

## Psychological Features of Students' Role Competence Formation

### Психологічні особливості формування рольової компетентності студентів

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#### **ABSTRACT**

*The aim of the research is to define and theoretically substantiate psychological content of the role competency by describing the features of the process of its formation in the student's age.*

*To achieve this goal, the theoretical **research methods** were used: the categorical method, structural and functional methods, the methods of the analysis of psychological literature, generalization.*

*The results of the research proved that one should study the peculiarities of students' role competence formation from the integrative approach. The personality's role competence is found out to be complex cognitive-affective-behavioral characteristics of a personality identifying the students' ability to perform a role according to the role expectations in order to achieve goals of educational activities. The structure of the process of students' role competence formation is*

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*proved. The correlation between individual psychological characteristics and the ability to meet role expectations at the stage of professional development is defined. The basic directions of studying the students' role competence are formed.*

**Conclusions.** *The role competence is defined to be complex characteristics of student's personality, which has certain structural and procedural peculiarities of formation. The procedural components reflecting the stages of formation are highlighted: motivational and notional, purposeful, regulative, the block of «reaction to failure», motivational and behavioral, cognitive and emotional factors of students' role competence formation and proper competence. The prospects of further researches were defined on the basis of held analysis, consisting in further justification of correlation between role competence and other individual psychological characteristics of students' personalities. They cause the success of education and solving the problem of developing effective methods for the professional diagnosis of the role competence of students.*

**Key words:** *competence, role competence, role expectations, process of formation of role competence, educational and professional activities.*

## Introduction

The high level of competence is required from citizens in all spheres of social life. The central link in the formation of competence is education that is noted in the Concept of vocational education development in Ukraine (2010–2020). However, the results of training in a particular field of education are not often related to the development of skills and motives, the development of new types of competence. The modern higher education faces important tasks, which are not only to provide students with a certain amount of knowledge and skills, but also to form the role competence as the ability to meet the role requirements in the educational and future professional activities stipulating the raise of theoretical and practical interest of scientists in this problem.

Today, Ukrainian and foreign researches of roles are characterized by interdisciplinarity and diversity, because the concept of role reflects the personality's individual characteristics, the interaction of external and internal factors of its

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development (Андрєєва, 2005; Горностай, 2004, 2007). The researches have shown that a role is a dynamic aspect of status, a pattern of behaviour, a model of behavior adopted in the situation of interaction with others; any role is an aspect of holistic behavior, and its description can be done in behavioral terms.

Identifying the factors that influence an individual's perception and performance of a role, H. Andrieieva emphasizes: knowledge of the role, or the notion of rights and duties related to the role (cognitive aspect); significance of the performed role (emotional aspect); ability to perform the given role (behavioral aspect); ability to reflect on the role behaviour (Андрєєва, 2005). Т. Тютаренко examines the process of role formation in accordance with the personal identity and through experiencing a life crisis (Титаренко, 2003). L. Chorna studies the role identity as a type of personality's identity (Чорна, 2011). А. Odintsova has created her own typology of life roles in relation to the conception of a personality's life, which make up his / her role repertoire. The researcher presented it in the form of paired constructs: axiological-informative and axiological-neutral; consequent-inconsequent; active-passive; full in content-neutral in sense; conscious and unconscious (Одінцова, 2013). V. Horbunova in the study reveals a value-role approach to the formation of teams (Горбунова, 2014). М. Tkalych identifies peculiarities of gender roles in gender interaction of personnel (Ткалич, 2015). L. Sobutska identifies the structural components of the professional role: norms and rules that society imposes on the role performer; personal characteristics of the role subject; psychological readiness to perform a professional role; role behaviour; internal evaluation of the role performance; external evaluation and social consequences. The formation of professional role, as noted by the author, is accompanied by mutual influence of individual and social factors (Собуцька, 2012).

The current Ukrainian psychological and pedagogical literature indicates that the researches on roles and role competence of a person are not numerous. There is a need for theoretical understanding of the role competence of a personality as a scientific phenomenon. The majority of Ukrainian researches on the role competence are based on the approach of P. Hornostai. The main goal of the study is to identify the role competence of a personality, namely the ability to solve life problems, related to the role behaviour, functioning of life roles, to manage their psychological roles effectively, to be an equal subject of these roles, to include the role behaviour in their own living process and living life, which contributes to harmonious role self-actualization (Горностай, 2004). Being noted by contemporary researchers, the formation of role competence is important and necessary in various spheres of life, ensuring the ability to perform effectively life and professional roles, productivity of activity, educational and professional achievements, the ability to regulate own emotional states, control behavioural reactions, and prevent various forms of addictive and deviant behaviour (Горностай, 2004, 2007; Коробанова, 2017; Кушель, 2014; Лепіхова, 2002; Лякішева, 2012; Михайленко, 2016; Мірошник, 2014; Одінцова, 2013; Собуцька, 2012; Титаренко, 2003; Фруктова, 2013; Хомуленко, 2015 and others). The role competence is considered as an integral characteristic of a personality (Вольнова, 2010; Горностай, 2004; Сірко, 2018), which high level is often associated with the success and efficiency of life in general, while a low level of its development is associated with the emergence of many social and personal problems. In the opinion of O. Mykhailenko, the role competence of the practicing psychologist is a personality-based new formation characterized by «motivated ability to move smoothly from one professional role to another in order to solve tasks, adequate to the nature of the professional activity and the specific situation of interaction (Михайленко, 2016). B. V. Khomulenko's research focuses on the nature of profes-

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sional roles and the development of the role structure of a psychologist's personality. The author presents a corresponding program that includes three stages: motivational, emotional-reflexive and role-playing, which involve the development of emotional intellect, empathy, reflexivity and professionally important attributes (Хомуленко, 2015). Z. Miroshnyk examining the role structure of a primary school teacher's personality emphasizes that one of the ways of realizing role behaviour is the rolegram (a system of actions of a particular person; conceptual experience of the person who performs the role; a specific process of role acquisition) and gives recommendations on how to create rolegram and implement the system of actions that make up the meaningful characteristic of a given role (Мірошник, 2014). I. Talash defines the rolegram as a mechanism of holistic and systematic managing a role aimed at the formation of role competence in the process of interpersonal interaction. In her opinion, the role competence as a motivational ability to perform roles effectively includes cognitive, motivational, emotional and value elements of a personality's status set (Талаш, 2016). The results of the study of women's role competence, its interrelation with individual and typological features of the personality are presented in the work of A. Kasian (Касьян, 2020). There is a number of works devoted to the study of role conflicts of personality (Yang, Wang, Zhang & Weidman, 2017; Ткалич, 2015), changes in gender roles and attitudes and their impact on human well-being (Sweeting, Bhaskar, Benzeval, Popham & Hun, 2014), multiplicity of women's roles and the role tension associated with them (Spurlock, 1995).

A significant number of foreign studies on the role competence of a personality is devoted mainly to identifying the role competences of a professional, especially in the hiring process, when they are used as criteria for selecting candidates for a certain position during the interview. Having identified the key role competences one can find out the capabilities and

the potential of effectiveness, the «personal resource» of the employee. For this purpose «the competence models» can be used, i. e. behavioural models which should be used by employee in order to achieve a successful result (Campion et al., 2011; Shippmann et al., 2000). The role competence defines the specific behaviour and skills that need to be professionally demonstrated to achieve success.

Analysis of the scientific literature and practice allows us to conclude that the study of the problem of role competence has significant theoretical and practical scientific significance. Most of the existing researches in recent years are devoted to the analysis of the role acquisition process, the formation of role competence, determining the content characteristics of roles and their gender, building the role structure of students, defining the parameters of role competence analysis of employees.

However, Ukrainian literature has insufficient terminological definition of this concept; the analysis of students' role competence is mostly reduced to defining the roles to be performed by a professional in a particular field of training, providing their general characteristics, establishing a hierarchy of such roles, defining the specific parameters for assessing the role competence (role flexibility, depth), gender features of roles, etc. At the same time, students as future professionals who are candidates for a certain position, at the stage of studying should know about their competencies, consciously form the necessary knowledge, skills and develop the skills needed to succeed in the chosen activity. The developed role competence characterizes the ability of students to meet the role requirements for them in the process of educational and future professional activities.

Although a considerable amount of theoretical and empirical researches in the field of role psychology has been done today, the issue on defining the concept of role competence remains controversial, and any holistic concept of role compe-

tence formation hasn't been developed yet. The peculiarities of its formation, especially at the student age, have not been determined. The determinants and factors of role development, interrelation of individual and psychological peculiarities of personality and its ability to meet role expectations at the stage of professional development are not sufficiently considered.

So, **the purpose of our research** is to identify the psychological meaning of the concept of role competence by describing the peculiarities of the process of its formation at the student age.

### **The tasks of the research**

Considering the relevance of the topic and lack of elaboration of the problem we determined the following research tasks: 1) to analyze the concept of role and role competence as a scientific category; 2) to study the structure of the role competence formation of a student as a subject of educational activity.

### **Methods of the research**

In order to solve the problems formulated in the article, the following theoretical research methods were used: categorical method, structural and functional method, method of analysis of scientific literature, generalization.

### **Results and their discussions**

Social role as a separate aspect of holistic behaviour is a typical behaviour associated with the social status of the personality, which has a prosocial orientation. Modern researchers mostly consider three aspects that have developed in sociological and psychological science to define the concept of role: sociological, social and psychological, psychological.

1) The sociological – as a system of role expectations, i. e. a socially defined role model forming the personality. The analysis of the most important sociological studies where this cate-

gory was used showed difficulties in interpreting this concept (Biddle, 1986; Turner, 1991, 1990; Бергер, 1996; Гофман, 2000; Кош, 1999; Лінтон, 1999; Парсонс, 2000 and others). The common denominator among the definitions of role within sociological science is that a role is a series of actions or deeds of a person corresponding to his social position in a social group, a dynamic aspect of social status. A person occupying a certain social position is compelled to take into consideration the expectations (expectations-demands) of the group concerning the performance of the corresponding role. At the same time, there is a risk of a role conflict, noted by T. Shybutani, such a conflict occurs when «a person is faced several reference groups» who demand different roles from him / her. The researcher outlined this type of conflict as «the conflict of alternative ways of understanding the same situation». At the same case, when «people are forced to play roles that have overlapping rights and responsibilities» the so-called «marginal» conflict can arise (Шибутані, 2002: 163–167).

As noted by I. Kohn: «In sociology the notion of social role means a non-personal social function or norm, which is mandatory for everyone who occupies this position» (Кош, 1999: 190).

2) The social and psychological aspect involves the performance of the role and the implementation of interpersonal interaction. Social psychology uses the concept of role to describe repetitive, standardized forms and modes of behaviour.

According to H. Andrieieva «the essence of impersonal social relations consists in the interaction of social roles that indicate a certain position occupied by an individual in the social system. The subject of roles is society which, through the system of expected behavioral patterns (group norms and sanctions), corresponding to a particular role, controls the activity of its members» (Андрєєва, 2005: 53).

The role of social expectations in the formation and development of a personality is the subject of research of I. Popo-



vych. The author assumes that «the junior school age is sensitive for the formation of social expectations of a personality and comes to the conclusion that they are the basic component of the system of behaviour regulation of a personality as a subject of self-activity» (Попович, 2015: 160).

A. Petrovskyi considers the role as normatively approved form of behaviour expected from an individual who occupies a certain position in the system of interpersonal relations (Петровський, 2001).

The role behaviour of a personality depends on his / her knowledge and skills, the degree of the performed role significance, the presence of prosocial motivation, the desire to meet the expectations of society. American psychologist E. Aronson (Аронсон, 1998) defined the role behaviour as the ability of an individual to perform a wide range of different behaviours and behavioral responses conditioned by the requirements and characteristics of the social role, as well as the characteristics of a social group and social environment. Man is the performer of many social roles, which are not always expressed in his behaviour. Accordingly, the performance of roles requires some experience and competence.

3) The psychological aspect determines the internal perception of the role, which can be realized in the role behaviour and influence it. From the point of view of this approach the personality is seen as a complex of his / her social roles, certain social functions and social norms. Thus, in J. Moreno's theories, the structure of the personality is composed of a set of roles, divided into primary (somatic or psychosomatic, caused by physiological needs and emotions); psychological; social, which is determined by the structure of social relations with the participation of a person, and transcendent actions (in which the person perceives the transcendence inherent in the world and comes to the general view of the world). The researcher considered the ontogenetic development process as social and emotional (the formation of the ability for interper-

sonal relations) and role development one (gaining experience through role-based training) (Морено, 2001). The mental development takes place in the process of performing certain social role functions, and the process of their social roles formation is in the heart of socialization of a person.

It is difficult to define a clear borderline between the sociological, socio-psychological and psychological aspects of the study of roles, it is appropriate to consider sociological roles in the integrity of all three aspects.

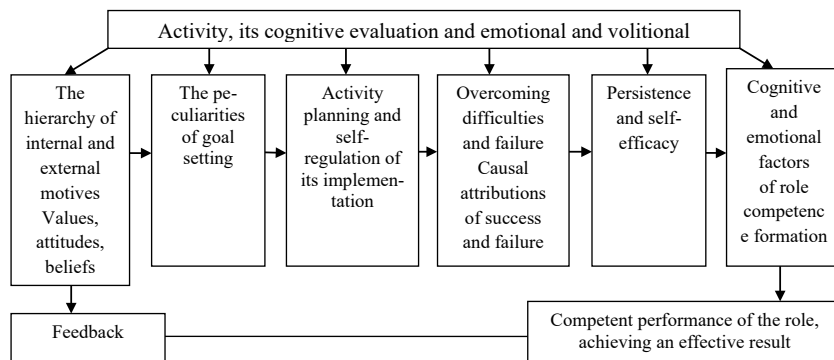
Summarizing the results of the analysis of socio-psychological researches on the role and role competence, we point out, that the concept of «role competence» is mainly meant as the ability to perform the roles effectively in accordance with the role expectations, to act as a subject of these roles, to include the role behaviour in the process of their own activity. This definition emphasizes the fact that the student as a future specialist has to meet certain requirements, to have knowledge, skills and abilities necessary for the successful completion of tasks in the relevant field.

The role competence is a complex characteristic of a personality, because practically all the knowledge, skills and abilities the person possesses can be attributed to this sphere. The concept «to be competent» means that the subject has a range of characteristics ensuring the processes of goal setting, goal implementation, activity planning, reacting to failure, demonstrating persistence and, as an effect, achieving an effective result.

In order to appreciate the student's role competence it is necessary to identify the indicators that would allow evaluating his / her ability to solve educational and professional tasks effectively in accordance with the requirements of the activity. Our research shows that the formation of role competence is a very complex process, which is composed of individual components. We made an attempt to integrate the notion of forming the role competence by identifying the procedural components that reflect the stages of its formation.

We distinguish the following components in the process of students' role competence formation: 1) motivational and notional – the hierarchy of internal and external motives of activity, needs, values; 2) purpose-based – peculiarities of goal setting; 3) regulative – planning of activity and self-control (self-regulation) of its performance; 4) reaction to failure – reaction to the situations of obstacles, difficulties and failure arising in the process of activity performing; 5) motivational and behavioural characterizing an integrative manifestation of persistence when performing activities aimed at achievement; 6) cognitive factors of students' role competence formation, including the system of ideas about the role of different means for achieving a successful result, belief in one's own potential, causal attributions of success and failure; 7) emotional determinants of role competence formation and properly competence.

The identified structural components are reflected in the peculiarities of goal-setting, interest in the activity, as well as in the level of efforts the student shows in the process of achieving the result, the time the student takes to the activity and the nature of reacting to difficulties and failure (see Fig. 1).



**Fig. 1.** The structure of the process of role competence formation of a student as a subject of educational activity

*The hierarchy of internal and external motives (motivational-semantic block).* The optimal variant of functioning motivation of student's productive educational activity includes domination of intrinsic motivation in its structure, in particular, an interest in the activity being carried out, pleasure from its implementation, understanding of its importance and sense, as well as a sense of competence and control (Deci & Ryan, 2008; Ku, Dittmar & Banerjee, 2012).

*Values, attitudes and beliefs can be considered as predictors of motives and goals of students' educational activity.* Values, as socially set priorities in activity, have an incentive force, determining the nature and concrete content of the tasks set for the subject (Леонтьев, 1997: 23). Knowledge of a personality's basic values and their hierarchy is an important prerequisite for understanding their motives and goals, describing and predetermining behaviour. Today there is a list of works on the role of values in setting learning goals and academic achievement (Wigfield, Hoa & Klauda, 2008; Simpkins, Davis-Kean & Eccles, 2006). In order to identify the peculiarities of forming the role competence of a student as a subject of educational activity it is important to know the level of values of achievement: creation, success, improvement, growth; their place in relation to the values of interpersonal relations, as well as external values of achievement.

*Activity planning and self-regulation* involves processes related to activity planning, monitoring the success of the activity, achieving the objectives and fulfilling the intentions. The information concerning the purpose of the activity subject includes: specific meaning (object orientation), levels of complexity of the objectives (Каппара & Сервон, 2003; Кові, 2017), as well as the degree of their clarity, concreteness or abstractness, breadth, proximity or remoteness (time perspective).

In order to understand the meaning of the concept of student's role competence and its functioning, it is important to

know the goals he / she sets, as well as how he / she plans to achieve the result. The goals are hierarchically linked, so it is important to clarify the specifics of their interrelationship.

Competent, achievement-oriented people, while making plans, set realistic but challenging goals, they look for tasks in which the outcome depends on their own skills, abilities and propositions, which they are able to control (Макклелланд, 2007). Highly accomplished people being prone to risk in some respects, strive for self-improvement. Setting simultaneously important and specific goals leads to greater achievement (Locke & Latham, 1990). Near-term goals or the combination of near-term and distant goals are often more motivating for the individual to achieve them than distant, long-term goals. Self-determined goals have more motivational power than goals set by others, provided the latter have not been successfully interiorized (Bandura, 1997).

Competent individuals, who demonstrate a high level of achievement in activity, are more likely to use self-regulation strategies that help to optimize: 1) active purposefulness, by setting clear, close and distant objectives of a high level of complexity; 2) effective behavioural functioning through the organization of a system of feedback, various kinds of commands and punishments, reflexion of own achievements; 3) interaction and organization of the closest relationship, which facilitates the achievement of goals.

*Coping with difficulties and reacting to failure.* The next important component of the process of the student's role competence formation is the peculiarities of reacting to difficulties and failure occurring in the process of performing activities (Хекхаузен, 2003). A competent personality efficiently performs activities, reacts actively and adequately to disadvantages and failure, using a variety of adaptive coping strategies (behavioural, cognitive, emotional), without reducing (or only temporarily reducing) the level of persistence.

*Motivational and behavioural block* is the final stage of realization of plans and intentions in activity, which is manifested in the persistence, concentration on activity, duration and intensity of forces directed to its implementation. The contribution of persistence to the training success of students can be compared to the level of intelligence (Poropat, 2009), which can be revealed in the readiness to apply intensive effort, work continuously over a long period of time, despite difficulties and obstacles, hesitation, criticism, and completion of the work. The efficiency and hard-working contribute to achieving the required high level of competence and knowledge in the relevant professional field.

*Cognitive factors of the students' role competence formation.* The basis of the role competence is not only competence in activity, but also positive self-attitude, belief in one's potential, ability to compete with the task and to achieve high results in it. The expectation of rewards and punishments, as well as getting pleasure of pro-social behaviour, explains why the personality tends to fulfill the requirements of the roles. It is also important to believe in the controllability of the means and results of activities, the impossibility of such control often leads to negative emotional reactions. It is optimal to develop the ability to distinguish between problems that are in the realm of direct control, indirect control and problems that are beyond the control and cannot be solved (Кові, 2017; Столц, 2003).

*Causal attributions of success and failure* are adaptive cognitive, emotional and behavioural reactions to failure and difficulties that arise in the activity performance process; they play an important role in achieving a successful outcome of the activity. Accordingly, causal attributions of success and failure, as well as optimistic / pessimistic attitudes can be considered as cognitive predictors of the subject's reaction to failure in activity, as well as the nature of goal setting and persistence in achieving it.

*Emotional factors in the student's role competence formation and their role in the success of educational activities.* The role of emotions in the process of forming the role competence is not sufficiently specified. However, it is generally believed that negative emotions interfere with purposeful behaviour and contribute to poor performance, while positive emotions support purposeful behaviour and contribute to achieve high results (Изард, 2000). From our point of view, emotional processes in the structure of role competence derived from motivational, value-purposeful and cognitive ones. It is proved by the researches that demonstrate how emotional processes reflect the peculiarities of the cognitive, motivational processes – the level of correspondence of the results to the set goals, dependence of emotions on the assessment of the situation and its prediction etc. (Bandura, 1997; Сімонов, 1981; Фестінгер, 1999; Дружинин, 2003; Бикова, 2017).

There are numeral studies where emotions are considered as a person's properties that reveal the attitude (positive or negative) of an individual to certain objects, spheres of activity, to other people, to oneself (Дмитріюк, 2010; Киреева & Демин, 2016; Мясичев, 1995); studying emotions and will as mechanisms of regulation, functional states of organism in human activity (Hebb, 1949; Вилюнас, 1976; Додонов, 1978; Изард, 2000; Ильин, 2009; Леонтьев, 1971; Павлова, 2014; Трофімов, 2016 and others).

## Conclusions

As a result we define the student's role competence to be an integral cognitive and affective and behavioural ability, which conditions the productivity of his / her educational and future professional activity. In describing the psychological features of the role competence the researchers focus their attention mainly on the emotional, cognitive and behavioural manifestations of this competence.

The study of structural and procedural peculiarities of role competence formation of a student as a subject of educational activity reveals the possibility to create a holistic concept of its formation in order to determine the main directions of its further study. The structural components of role competence formation provide encouragement, orientation, support and regulation of student's productive learning activity.

The prospects for further research consist in establishing the correlation between the role competence and other individual and psychological features of students' personality, which determine the success of educational activities, the essence of which and the link with the studied phenomenon require further clarification, and the definition of criteria and parameters of empirical study of the student's role competence.

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### **Лисечко Маргарита. Психологічні особливості формування рольової компетентності студентів**

#### **АНОТАЦІЯ**

**Мета дослідження** – визначити психологічний зміст поняття рольової компетентності шляхом опису особливостей процесу її формування у студентському віці.

Для розв'язання поставлених у роботі завдань використано такі теоретичні **методи дослідження**: категоріальний, структурно-функціональний, аналіз, узагальнення.

**Результати дослідження** показали, що вивчення особливостей формування рольової компетентності студентів слід здійснювати з позиції інтегративного підходу. З'ясовано, що рольова компетентність особистості є комплексною когнітивно-афективно-поведінковою характеристикою особистості, що визначає здатність студента ефективно виконувати роль відповідно до рольових очікувань задля досягнення цілей навчальної діяльності й отримання її результатів. Обґрунтовано структуру процесу формування рольової компетентності студента. Визначено особливості взаємозв'язку між індивідуально-психологічними особистісними характеристиками та здатністю відповідати рольовим очікуванням на етапі професійного розвитку. Сформульовано основні напрямки вивчення рольової компетентності студентів.

**Висновки.** Визначено, що рольова компетентність є комплексною характеристикою особистості студента, що має певні структурно-процесуальні особливості формування. Виокремлено процесуальні скла-

дові, що відображають етапи її становлення: мотиваційно-сміслову; цільову; регуляційну; блок «реакція на невдачу»; мотиваційно-поведінкову; когнітивні й емоційні чинники формування рольової компетентності студентів і власне компетентність. На основі проведеного аналізу було визначено перспективи досліджень, що полягають у подальшому обґрунтуванні зв'язку рольової компетентності з іншими індивідуально-психологічними особливостями особистості студентів, які обумовлюють успішність виконання навчальної діяльності, та вирішенні проблеми розробки ефективних методів професійної діагностики рольової компетентності особистості у студентському віці.

**Ключові слова:** компетентність, рольова компетентність, рольові очікування, процес формування рольової компетентності, навчальна та професійна діяльність.

### **Лисечко Маргарита. Психологические особенности формирования ролевой компетентности студентов**

#### **АННОТАЦИЯ**

**Цель исследования** – определить психологическое содержание понятия ролевой компетентности путем описания особенностей процесса ее формирования в студенческом возрасте.

Для решения поставленных в работе задач использованы следующие теоретические **методы исследования:** категориальный, структурно-функциональный, анализ, обобщение.

**Результаты исследования** показали, что изучение особенностей формирования ролевой компетентности студентов следует осуществлять с позиции интегративного подхода. Выяснено, что ролевая компетентность личности является комплексной когнитивно-аффективно-поведенческой характеристикой личности, которая определяет способность студента эффективно выполнять роль в соответствии с ролевыми ожиданиями для достижения целей учебной деятельности и получения ее результатов. Обосновано структуру процесса формирования ролевой компетентности студента. Определены особенности взаимосвязи между индивидуально-психологическими личностными характеристиками и способностью отвечать ролевым ожиданиям на этапе профессионального развития. Сформулированы основные направления изучения ролевой компетентности студентов.

**Выводы.** *Определено, что ролевая компетентность является комплексной характеристикой личности студента, которая имеет определенные структурно-процессуальные особенности формирования. Выделены процессуальные составляющие, отражающие этапы ее становления: мотивационно-смысловую; целевую; регуляционную; блок «реакция на неудачу»; мотивационно-поведенческую; когнитивные и эмоциональные факторы формирования ролевой компетентности студентов и собственно компетентность. На основе проведенного анализа были определены перспективы исследований, которые заключаются в дальнейшем обосновании связи ролевой компетентности с другими индивидуально-психологическими особенностями личности студентов, обуславливающими успешность выполнения учебной деятельности, и решении проблемы разработки эффективных методов профессиональной диагностики ролевой компетентности личности в студенческом возрасте.*

**Ключевые слова:** *компетентность, ролевая компетентность, ролевые ожидания, процесс формирования ролевой компетентности, учебная и профессиональная деятельность.*

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