courage and discipline. Within the framework of the professional stability of the individual, the management of the emotional sphere is of particular importance, since this sphere can become a space for the emergence and realization of a value relation to the profession, since emotions taken in their integrity serve as motives of activity¹².

Maddy's theory of the special personal quality of "hardiness" is quite interesting in the aspect of the study of the problem of professional stability formation of the future applied psychologist (Maddi, 1994). This theory arose in connection with the development of the problems of creativity of the individual and the regulation of stress. From his point of view, these problems are most logically related, analyzed and integrated within the framework of his concept of hardiness. By deepening the attitudes of inclusion, control and challenge (accepting the challenge of life), designated as "hardiness", one can simultaneously develop, enrich one's potential and cope with the stresses in his or her life path. In our literature, it is customary to translate "hardiness" as "stability" or "resilience" (D.A. Leontiev)¹³. The concept of "hardiness" reflects, from the point of view of S. Maddie and D. Koshab, the psychological vitality and efficiency of a person, as well as an indicator of a person's mental health. The personal traits of "hardiness" is emphasized by attitudes that motivate people to transform stressful life events. A person's attitude to change, as well as his or her ability to use the available internal resources to help effectively manage them, determine how much a person is able to cope with the difficulties and changes that he or she faces every day

¹² Platonov K.K. (1996) *Struktura i razvitie lichnosti* [The structure and development of personality]. Moscow: Science (in Russian)

¹³ Maddi S.R., Khoshaba D.M. (1994) Vynoslivost' i psikhicheskoe zdorov'e [Hardiness and Mental Health]. *Journal of Personality Assessment*. Vol. 63, no. 2. – pp. 265-274.

and with those that are of extreme nature. The first characteristic of hardy attitudes, according to S. Muddy, is “commitment” that is an important characteristic of oneself and the world and the nature of interaction between them, which gives strength and motivates a person to leadership, a healthy mindset and behavior. It gives the opportunity to feel meaningful and valuable enough to be fully involved in life and professional tasks, despite the presence of stressful factors and changes. Hardy is the attitude, conditionally called “control”, that motivates to find ways to influence the results of stressful changes, as opposed to falling into a state of helplessness and passivity. This concept is very similar to the term “locus of control” by Rotter. In contrast to the fear of these changes, hardy that is called “challenge” helps one to remain open to the environment and society. It is in the perception of the personality of the event of life as a challenge and a test for oneself. To sum it up, we can say that “hardiness” is a special pattern of attitudes and skills that allow to transform change into opportunities. This is a kind of operationalization of the concept of “courage to be” introduced by P. Tillich¹⁴. In addition to attitudes, “hardiness” includes such basic values as cooperation, credibility and creativity. Hardiness is a personality trait that allows to cope with distress effectively and is always in the direction of personal and professional growth. Thus, in the context of the formation of professional stability, based on the theory of S. Maddy, in the process of training a specialist should choose the dominant pattern of personality stress, creativity and the desire for actualization of internal potential.

Therefore, the professional stability of the psychologist is a psychological phenomenon, which includes an orderly set of value and semantic regulators that ensure the firmness of his subject position and emotional and volitional states. Its structure includes motivational,

¹⁴ Maddi S.R., Khoshaba D.M. (1994) Vynoslivost' i psikhicheskoe zdorov'e [Hardiness and Mental Health]. *Journal of Personality Assessment*. Vol. 63, no. 2. – pp. 265-274.

cognitive, connotative, reflexive and valuable, regulatory and volitional components in their interrelation and interdependence.

2. Psychological conditions of professional stability formation of the future psychologist: empirical receptions

An empirical study was conducted among students of I-IV courses of the specialty 053 Psychology of Melitopol State Pedagogical University named after Bogdan Khmelnytsky. The sample was randomized to 140 students. The results of the implementation of the training program “Optimization of the process of professional stability formation of the future applied psychologist as a component of his positive self-concept” within the discipline “Workshop on group psycho-correction” showed that all the described types and means of the influence of gestalt technology are seen in self-regulation of students. This is evidenced by the changes that are objectively observed, as well as the mathematical and statistical processing and interpretation of the data obtained at the ascertaining and control stages of the study. To determine the significance of the changes that occurred after corrective work, we used the G-criterion and the Wilcoxon T-test. We hypothesize: H0: The predominance of the typical direction of shift between the obtained data is accidental. H1: The predominance of the typical direction of shift between the data obtained is not accidental. The structure of this training provides a block of activities aimed at developing the skills of emotional and volitional regulation of own activity and behavior of the future practical psychologists in general. In this regard, we have set ourselves the following main tasks:

– the formation of professional stability and, accordingly, emotional and volitional self-regulation should be connected with the purposeful formation of the process of self-regulation with the inclusion of the person in real activity. Purposeful formation should be preceded by the acquisition of knowledge about the holistic process of self-regulation of psychological activity, about its individual links and links between them (in the process of solving this problem we used the

case-method and modern art-therapeutic technologies in order to expand and realize emotional experience);

– emotional and volitional mechanisms that implement the process of self-regulation or its individual units should be formed as a result of the analysis of the real tense circumstances, due to which they become necessary (in the process of solving this problem Gestalt-therapy technique and technology of stress management were used);

– a person must learn to specify a leading goal in a system of derivative emotional characteristics manifested in such a unity that would provide flexible transitions from goal to result and vice versa (at this level, behavioral modeling techniques or cognitive and behavioral therapy are more commonly used). Particular attention is paid to forming a positive image of a stressful situation, learning of cognitive analysis of the situation, predicting behavior as appropriate, updating the skills of arbitrary relaxation and developing experience in applying techniques and formulas for constructive response in solving professional problems. The program is created in accordance with the principles of the concept of Accelerated Learning Theory and uses all the latest developments in the field of adult learning methodology¹⁵. In order to diagnose the level of emotional and volitional regulation, the following techniques were used: “The study of volitional self-regulation” (O.V. Zverkov and E.V. Eidman) and the questionnaire for the evaluation of neuro-mental stability “Prognosis-2”. In the most general form, the level of volitional self-regulation refers to the degree of mastery of one’s own behavior in different situations, the ability to consciously manage one’s actions, states and motives. The level of development of volitional self-regulation can be characterized as a whole and separately by such traits of character as perseverance and self-control.

¹⁵ Varina H.B. (2018) Profesijna stikistj jak integhratyvnyj komponent sanoghennogho potencialu osobystosti [Professional resilience as an integrative component of the sanogenic potential of the individual]. *Suchasni zdorov'jazberezhuvaljni tekhnologhiji: kolektyvna monoghrafija* [Modern Healthcare Technologies: A Collective Monograph]. Kharkiv: Hryhoriy Skovoroda Kharkiv National Pedagogical University, pp. 67-73

Table 2

The determination of the level of volitional self-regulation [made by author]

N=140

| Indexes of volitional self-regulation | Before corrective work | | | | After corrective work | | | |
|---------------------------------------|------------------------|------|-------------------|------|-----------------------|------|-------------------|------|
| | High level | | Low level | | High level | | Low level | |
| | Absolute quantity | % | Absolute quantity | % | Absolute quantity | % | Absolute quantity | % |
| General self-regulation | 62 | 44,3 | 78 | 55,7 | 110 | 78,6 | 30 | 21,4 |
| Perseverance | 52 | 37,1 | 88 | 62,9 | 98 | 70 | 42 | 30 |
| Self-control | 56 | 40 | 84 | 60 | 89 | 63,6 | 51 | 36,4 |

According to the results of statistical data processing, we obtained the following indicators:

– after corrective work, the number of respondents of emotionally mature, active and independent persons increased by 34.3%. They are distinguished by calmness, self-confidence, stability of intentions, realistic view, developed sense of own duty. As a rule, they reflect personal motives well, systematically realize intentions, are able to distribute efforts and are able to control their actions, have a pronounced social-positive orientation. Accordingly, the number of subjects with a low level of general self-regulation decreased by 2.6 times and are manifested in low reflexivity and reduced activity. Such personalities are characterized by impulsiveness and instability of intentions. This may be due to both immaturity and prominent sophistication of nature, that is not supported by the capacity for reflection and self-control.

– even after the implementation of the training program, the number of correspondents who are actively seeking to fulfill the planned activities has increased by 32.9%. They are mobilized by obstacles on the way to the goal, but they divert alternatives and temptations, their main value is the action which was set up.

– after the correction program the number of emotionally stable future specialists who are well-versed in different situations increased by 23.6%. The inherent peace of mind, self-reliance frees from fear of

the unknown, increases readiness for perception of the new, unexpected and, as a rule, is combined with freedom of opinion, tendency to innovate and radicalism.

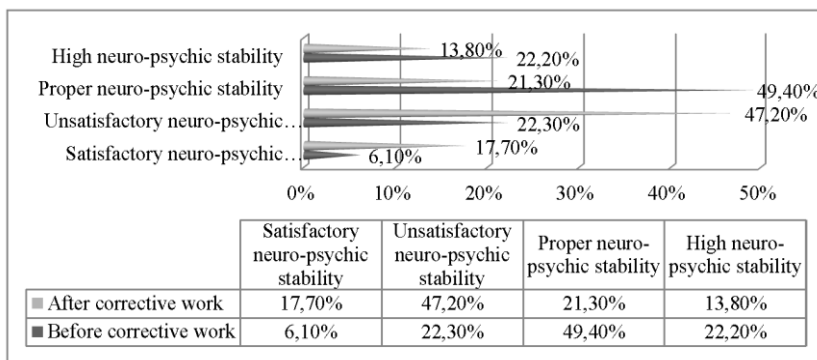


Fig. 3. The dynamics of development of neuro-psychic stability of future applied psychologists [made by author]

The comparative analysis of the statistics revealed that:

- after corrective work the number of respondents with high neuro-psychic stability has increased by 1.6 times, so these students have a low probability of mental disorders and high level of behavioral regulation;

- after participation in the training program, the number of subjects with a low probability of neuro-mental breakdowns, adequate self-esteem and assessment of environmental reality increased by 28.1%. Although single, short-term disturbances of behavior in extreme situations with considerable physical and emotional loads are possible;

- after corrective work, the number of respondents with satisfactory neuro-psychic stability, who may show moderate mental disorders in extreme situations, accompanied by inadequate behavior, self-esteem and / or perception of the surrounding reality, decreased by 2.1 times;

- after the introduction of psycho-correction training “Optimization of the process of professional stability formation of the

future specialist”, the number of correspondents with unsatisfactory neuro-psychic stability decreased, that is the tendency to disorders of mental activity at considerable mental and physical loads.

Psychological diagnosis of anxiety levels with the help of the Spielberger-Hanin questionnaire showed that the majority of students had a high level of situational anxiety (44%) and a moderate level of personal anxiety (38%). Persons belonging to the category of high-anxiety tend to perceive the threat to their self-esteem and vitality in a wide range of situations and to respond to them with a expressed state of anxiety. Very high anxiety can be directly linked to the presence of neurotic conflict, emotional breakdowns and psychosomatic illnesses. Low anxiety, on the contrary, characterizes the condition as depressive, inactive, with low levels of motivation.

After corrective work, the dominant motive for studying at universities has changed.

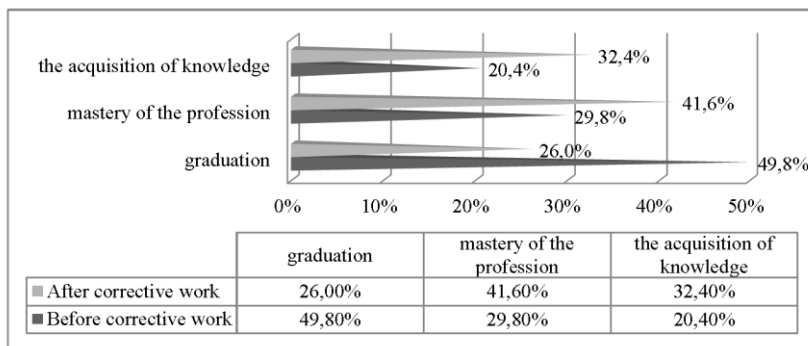


Fig. 4. The dynamics of change of motivational structure of education at universities [made by author]

The dominant motive of studying at universities for the majority of respondents (41.6%) after correction work is the desire to master the profession and to develop professionally important traits, which is conditioned by the desire for professional self-realization and self-actualization. Also, the results of the correlation analysis revealed: at $n = 108$ typical shift is positive. There are 32 negative shifts.

$$G_{\tilde{n}\hat{e}} = \begin{cases} 45(\rho \leq 0,05) \\ 42(\rho \leq 0,01) \end{cases} G_{\text{emp}} - \text{the number of atypical shifts, ie}$$

$G_{\text{emp}} = 32$ $G_{\text{emp}} < G_{\text{cr}}$, so H_0 is rejected, and H_1 is accepted.

After the correction program, there were changes in the assessment of the ability to empathize and understand the thoughts and feelings of another.

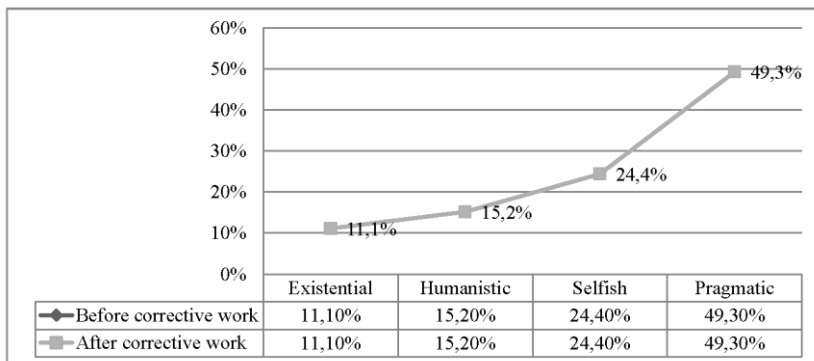


Fig. 5. The diagnosis of the level of emotional abilities of the future applied psychologist [made by author]

The average level of development of empathic abilities is 50,6%. Under $n = 37$ typical shift is positive. No negative shifts were detected. $G_{cr} = \begin{cases} 13(\rho \leq 0,05) \\ 10(\rho \leq 0,01) \end{cases} G_{\text{yii}}$ – the number of atypical shifts,

$G_{\text{emp}} = 0$ $G_{\text{emp}} < G_{\text{cr}}$ so H_0 is rejected, and H_1 is accepted. The results of mathematical data processing show that changes in personality orientation are caused by a corrective program. The dominant was the humanistic type of orientation (39.8%), and the increase in the number of students with existential orientation was by 2.3 times. Under $n = 118$ typical shift is positive. There are 37 negative shifts. $G_{cr} = \begin{cases} 50(\rho \leq 0,05) \\ 46(\rho \leq 0,01) \end{cases} G_{\text{emp}}$ – the number of atypical

shifts, ie $G_{emp} = 37 G_{emp} < G_{cr}$, so H_0 is rejected, and H_1 is accepted.

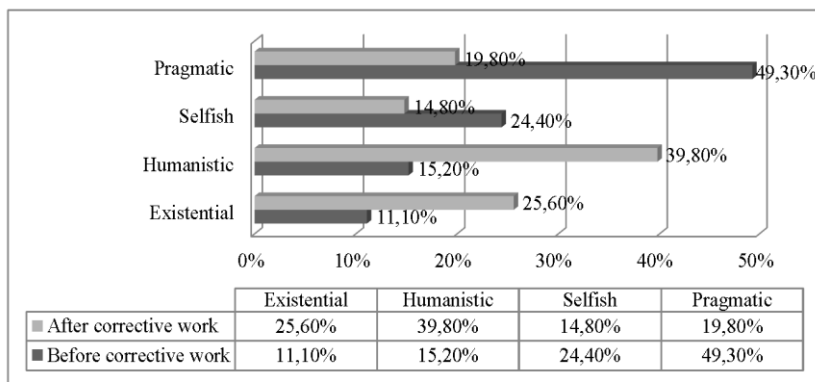


Fig. 6. The dynamics of professional orientation of the personality of the future applied psychologist [made by author]

As a result of the diagnosis of such mental states as anxiety, frustration, aggressiveness, rigidity it is revealed that the majority of students decreased the level of manifestation of these mental states (anxiety – by 18.5%, frustration – by 25.4%, aggression – by 27, 8%, rigidity – by 33.4%).

Table 3

The definition of mental states of future applied psychologists (after corrective work) [made by author]

N = 140

| Level of manifestation | Mental states (y %) | | | |
|------------------------|----------------------|-------------|------------|----------|
| | Anxiety | Frustration | Aggression | Rigidity |
| High | 10,4% | 10% | 14,8% | 7,4% |
| Average | 52,4% | 54,2% | 40,5% | 38,9 |
| Low | 37,25 | 35,8% | 44,7% | 53,7 |

Under $n = 118$ typical shift is positive. No negative shifts were detected. $G_{\text{ne}} = \begin{cases} 50(\rho \leq 0,05) \\ 46(\rho \leq 0,01) \end{cases}$ G_{emp} - the number of atypical shifts, $G_{\text{emp}} = 0$ $G_{\text{emp}} < G_{\text{cr}}$ so H_0 is rejected, and H_1 is accepted.

Analyzing the results, we can say that the psychocorrection program has helped to increase the level of professional stability and sanogenic potential as components of professional stability of future psychologists. Students have decreased levels of situational and personal anxiety, decreased levels of feelings of insecurity, anxiety, inferiority, anxiety about work, sensitivity to failure (reflects the “emotional” scale), increased level of flexibility of thinking and behavior, ability to change (reflects the “plasticity” scale).

CONCLUSIONS

The results of the study confirmed that the harmonization of the process of formation of professional stability as a component of the positive self-concept of the personality of the future applied psychologist in the conditions of the existing cultural and educational paradigm will be more successful provided with the introduction of a corrective training model in the educational process with the use of competence processes of self-knowledge and self-development. The development of professional stability in the educational environment and practical activities is a complex systematic process characterized by the interaction of processes of personal development, professionalization, socialization, interpersonal professional communication and professional interaction. Summarizing the various approaches to defining the concept of “professional stability”, it is possible to define this concept as “the dynamics of stable states of man as a system in which he is able to identify external and internal negative influences in the process of professional activity with certain probability.” Theoretical and pedagogical model of the formation of professional stability of future applied psychologists provides a cyclical, periodic and as needed (depending on the situation) repetitive process, which includes five stages: motivation to change; cognitive accumulation; reflection and individual self-determination; formation of appropriate

competence, development of necessary skills; fixing and practical application. The main determinants of formation of professional stability of the future specialist in the modern cultural and educational space include the following factors: valuable and motivational, active and effective, evaluative and reflexive, regulatory, communicative and organizational, status and role. Inequality and diversity of their influence and change determines the individual traits of professional stability and sets the required variability of pedagogical interaction and organization of the educational process.

SUMMARY

The main components of professional stability in the context of the development of professionalism of the future applied psychologist are considered and investigated in the article. The main tool of influence of the psychologist, in addition to the acquired knowledge and skills, is his personality. Within the framework of theoretical and methodological analysis of the problem of professional stability of the psychologist, the following main components have been identified: cognitive, motivational, behavioral, emotional and volitional. On the basis of empirical research the ways and methods of professional stability formation of the future specialist are allocated. Introduced training “Optimization of the process of professional stability formation of the future specialist” includes methods of humanistic and cognitive and behavioral psychotherapy, as well as modern gestalt technologies. Summarizing the various approaches to defining the concept of “professional stability”, it is possible to define this concept as “the dynamics of stable states of individual as a system in which he is able to identify with certain probability external and internal negative influences in the process of professional activity.” Analyzing the results, we can say that the psychocorrection program has helped to increase the level of professional stability and sanogenic potential as components of professional stability of future psychologists. Students have decreased levels of situational and personal anxiety, decreased levels of insecurity, anxiety, inferiority, anxiety about work, sensitivity

to failure, increased level of flexibility of thinking and behavior, ability to switch from one activity to another.

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