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Professional Responsibility of Applicants for the Specialty "Foreign Policy"

Професійна відповідальність здобувачів спеціальності «Зовнішня політика»

Shevchenko Nataliia

Dr. in Psychology, Professor,
Zaporizhzhia National University,
Zaporizhzhia (Ukraine)

ORCID ID: <https://orcid.org/0000-0002-5297-6588>

Scopus Author ID: 57210214638

Researcher ID: I-2214-2018

E-mail: ShevchenkoNF.20@gmail.com

Шевченко Наталія

Доктор психологічних наук, професор,
Запорізький національний університет,
м. Запоріжжя (Україна)

Buriak Oleg

Head of Zaporizhzhia District State Administration in Zaporizhzhia region,
Head of Zaporizhzhia Military State Administration in Zaporizhzhia region,

Magistracy Student of the Psychology Department

Zaporizhzhia National University,
Zaporizhzhia (Ukraine)

ORCID ID: <https://orcid.org/0009-0007-9136-4908>

E-mail: bonmtf@gmail.com

Address for correspondence, e-mail: kpnu_lab_ps@ukr.net

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Буряк Олег

Голова Запорізької районної державної адміністрації в Запорізькій області,
начальник Запорізької військової державної адміністрації
в Запорізькій області,
магістрант кафедри психології,
Запорізький національний університет,
м. Запоріжжя (Україна)

*The author's contribution: Shevchenko Nataliia – 50%, Buriak Oleg – 50 %
Авторський внесок: Шевченко Наталія – 50%, Буряк Олег – 50%*

ABSTRACT

The purpose of the article is to present the results of an empirical study of the features of professional responsibility of applicants for the specialty "Foreign Policy".

The following methods were used for the research: theoretical and methodological analysis of the current state of the problem under study; empirical methods: testing using diagnostic methods: "Multidimensional-functional diagnostics of responsibility" (Kroshka, 2018), "Questionnaire for measuring social responsibility" (Kovalchuk, 2012), "Locus of control" (Kolesnichenko et al., 2020), "Style of self-regulation of behavior" (Kolesnichenko et al., 2020); mathematical methods of data processing (descriptive statistics, correlation analysis).

Research results. The study on the cognitive component showed that an average level of cognitive meaningfulness prevails among the students of the "Foreign Policy" specialty, that indicates the situational nature of its manifestation, a neutral attitude towards professional responsibility and its partial awareness. Research on the motivational component made it possible to establish an average level of manifestation of social responsibility among the respondents, which indicates a moderate ability to consciously adhere to social rules and requirements, balancing personal interests and public expectations. An average level of internal locus of control was also recorded, which indicates a moderate tendency of students to recognize their responsibility for the events that occur in their lives, while recognizing the influence of external factors. According to the results of the study, the activity component of professional responsibility is developed at an average level, that is, the respondents are generally able to apply their knowledge, skills and principles in professional activities, but may meet difficulties in certain aspects.

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Conclusion. *Based on the results of the conducted empirical research, it can be concluded that the professional responsibility of students of the specialty "Foreign policy" is developed at an average level. According to correlation analysis, the proposed assumption was confirmed.*

Key words: *responsibility, professional responsibility, locus of control, self-regulation of behavior, education seekers, foreign policy activities.*

Introduction

The relevance of the study of the professional responsibility of applicants of the specialty "Foreign policy", future diplomats, is determined by the requirements of the world and national labor market, since the successful implementation of the state's foreign policy strategy largely depends on the competence of specialists in this field. The formation of a highly qualified personnel reserve in the field of international relations is a strategic task that contributes to strengthening the country's position on the world stage, developing diplomatic relations and ensuring national interests. Increasing the efficiency of the work of future diplomats is possible due to their awareness of responsibility for decision-making, conducting negotiations and protecting the international image of the state.

The professional responsibility is of particular importance for specialists in the field of foreign policy, since their activities are related to the international negotiations, the development of diplomatic strategies, anti-crisis management and compliance with international norms and etiquette. A high level of responsibility ensures the ability of diplomats to act in conditions of geopolitical instability, to take into account the political, economic and cultural aspects of international interaction.

The problem of responsibility is the subject of research by both Ukrainian and foreign scientists. Researchers focus on structural aspects of responsibility, its criteria and indicators (Крошка, 2018; Савчин, 2008; Садова, 2019), age characteristics of development (Бех, 2018; Кутіщенко та ін., 2021). Ukrainian scientists also studied the peculiarities of the development of professional responsibility in various spheres of ac-

tivity, in particular among future psychologists (Shevchenko, 2019), specialists in the rocket and space industry (Крошка, 2018), teachers (Шевченко & Іванчук, 2022), social workers (Патинюк, 2021), policemen (Соколов, 2020) and civil servants (Zarichanskyi, Sokurenko, & Yevdokimova, 2023). Conceptual principles of professional responsibility (Delacroix, 2022; T. Ehrlich; Khaleel, 2022; Hamilton, 2023) and the responsibility of legal professionals (Xu, Li, & Li, 2024) are analyzed in foreign studies.

However, there is not enough empirical data in psychological research on the peculiarities of the professional responsibility of future employees of the diplomatic service. Considering the specifics of their activities can contribute to improving the training of specialists in the field of foreign policy, increasing stress resistance, communicative competence and the ability to make responsible decisions in difficult international situations.

The purpose of the article is to reveal the peculiarities of the professional responsibility of applicants for the speciality “Foreign policy”. Achieving the goal consists in the implementation of the following tasks:

1. To characterize the peculiarities of the professional responsibility of specialists in the foreign policy sphere.
2. To present the structural organization of the professional responsibility of specialists in the foreign policy sphere.
3. To present the results of an empirical study of the professional responsibility of applicants for the speciality “Foreign policy”.

Research methods and techniques

In the course of research there were used different methods of research. Theoretical methods consist in theoretical and methodological analysis of the current state of the researched problem; analysis, systematization and generalization of scientific psychological literature on research topics. Empirical methods include testing according to diagnostic methods: “Multidimen-

sional functional diagnosis of responsibility" (scale "Cognitive awareness" (Крошка, 2018), "Questionnaire for measuring social responsibility" (Ковальчук, 2012), «Locus control» (Kolesnichenko et al., 2020), «Style of self-regulation of behavior» (Колесніченко et al., 2020). Mathematical methods of processing experimental data were carried out on the basis of the IBM SPSS 20.0 package of statistical programs (descriptive statistics, percentage distribution of data, correlation analysis according to K. Pearson).

The basis of the study is the assumption that the professional responsibility of future specialists in the foreign policy sphere is characterized by a certain specificity, which is manifested in the content of its structural components: cognitive (awareness of personal responsibility in professional activity), motivational (social responsibility; internality of locus of control) and activity-based (realization of responsibility in professional actions and deeds).

Empirical research was held on the basis of the Educational and Scientific Institute of International Relations of Taras Shevchenko National University of Kyiv. The experimental sample consisted of 56 students of the specialty of "foreign policy" aged 25-28.

Results and their discussion

Professional responsibility is an essential psychological characteristic of a specialist, which determines the conscious and high-quality performance of official duties, as well as the willingness to be responsible for one's professional actions and deeds to oneself, colleagues, team and society. Professional responsibility is a key component of any professional activity, which is manifested in its practical aspects, in particular: personal (responsible attitude to professional activity and to oneself as a professional), functional (realization in various aspects of professional activity) and subject-oriented (personal and professional growth, readiness to perform professional du-

ties) (Крошка, 2018; Садова, 2019; Кутіщенко et al., 2021; Шевченко, & Іванчук, 2022; Zarichanskyi, Sokurenko, & Yevdokimova, 2023; Hamilton, 2023).

A diplomatic worker is a highly qualified specialist who combines knowledge in various fields, such as international relations, law, economics, culture and communications, and plays an important role in representing the interests of Ukraine in the international arena. In order to effectively perform duties, a diplomat needs to have deep knowledge in foreign policy, analytical thinking, a high level of communication skills, as well as emotional stability and the ability to work in stressful conditions. Important characteristics are also organization, responsibility, flexibility, diplomatic tact, moral and civic responsibility, as well as the ability to self-control and leadership (Кіссинджер, 2020; Xu, Li, & Li, 2024).

We define the professional responsibility of a specialist in the foreign policy sphere as a professionally important quality of an employee, which includes cognitive, motivational and activity components, which are determined by the specifics of professional activity.

Let's move on to the analysis of the results of the study on structural components of the professional responsibility of future specialists in foreign policy sphere.

The cognitive component of the professional responsibility of applicants for specialty "Foreign policy" determines the level of their awareness of the importance of personal professional actions, knowledge and analytical abilities in the field of diplomacy. An indicator of the development of cognitive component is awareness of personal responsibility in professional activity. The results of the study using the method "Multidimensional and functional diagnosis of responsibility" (Крошка, 2018) are presented in Table 1.

According to the received data, the majority of surveyed future specialists in the foreign policy sphere (53.57%) have an average level of cognitive meaningfulness of professional re-

sponsibility, which indicates its situational nature. The average indicator – 22.61 points – indicates a neutral attitude to professional responsibility and its partial awareness. Such students show readiness for academic and professional activity, however, their attitude to responsibilities remains moderately positive and dependent on external conditions. They follow norms and requirements when it directly affects learning or personal outcomes, but may show less responsibility in other situations. Awareness of ethical and legal aspects is fragmented: students recognize their importance in diplomacy, but this fact has not become a sustainable internal institution yet.

Table 1

**Levels of manifestation of respondents'
cognitive meaningfulness**

Levels of manifestation of cognitive meaningfulness	Percentage distribution
Low	17.86
Average	53.57
High	25
M (points)	22.61

A high level of cognitive meaningfulness of professional responsibility was found in 28.57% of future specialists in the foreign policy sphere. They have a deep understanding of the meaning of responsibility, perceiving it as an internal attitude and it determines their behaviour and attitude towards the performing of duties. These students mean responsibility as an integral component of professional activity that requires clear and conscientious performing of tasks. They show initiative, diligence, proactivity and take into account ethical and legal aspects.

A low level of cognitive meaningfulness of professional responsibility was recorded in 17.86% of future specialists in the foreign policy sphere. This shows a lack of understanding of the essence of responsibility and its significance for professional realization. Students in this group demonstrate a formal atti-

tude towards learning and professional responsibilities, perceiving them as a compelled necessity.

Therefore, the results of the study of cognitive component development of professional responsibility indicate that average and high levels of cognitive meaningfulness prevail among students of the specialty “Foreign policy”. This means that most of the subjects have a sufficient or holistic idea of professional responsibility as an important quality of a specialist in the foreign policy sphere.

The motivational component of professional responsibility of future diplomats determines their internal beliefs, values, and readiness to act responsibly within the framework of professional activity. The level of the motivational component development is manifested through social responsibility and internal locus of control, that determine the readiness for responsible decision-making and awareness of their impact on society and the state (Shevchenko, & Obyskalov, 2025).

The results of the study of social responsibility (Ковальчук, 2012) are presented in the Table 2.

Table 2

**Indicators of the development of respondents’
social responsibility**

Methodology scales	Indicators (points)	Stanine
Civic consciousness	30.73	6
Law-abidingness	42.04	9
Reflection of consequences	29.85	6
Moral consciousness	25.92	6
Altruism	27.41	5
Overall score	155.95	7

The obtained indicator on the scale “Civic consciousness” is 30.73 points, which corresponds to the average level. This shows students’ general awareness of responsibility to society and the importance of state development, although their civic position is not always active. They recognize that the activity of a diplo-

mat affecti a country's international image and the well-being of society is linked to stability and security. Patriotism, a sense of belonging to the country, adherence to democratic values and a readiness to protect state interests are important components of the civic consciousness of future diplomats.

The indicator on the scale "Law-abidingness" is 42.04 points, that corresponds to a high level and indicates the formed legal awareness of students, respect for legal norms and recognition of the law as a necessary mechanism for regulating social relations. Students strive to obey the laws and social norms in everyday life and future professional activity, focus on the principles of justice and responsibility, understand their rights and duties.

The indicator on the scale "Reflection of consequences" is 29.85 points, which corresponds to the average level. This means that students are generally aware of the meaning of their actions and the possible consequences, although this awareness may be situational and not deep enough. They are able to predict the results of behaviour, to be responsible for duties, but the level of self-control depends on motivation and circumstances.

On the scale "Moral consciousness", an indicator of 25.92 points was obtained, it corresponds to the average level of its manifestation. This indicates that students have a certain moral maturity, but this trait is not always pronounced and stable in their behavior. They are aware of the importance of ethical norms and are capable of moral judgments, but they do not always consistently apply them in behavior, especially in a professional environment.

The indicator on the scale "Altruism" is 27.41 points, that corresponds to the average level. This indicates the readiness of students for altruistic deeds, but their ability for selfless help and self-sacrifice is limited and situational. They are ready to help others, but not always on a permanent basis or at significant personal expense.

According to the results of the study, the total indicator of social responsibility according to the methodology is 155.95

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points, that indicates the average level of manifestation of social responsibility among the respondents. However, it should be noted that this indicator is at the border of average and high levels, that indicates a tendency to improve. The average level of social responsibility indicates that respondents have some awareness of the importance of the studied aspects in everyday activity, but there is potential for further development of this quality.

The consideration of the results using the “Locus control” method (Колесніченко, 2020) and received data are presented in the Table 3.

Table 3

Internality indicators locus of control of respondents

Methodology scales	Points
1) general internality	0.98
2) internality in the field of achievements	1.03
3) internality in the field of failures	-0.72
4) internality in family relations	-0.64
5) internality in the field of professional relations	0.55
6) internality in the field of interpersonal relations	0.91
7) internality in Health and Disease	1.14

The indicator on the scale “General internality” (0.98) indicates a moderate level of internality, that means a balanced perception of internal and external factors in explaining one’s achievements and failures. Students partially recognize their responsibility, but also take into account the impact of external circumstances. This level of internality promotes a healthy approach to life, allowing you to balance personal responsibility and the understanding that not all situations are under control.

The indicator on the scale “Internality in the field of achievements” (1.01) shows that respondents consider their achievements to be the result of their own efforts and abilities, but not chance or external factors. This indicates high intrinsic motivation, self-confidence and readiness to overcome difficulties,

leading to more active and productive learning and career behavior.

The indicator on the scale "Internality in the field of failures" (-0.72) indicates the tendency of respondents to perceive failures as a consequence of external factors, but not their own actions. This can mean shifting responsibility to circumstances or other people, which reduces the ability to self-reflect and constructively solve problems. Individuals with low levels of internality may be less prone to self-criticism and may not always learn from their own mistakes.

A low score on the "Internality in Family Relationships" scale (-0.64) indicates the perception of family relationships as less dependent on personal efforts and more on external factors, such as the behavior of other family members or circumstances. This may be the result of a lack of experience in family life, leading to an idealized perception of this area and the tendency to expect changes from others.

The average level indicator (0.55) on the scale "Internality in the field of professional relations" indicates that students believe that their success in professional development depends on their own efforts, but they recognize the influence of external factors, such as learning opportunities and teacher support. This suggests a realistic view on the role of personal effort in professional formation, although experience with full autonomy in professional relationships may be limited.

A high indicator on the scale of "Internality in the field of interpersonal relations" (0.91) indicates that students consider their relationship to be the result of their own actions, choices and efforts, actively influencing their development through communication and social skills. They take responsibility for the quality of their relationships, have a high level of self-reflection and emotional maturity, striving to build harmonious relationships and constructively resolve conflicts.

A high score on the "Internality in Health and Disease" scale (1.14) suggests that students consider their health to be the re-

sult of their own efforts, choices and behavior. They actively take care of their health, practicing healthy habits and following the recommendations of doctors. This level of internality indicates a high level of self-awareness, responsibility for one's health and the desire to influence the health of the environment through participation in healthy initiatives.

The results of the study of the motivational component of professional responsibility showed average levels of development of social responsibility and internality of the locus of control among respondents. This shows an awareness of the importance of these aspects in daily activities and a moderate tendency to recognize one's responsibility for events in life, while recognizing the influence of external factors.

The activity-based component of professional responsibility reflects how awareness of responsibility is embodied in real professional actions and decisions. The level of development of the activity-based component is manifested in the realization of responsibility in professional actions and deeds. The results of the study of the activity-based component according to the method "Self-regulation style of behavior" (Колесніченко, 2020) are presented in the Table 4.

Table 4

Indicators of self-regulation of respondents' behavior

Methodology scales	Indicators (points)
1) Planning	7.17
2) Modelling	4.28
3) Programming	5.41
4) Evaluation of results	7.05
5) Flexibility	4.07
6) Independence	4.84
7) Overall level of self-regulation	32.82

A high indicator on the scale "Planning" (7.17 points) indicates well-developed skills in forming and achieving goals. Respondents are able to independently set goals, structure plans

and keep them in the long term. They develop realistic, hierarchically ordered plans, taking into account possible difficulties, allowing efficient allocation of resources and adaptation to changes.

The average level on the scale "Modelling" (4.28 points) indicates a moderate development of the respondents' ability to take into account important internal and external conditions to achieve goals. They can identify key factors influencing the achievement of goals, but this skill is not sustainable. The trend towards underreporting indicates difficulties in producing realistic models of future events, that may lead to instability in assessing circumstances and difficulties in choosing optimal ways.

According to the "Programming" scale, the average level (5.41 points) indicates a moderately developed ability to plan and organize actions to achieve goals. Respondents are capable of developing plans, but they may not be detailed or flexible enough. They tend to be structured, but may have difficulty adjusting actions when circumstances change. This points to the possibility of improving skills in detail, flexibility and error analysis to achieve results more effectively.

A high level on the "Evaluation of results" scale (7.05 points) indicates a well-developed ability of respondents to analyze and evaluate their achievements. They have clear criteria for evaluating results, they are aware of the reasons for discrepancies between plans and actual results, that allows adjusting actions.

The indicator on the scale "Flexibility" (4.07 points) indicates difficulties in adapting to changes and adjusting actions in new conditions. Individuals at this level may have trouble reacting quickly to change, need more time to adapt, and face planning difficulties. However, the trend towards the average level indicates the potential for the development of flexibility through adaptability training, assessment of situations and reflection on experience.

The indicator on the scale "Independence" (4.84 points) indicates an average level, pointing on a certain dependence on exter-

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nal factors in the organization of activity and decision-making. Respondents in general are able to apply their knowledge, skills and principles in professional activity, but may face difficulties in certain aspects.

Based on the results of the conducted empirical research, it can be concluded that the professional responsibility of students of the specialty “Foreign policy” is developed at the average level.

In order to test the assumption, correlation analysis using the r-Pearson coefficient was applied. Correlation analysis revealed a number of significant positive relationships between different components of professional responsibility. Each of the obtained correlations are considered.

Cognitive component (cognitive meaningfulness) and parts of the *motivational component*:

Social responsibility. Civic consciousness (0.569 at $p \leq 0.01$). This indicates that the more the understanding of professional responsibility is developed, the more the individual is aware of his role in society and responsibility towards others. That is, cognitive understanding of professional responsibility contributes to the development of a deeper understanding of one’s social responsibility.

Law-abidingness (0.723 at $p \leq 0.01$). Obviously, individuals with a deeper and more conscious understanding of professional responsibility tend to comply with laws and regulations. That is, cognitive understanding of responsibility helps to understand the importance of compliance with legal requirements in professional activity.

Reflection of consequences (0.577 at $p \leq 0.01$). The relationship between cognitive meaningfulness and reflection of consequences shows that the ability to analyze the consequences of one’s actions in interpersonal relationships depends on the understanding of the importance of one’s professional role and responsibility (Bucknell, Kangas & Crane, 2022).

Moral consciousness (0.577 at $p \leq 0.01$). A deep awareness of professional responsibility is likely due to the development of

moral consciousness, that allows you to make ethical decisions in difficult situations.

Internality in the field of achievements (0.734 at $p \leq 0.01$). Obviously, individuals with high level of cognitive comprehension of professional responsibility are likely to consider themselves capable of influencing their achievements through their efforts and initiative. They strive to realize their goals based on their inner beliefs and responsibilities.

Internality in the field of interpersonal relations (0.213 at $p \leq 0.05$). This correlation is less pronounced, but still suggests that people with a deeper awareness of their responsibility may have more internal control over their relationships with other people. They can more understand and consider the emotional and social aspects of their relationships.

Internality in the field of professional relations (0.247 at $p \leq 0.05$). It also indicates that comprehension about professional responsibility has a positive effect on the development of internal control and autonomy in professional relationships, increasing the ability to make decisions and control professional results (Fischhoff, & Broomell, 2020).

Correlation analysis also allowed to reveal the relationships between the *activity-based component* (implementation of professional responsibility in actions and deeds) and the parts of the *motivational component*:

Law-abidingness (0.594 at $p \leq 0.01$). The positive correlation between law-abiding and the activity-based component means that people with high level of law-abiding are more active in exercising their responsibility in professional actions. They are more likely to comply with laws and regulations in their professional activity that contributes to the high realization of professional responsibility.

Reflection of consequences (0.331 at $p \leq 0.01$). The correlation between the reflection of consequences and the activity-based component indicates that people who regularly analyze the consequences of their actions have a higher level of realization

of responsibility in their professional actions. Reflection helps to evaluate the results of one's actions and make reasonable decisions to achieve goals (Shevchenko, & Obyskalov, 2025).

Altruism (0.207 at $p \leq 0.05$). The relationship between altruism and the activity-based component is moderately positive, suggesting that individuals with altruistic tendencies demonstrate responsibility not only for themselves, but also for the well-being of others in their professional actions. This may include the desire to help others that is an important aspect of professional responsibility, especially in industries focused on social goals.

General internality (0.783 at $p \leq 0.01$). The high correlation between the general internality and the activity-based component indicates that people with a high level of internal control (internality) have a high capacity to realization of responsibility in their professional activity. They focus more on their own strengths and decisions that contributes to a more effective performance of professional duties (Kvasková, & Almenara, 2019).

Internality in the field of achievements (0.568 at $p \leq 0.01$). This correlation suggests that people with high levels of achievement internality consider themselves a major factor in their success and actively exercise professional responsibility in their actions. They tend to accept responsibility for their achievements contributing to the effective performance of tasks and the achievement of professional goals.

Internality in the field of failures (-0.531 at $p \leq 0.01$). The negative correlation between internality in the field of failures and the activity-based component indicates that people who tend to attribute failures to their own shortcomings or mistakes may have difficulty exercising professional responsibility in difficult situations. This may mean that they are less likely to take responsibility for their failures or adapt their actions to achieve a positive result.

Internality in the field of professional relations (0.243 at $p \leq 0.05$). The low but positive correlation between internality

in professional relations and the activity-based component suggests that people with a high level of internal control in professional relations more actively realize their responsibility in communication and interacting with colleagues. They are more capable of effective teamwork and fulfilling their professional responsibilities.

Internality in the field of health care (0.429 at $p \leq 0.01$). The positive correlation between the internality in the field of health care and activity-based component indicates that people who consider themselves responsible for their health and follow a healthy lifestyle are more likely to realize responsibility in professional actions.

Therefore, according to correlation analysis the proposed assumption was confirmed.

The results of the conducted research are consistent with the conclusions made by the number of foreign authors, in particular the research of R. Schwarzer and J. Jerusalem (Schwarzer & Jerusalem, 1995) on the relationship between high level of internality and responsible behaviour; works of A. Bandura (Bandura, 1991), who emphasized the role of cognitive awareness in the regulation of socially significant behavior; as well as the works of L. Kohlberg (Kohlberg, 1984), who confirmed the influence of the level of moral development on the readiness for ethical decision-making in the professional sphere. Furthermore, the observed relationships between the cognitive and motivational aspects of responsibility are consonant with the model of moral motivation proposed by J. Rest (Rest, 1986) that includes moral sensitivity, moral judgment, moral motivation, and moral behavior as interrelated components.

Thus, the results obtained not only demonstrate the internal consistency between the components of professional responsibility, but also confirm the universality of these relationships found in studies of the international scientific space.

Conclusions

The article presents the results of an empirical study of the peculiarities of professional responsibility of students in speciality “Foreign policy”. The study of the cognitive component showed that among students of the speciality “Foreign policy”, the average level of cognitive meaningfulness prevails that indicates the situational nature of its manifestation, a neutral attitude to professional responsibility and its partial awareness. The study on the motivational component made it possible to establish the average level of manifestation of social responsibility among respondents.

The average level of social responsibility of respondents indicates a moderate ability to consciously adhere to social norms and requirements, balancing personal interests and social expectations. An average level of internality of locus of control was also recorded, indicating a moderate tendency of students to recognize their responsibility for events occurring in their lives, while recognizing the influence of external factors. According to the results of the study, the activity-based component of professional responsibility is developed at the average level, that is, respondents are generally able to apply their knowledge, skills and principles in professional activity, but may face difficulties in certain aspects.

The least developed component is established to be flexibility that indicates certain difficulties in quick rebuilding one's actions in changing conditions. In the course of correlation analysis, the assumption was confirmed that the professional responsibility of future specialists in the foreign policy sphere was characterized by a certain specificity manifested in the context of its structural components: cognitive (awareness of personal responsibility in professional activity), motivational (social responsibility; internality locus of control) and activity-based components (implementation of responsibility in professional actions and deeds).

We consider the development and testing of the program to optimize the development of professional responsibility of stu-

dents of the speciality "Foreign policy" to be a promising direction for the development of scientific issues.

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Шевченко Наталія, Буряк Олег. Особливості професійної відповідальності здобувачів спеціальності «Зовнішня політика».

Мета статті: представити результати емпіричного дослідження особливостей професійної відповідальності здобувачів спеціальності «Зовнішня політика».

Методи. Теоретико-методологічний аналіз сучасного стану досліджуваної проблеми; емпіричні методи: тестування за діагностичними методиками: «Багатовимірно-функціональна діагностика відповідальності» (Крошка, 2018), «Опитувальник для виміру соціальної відповідальності» (Ковальчук, 2012), «Локус контроль» (Колесніченко та

ін., 2020), «Стиль саморегуляції поведінки» (Колесніченко та ін., 2020); математичні методи обробки даних (описова статистика, кореляційний аналіз).

Результати дослідження. Дослідження когнітивного компонента показало, що серед здобувачів освіти спеціальності «Зовнішня політика» переважає середній рівень когнітивної осмисленості, що свідчить про ситуативний характер її прояву, нейтральне ставлення до професійної відповідальності та її часткове усвідомлення. Дослідження мотиваційного компонента дозволили встановити середній рівень прояву соціальної відповідальності серед респондентів, що свідчить про помірну здатність свідомо дотримуватися соціальних норм і вимог, збалансовуючи особисті інтереси та суспільні очікування. Також було зафіксовано середній рівень інтернальності локус контролю, що вказує на помірну схильність здобувачів освіти до визнання своєї відповідальності за події, які відбуваються в їхньому житті, водночас визнаючи вплив зовнішніх факторів. За результатами дослідження діяльнісний компонент професійної відповідальності розвинений на середньому рівні, тобто респонденти в цілому здатні застосовувати свої знання, навички та принципи в професійній діяльності, проте можуть стикатися з труднощами у певних аспектах.

Висновок. За результатами проведеного емпіричного дослідження можна зробити висновок про те, що професійна відповідальність здобувачів освіти спеціальності «Зовнішня політика» розвинена на середньому рівні. За даними кореляційного аналізу висунуте припущення було підтверджено.

Ключові слова: відповідальність, професійна відповідальність, локус контролю, саморегуляція поведінки, здобувачі освіти, зовнішньополітична діяльність.

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