

communication where the own identity in cyberspace of social networking rotates as reflected in the «mirror» of other minds by the image of «Me».

It is concluded that social and integration resources and leisure resources of self-realization in the most concentrated form are realized in the collective form of virtual cultural and leisure activities of young people – that is the intercourse in social networks. It is proved that the basic form of personality's participation in the field of leisure – a virtual community is becoming the condition of integration of a young personality and at the same time a means of inculturation and self-realization because of cultural content of joint activities, personal motivation and maximum consideration of individuality.

Key words: virtual social and cultural space, personality, social networks, information model of the world, personality integration, virtual consciousness, social group, personal motivation.

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PROFESSIONAL SELF-APPRAISAL AT THE PROFESSIONAL FORMATION OF FUTURE SOCIONOMIC SPECIALISTS' PERSONALITY

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Л.А.Онуфрієва. Професійна самооцінка у професійному становленні особистості майбутніх фахівців соціономічних професій. У статті на основі теоретико-методологічного аналізу проблеми образу «Я-професіонал» як складової «Я-концепції» особистості теоретично обґрунтовано значення професійної самооцінки у професійному становленні особистості майбутніх фахівців соціономічних професій. На основі результатів досліджень сучасних науковців зазначено, що професій-

на самооцінка є центральним компонентом професійної самосвідомості особистості, який пов'язаний із ціннісним ставленням до власного «Я», до професійних якостей і результатів професійної діяльності майбутніх фахівців соціономічних професій.

Підтверджено, що професійна самооцінка формується під впливом змісту професійної діяльності, результатів, досягнутих у цій діяльності, індивідуальних властивостей особистості, а також властивості якості, яка оцінюється. Основними параметрами професійної самооцінки виступають ступінь адекватності, критичність і міра стійкості особистості. Зважаючи на особливості формування позитивного образу «Я-професіонал», у студентів-майбутніх фахівців соціономічних професій виділяють такі основні етапи цього процесу: формування у майбутніх фахівців соціономічних професій ідеальної моделі «професіонал» за допомогою професійних міжособистісних відносин у вигляді транслявання особистого та професійного досвіду викладача; актуалізація уваги особистості майбутніх фахівців соціономічних професій на порівняння свого реального й ідеального образів «Я-професіонал» за допомогою міжособистісних відносин у вигляді діалогу між викладачем і майбутніми фахівцями; стимуляція особистісного зростання та самовдосконалення майбутніх фахівців соціономічних професій для досягнення ідеального образу «Я-професіонал».

Ключові слова: професійна самооцінка, професійне становлення, особистість, майбутні фахівці соціономічних професій, образ «Я-професіонал», «Я-концепція» особистості, професійна самосвідомість, професійна діяльність.

Л.А.Онуфриева. Профессиональная самооценка в профессиональном становлении личности будущих специалистов социальных профессий. В статье в результате теоретико-методологического анализа проблемы образа «Я-профессионал» как составляющей «Я-концепции» личности теоретически обосновано значение профессиональной самооценки профессионального становления личности будущих специалистов социальных профессий. На основе результатов исследований современных ученых отмечено, что профессиональная самооценка является центральным компонентом профессионального самосознания личности, которое связано с ценностным отношением к собственному «Я», к профессиональным качествам и результатам профессиональной деятельности будущих специалистов социальных профессий.

Подтверждено, что профессиональная самооценка формируется под влиянием содержания профессиональной деятельности, результатов, достигнутых в этой деятельности, индивидуальных свойств личности, а также свойства качества, которое оценивается. Основными параметрами профессиональной самооценки выступают степень адекватности, критичность и степень устойчивости личности. Учитывая особенности формирования положительного образа «Я-профессионал»

у студентів-будущих спеціалістів соціономічних професій, виділяють наступні основні етапи цього процесу: формування у будущих спеціалістів соціономічних професій ідеальної моделі «професіонал» з допомогою професіональних міжособистісних відносин у вигляді трансляції особистого і професіонального досвіду викладача; актуалізація уваги особистості будущих спеціалістів соціономічних професій на порівняння свого реального і ідеального образів «Я-професіонал» з допомогою міжособистісних відносин у вигляді діалогу між викладачем і будущими спеціалістами; стимуляція особистісного зростання і самосовершенствования будущих спеціалістів соціономічних професій для досягнення ідеального образу «Я-професіонал».

Ключевые слова: професіональна самооцінка, професіональне становлення, особистість, будущі спеціалісти соціономічних професій, образ «Я-професіонал», «Я-концепція» особистості, професіональне самосвідомість, професіональна діяльність.

Actuality of the research. In the course of the European development of Ukraine there are opened great opportunities for the development of higher education which is increasingly taking on the characteristics of humanistic orientation. The basis of present-day education is the formation of a positive «Me-concept» of a personality, which first of all encourages the full development of a personality.

The current Polish researcher Marek Paliukh notices that the present-day education should be considered as a process of personalities' formation, characterized by openness towards others, initiative, creative imagination, creativity and the ability to appraise and self-evaluation of behavior. The conditions created for the development of personalities should provide a system of education in the broadest sense, with the participation of various educational and out-of-educational institutions, the local environment, parents, Cathedral and organizations. The main goal in implementing educational changes is to eliminate the drawbacks of the educational system functioning while preserving its advantages [8, 74-75].

Current educational and scientific implementations are intended to: equal opportunities for education; the improvement of society culture level by means of receiving secondary and higher education; meeting the educational aspirations of society; helping to improve the quality of education, understood as an integral process of education and formation; rational use of resources allocated to education; establishing the correlation between the system of vocational education and labour market [15, 17].

A significant contribution to the theoretical and methodological principles of professional identity of future specialist's personality was made by K. Albuhanova-Slavaska, R. Burns, V. Bibler, B. Bratus, I. Kohn, K. Levin, O. Leontiev, S. Maksymenko, J. Piaget, V. Rozin, V. Stolin, D. Super, S. Chystiakova, V. Yadov and others.

The aim of the research is the theoretical and methodological grounding of the problem of professional self-appraisal as the reflection mechanism of the future socionomic specialists' personality professional formation.

Theoretical and methodological basis of the study includes the following principles: on the image of «Me-professional» as a component of «Me-concept» of a personality: V. Andronov, W. James, Y. Klubov, N. Kuzmina, A. Markova, S. Maksymenko, Y. Pavliutenkov, E. Prokopieva, A. Rean, Y. Strelkov, N. Chepelieva and others; on the professional self-appraisal as a reflection of professional formation of a personality: A. Rean, F. Hoppe and others; on the features of a professional psychologist's formation in a higher educational establishment: H. Abramova, I. Andriichuk, R. Ihnatenko, T. Ivanova, K. Nediapkova, L. Umanets, N. Chepelieva and others.

The basic information. One of the most important elements in the structure of the professional «Me-concept» or image «Me-professional» is a self-appraisal of professional abilities, knowledge and achievements. The problem of self-appraisal is widely studied in the psychology, because of the importance of this psychological problem for life and human development. Let's consider the issue of professional self-appraisal in detail, based on the problem of general self-appraisal and place in its structure, which is reserved for the personality's professional self-appraisal.

In general, the term «self-appraisal» is considered as evaluation of oneself by a personality, one's features, qualities and place among other people, values that are attributed to oneself, or separate parts of a personality.

According to the definition of V. Abrahmanova, self-appraisal is a level of consciousness development that is manifested in the ability to treat to oneself critically, to match his capabilities with the results of the activity in accordance with the opinion of others, and according to the requirements to himself. Self-appraisal reflects the degree of self-esteem development, sense of personal values and positive self-attitude.

With the help of self-appraisal the following functions are realized:

- regulatory, due to which the personal development problems are solved;
- protective – provides a relative stability and independence of a personality at the time.

That is, self-appraisal affects criticality, strictness to oneself, relationships with other people, relations to achievements and failures.

Thus, self-appraisal influences the efficiency of activities of the person and the further development of the personality [1; 5; 7].

The researcher of self-appraisal V. Stepanov according to his studies divided the self-appraisal into the following types:

- predictive self-appraisal means the subject's appraisal of his capabilities and determining his attitude towards them (the construction of the appraisal of the personality's future achievements);
- actual self-appraisal means the appraisal of actions must be done in the process of activities and the construction of remedial activities on the basis of this appraisal. The basis of this kind of self-control is the phenomenon of self-control, i.e. the assessment of personal capabilities today;
- retrospective self-appraisal means the personality's appraisal based on the achieved levels of the development, the results of activities and personal actions. In this kind of self-appraisal a degree of criticality, i.e. assessment of «yesterday's» achievements is formed [3].

The researcher S. Podosinnikova proposed in the system of distribution another kind of self-appraisal – a reflexive self-appraisal. This type of self-appraisal provides the appraisal of oneself from the side of others.

In the studies N. Rapokhina introduces one more kind of self-appraisal – social self-appraisal, which involves evaluation of oneself in relation to one's own place among other people, colleagues, and members of the labor process in general [2].

During the mastering the professional activity there is a new type of self-appraisal – professional self-appraisal.

According to the researcher A. Rean, the professional self-appraisal is a human notion about personal value as a specialist, i.e. evaluative component of professional «Me-concept». Professional self-appraisal is considered as an important element in the structure of professional «Me-concept».

Professional self-appraisal is a system unity, which is a form of expression of the individual reflection of himself as a special object

of cognition, it represents the accepted meanings of professional activities, the measure of focus on the social requirements for the professional activities. Professional self-appraisal operates in two interrelated forms: general and separate – the general accumulates total-neutral individual knowledge about himself as a subject of professional activity, and the separate reflects appraisal of specific mental and physical manifestations and qualities [5; 6; 7; 10].

Professional self-appraisal is a central component of a personality's professional self-consciousness that is associated with a value attitude to his personal «Me», to the professional qualities and results of professional activities. Self-appraisal as a mechanism of self-regulation is involved in all areas of professional activities.

The level of requirements of a personality, which reflects the complexity of the goals set by a human, is closely connected with self-appraisal, including professional. A man's self-esteem depends on the level of requirements. If a person sets goals that he cannot perform because of certain circumstances, the level of his self-esteem is reduced. In order to raise the level of self-esteem, it is necessary in this case to reduce the level of requirements. The researcher F. Hoppe distinguishes in a structural level of requirements two strategies that contradict each other: to maintain self-appraisal at a high level and reduce the level of requirements to avoid failure, in order not to reduce self-appraisal [4].

A mature personality is able to determine the success or failure in a particular activity as a particular success or failure, but not as a general tendency to do things right or wrong.

In the professional field of a personality there are distinguished a special type of requirements – professional requirements, which refers to the desire of the personality to achieve a specified level of professional activity. For an adequate level of professional requirements the peculiar is a confidence in the own success, readiness to take responsibility for their work, perseverance, the desire for a reasonable risk, satisfaction from the work process and the obtained result. While inadequate level of professional requirements there are peculiar opposite trends, namely, the production of categorical judgments, the low level of acceptance of responsibility for their own professional activities, targeting own experience as a source of information for others. The level of requirements is formed with the help of self-appraisal as a professional in the past, present and future.

Professional self-appraisal is influenced by the content of professional activities, the results achieved in this work, individual personality traits and properties of a quality being assessed.

An experienced professional employee's self-appraisal is not coming from the opinions of others about him, and from the personal previous experience.

Therefore, professional self-appraisal is a more reliable indicator that allows us to predict our efforts, necessary to be done, and the results of our work in the case where praise is not dependent on the efficiency of the activities.

The main parameters of the professional self-appraisal are the degree of adequacy, criticalness and measure of stability of personality. These parameters are quantitative and qualitative characteristics of self-appraisal. The adequacy of self-appraisal is characterized through the correspondence of self-appraisal or discrepancy with the actual extent of appropriate quality as the subject's self-appraisal. Thus, an important criterion for the adequacy of self-appraisal is the comparison of own self-appraisal with the appraisals of others through the reflective analysis. In this respect, self-appraisal may be adequate, understated or overstated.

The employees with low self-appraisal have the disposition to self-justification in case of failure in the performance of work tasks. They draw conclusions about their personalities after unsuccessful tasks' doing. Low professional self-appraisal does not allow developing cognitive human activity. They are more concerned about their own feelings and expectations of failure and reactions of others.

In contrast, the workers with high self-appraisal are more confident in themselves as the professionals. They make general conclusions about their personalities after achieving positive results. A high self-appraisal makes it possible to focus on the process of solving problems on the task. Overstated self-appraisal leads to a decrease of the results of staff's work, to the formation of a complex of self-importance [6].

The second criterion of self-appraisal, stability is a positive characteristic of self-appraisal, if it is combined with dynamic, which is the personality's ability to change the height of self-appraisal based on the criteria of analysis of the results of personal activities and behavior, and the effect of objective changes in the requirements of others or his own requirements to himself [6; 7; 9].

The researcher A. Rean identifies in the professional self-appraisal the following two aspects: operational-activity and personal. Operational-activity aspect of self-appraisal is associated with the assessment of oneself as the subject of professional activity and is expressed in human assessment of his professional level (skills formation) and the level of competence (knowledge system) [12].

The personal aspect of professional self-appraisal is reflected in the appraisal of personal qualities in relation to the ideal image of «Me-professional». Meanwhile, inconsistency of self-appraisal in these two aspects affects the professional adaptation, professional success and professional development of the personality.

In the structure of professional self-appraisal A. Rean also identifies two components: self-appraisal of the result associated with the assessment of achieved success and reflected satisfaction or dissatisfaction of own achievements; self-appraisal of the potential, connected with the assessment of personal professional capabilities and reflects self-confidence and confidence in own forces [13].

Low self-appraisal of the result does not necessarily indicate «the complex of professional inferiority». In contrast, low self-appraisal of the result in combination with high self-appraisal is a potential factor in professional self-development [14].

Let's consider personal reasons for low self-appraisal of the professional effectiveness of the personality. The first reason is related to extremely excessive demands to oneself. Excessive demands to oneself is showed by the personalities who want to achieve hundred percent results in all areas of professional activities.

The second reason is a setting for a quick result. In the absence of such quick results the personality is disappointed and does not feel good enough worker.

Low self-appraisal leads an employee to unconstructive emotions that do not contribute to overcoming the stress and increase the risk of professional burnout. This may have strong negative emotions, such as anger, helplessness, confusion, irritation and so on; such a worker can often repeat the words «Should!», «Must!». He is always pessimistic and foresees a bad end «I cannot stand this», «I cannot do this», «I will not succeed». That is, the sense of professional activities and life in general of such an employee is pierced with despair and helplessness.

The conclusion. On the basis of the theoretical and methodological analysis of the problem of the image of «Me-professional» as a component of personality «Me-concept» there has been grounded the professional self-appraisal as a mechanism of professional formation of a personality of future socio-economic specialists. Based on the findings of contemporary scientists it is noted that professional self-appraisal is a central component of professional self-consciousness of a personality that is associated with a valuable attitude to personal «Me», to professional qualities and results of future socio-economic specialists' professional activities.

It is proved that the professional self-appraisal is formed under the influence of the professional activities, results, achieved in these activities, individual traits of the personality, as well as the peculiarity of the quality being appraised. The main parameters of the professional self-appraisal are the degree of adequacy, criticalness and measure of stability of a personality.

Taking into consideration the peculiarities of the formation of a positive image of «Me-professional», there are distinguished the following main stages of this process in the students-future specialists of socio-economic professions: the formation of the future socio-economic specialists' ideal model of a «professional» with the help of the professional interpersonal relationships in the form of the transmission of the personal and professional experience of the teacher; focusing future socio-economic specialists personalities' attention on the comparison of their real and ideal images of «Me-professional» using interpersonal relationships in the form of a dialogue between the teacher and future professionals; stimulating personal growth and self-improvement of future specialists of socio-economic professions to achieve an ideal image of «Me-professional».

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L.A. Onufriieva. Professional self-appraisal at the professional formation of future socionomic specialists' personality. In the article on the basis of the theoretical and methodological analysis of the problem of the image of «Me-professional» as a component of personality «Me-concept» there has been grounded the professional self-appraisal as a mechanism of professional formation of a personality of future socionomic specialists. Based on the findings of contemporary scientists it is noted that professional self-appraisal is a central component of professional self-consciousness of a personality that is associated with a valuable attitude to personal «Me», to professional qualities and results of future socionomic specialists' professional activities. It is proved that the professional self-appraisal is formed under the influence of the professional activities, results, achieved in these activities, individual traits of the personality, as well as the peculiarity of the quality being appraised. The main parameters of the professional self-appraisal are the degree of adequacy, criticalness and measure of stability of a personality.

Taking into consideration the peculiarities of the formation of a positive image of «Me-professional», there are distinguished the following main stages of this process in the students-future specialists of socionomic professions: the formation of the future socionomic specialists' ideal model of a «professional» with the help of the professional interpersonal relationships in the form of the transmission of the personal and professional experience of the teacher; focusing future socionomic specialists personalities' attention on the comparison of their real and ideal images of «Me-professional» using interpersonal relationships in the form of a dialogue between teacher and future professionals; stimulating personal growth and self-improvement of future specialists of socionomic professions to achieve an ideal image of «Me-professional».

Key words: professional self-appraisal, professional formation, personality, future specialists of socionomic professions, image of «Me-professional», «Me-concept» of the personality, professional self-consciousness, professional activities.

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