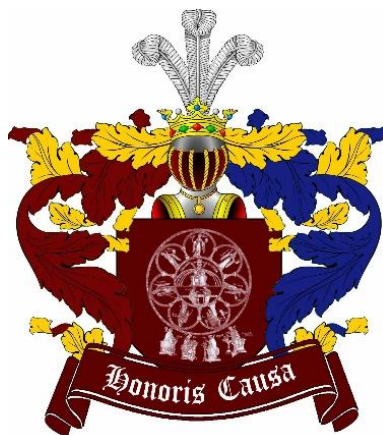*Edited by*

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Innovations in applied occupational psychology:
the challenges of our time

Monograph

**Approved and recommended for publication by
Academic council of Society for the support of publishing initiatives and
scientific mobility limited (Glasgow, Scotland)**

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The collective monograph is devoted to the actual issues concerning the modern development of occupational psychology. In particular, the monograph examines the theoretical, applied, and practical aspects of various spheres of the science, as a commitment to development in civic society.

Recommended for scholars, researchers, postgraduates, and students of higher education institutions, as well as for all those interested innovative development of various fields of fundamental and applied science.

THE ABILITIES OF PERSONALITY: GENETIC-MODELING APPROACH IN IN OCCUPATIONAL PSYCHOLOGY

Introduction

Proceeding from such an explanation, from such a comprehension, we should essentially take off the question about the nature of abilities in that kind, in which it is put in traditional psychology. The traditional psychology surveys the nature of abilities as a question what is more important? - biological, morphological, physiological abilities as the precondition of abilities development or a social environment, in which these abilities are formed. This problem does not exist in such a form, because personality will seize actions and achieve different purposes necessarily if it is a normal functioning member of society. Therefore, inclinations as preconditions, social demands, and social practice, and system of training as an obligatory, necessary thing, are equally necessary, and nature of abilities is an integrated phenomenon. We cannot allocate, what is more pivotal. It is a primitive logic, and it is never justified.

And here it is necessary to pay attention to one more thing: according to our views, inclinations are never only biological, physiological, in fact, we offer to keep the point, that any biological structure of personality, just because it is already a personality, is an association of only natural and social influences and structures. We can say that personality, by the virtue of the genetic heredity, development or a backwardness of the certain organs and their systems, certain physiological or biochemical processes, can be primary more capable or less capable to mastering these or that ways of actions. And it means, for example, that to become an artist, it is necessary for personality to have a keen eye, to have developed sensory processes for the distinction of the certain nuances of the colour, certain shades of the colour scale, on the other hand, such a person should have well

advanced and differentiated osteomuscular system that will provide the accuracy of movement of fingers, arms. And the inclusion of such a person into the certain social context, providing the manufacture of such a way of actions, will be much more productive, than when we take another person who will not have such preconditions.

Theoretical foundation of research & Discussions

But this question is not too simple. As research show, the phenomenon of indemnification actively operates in this aspect. J. Gippenreiter (1995) absolutely correctly gives the example concerning the morphological data; for example, after the death of well-known tenor Caruso the structure of his vocal chords was investigated, they appeared to be so rasping, primitive, fibrous and nodules, that if we did not know whom they belong to, we would never say, that those were the vocal chords of the person, whose voice enjoyed the whole world. That is in this aspect we find a remarkably interesting thing: organ physically, physiologically, and morphologically should be developed up to the certain extent, there should no deformations. Then the social context dominates, prevails. And if the social context, that is medium, in which there is a child, is fertile for the development of different ways of actions - art, musical, scientific, sport, etc., - and, on the other hand, if this favor, comfort is combined with the fact, that it strongly motivates a child as the integrated person, and it would like to make something itself, instead of on compulsion of another: if these two things are supplemented with the third one, that is personality or several people, which personally perceive this child and wish to teach it, to develop in it these ways of actions, then this system will prevail over the biological, physical inclinations, and ability, as a system of ways will be highly and strongly developed. But we should not forget about the border, which is the norm of anatomical physiological structure development. We mean the healthy brain, the developed muscles, etc. Simply speaking, just because situation favors learning of the child, the last is so much aspired to have achievements in this sphere, that it builds in its activity (and later in the interfunctional psychological system), features, which are able to adjust the development of abilities (Maksymenko, 2018).

When the question is a level of ability development, we should not proceed from its definition. It is just a level of personality's mastering the ways of actions. Analyzing talent, genius, it is necessary to mark one especially important thing: "a personal print", a personal seal of person, whom we call talented, ingenious, or just absolute master. Everything, that he has made, has a so-called brand that this person, but nobody else has made it. It appears because the system of abilities, ways of action are united with personal structures, are reflected, subjectivized in that product, which comes out because of activity of this personality. The uniqueness of the pattern of interfunctional systems of the talented personality is embodied in things: it can be both material subject, and ideal construction. It is reflected in such a manner that nobody else will be able to create such a thing; in fact, the whole individuality was embodied in this product. It is clear, that not everybody can achieve it. The unique unity of the whole internal world and personality is necessary here.

What can cause endowments? This question is seriously enough studied. Meanwhile, there is not any general picture. Basically, there is a hypothetical assumption about the "internal basis" of endowments. When Vygotsky surveys the preconditions of mental backlog of children, he pays attention not to the internal dynamics of mutual relations of the affective sphere, but to the motivation of the intelligence and actions. He argues with K. Levin, who states, that at a mental retardation the affective component lags as well, that is there is no motivation, and, mental processes can be normal. But Vygotsky shows an essentially another thing. The problem is not in affect, and not in intelligence. Mentally retarded children are rigid in the way of transition from desire to action through intelligence.

That is their valid difference is that they slowly realize desires, very often not reaching action at all. What does it mean? Mentally retarded children have much greater time interval between desire, inclusion into intellectual processes and performance. They do not keep the task for this reason. They can keep it, but it is very inexact, because the intellectual sphere, even if the processes are normally developed, works without results – wrong tasks, wrong way. The more dynamic the situation of affect transition is (that is motive, desire, and through intellectual sphere to performance, and reflection), the more mentally

developed the child is. And if to consider, that affect (especially personal components) is involved here, as well as intellectual sphere, and action, that is everything what concerns personality, we can allocate the key thing connected with endowments, - we can predict it (Maksymenko, 2017).

Endowments of the child relate to a very quick transition from affect to action. It can be seen practically, for example, when teacher tells students, that they should solve the problem, and the problem is solved in a definite way, and most children listens and understands, but there are two - three students who say: "I have understood, I have already done everything". This quickness also can mean, that he has quickly done everything and included other mental processes through this given "circle", has found a new way of the solving. That is, according to Vygotsky's hypothesis, it turns out, that the quicker, the more dynamic the system of interaction of the three components is, the greater the child's endowments are. This concept is hypothetical, because it "seizes" the development and shows the becoming of the endowments.

At last, we shall note, that the term "ability" is used widely enough in psychology. Axiomatic division into general and special abilities does not stand any professional criticism. There are abilities to training. There is no any psychological textbook, which survey it. We believe that this ability is probably the major one for person. In fact, it determines if the person can be trained, if he is opened to the formation of the ways of action in himself, if he is opened not only to mastering the knowledge, but also to its transformation into the ways, and how he can carry out the activity connected with training.

B. Teplov gave classical, and the most objective definition of abilities. He allocates three dominant characteristics of abilities: "First, abilities are understood as individual psychological features, which distinguish one person from another" [269]. The further analysis of this thesis results in the solving of one of the cardinal contradictions – the correlation of general and individual-unique in personality: abilities serve as a structural element, which any personality has, otherwise, there is no personality without abilities. But, at the same time, there cannot be two personalities with identical abilities. Therefore Teplov's first thesis has much more generalized, integrated personal character, and we can

formulate the idea in such a way: integrated structure and its dominant elements are inherent to any personality in general. And at the same time, each concrete personality's structure, and these elements, and also their correlation are qualitatively unique. There exists something, which can be called a unique pattern of personality.

In the second thesis B. Teplov specifies the subject: "Abilities are not any general individual abilities, but only those, which concern the success of the performance of any activity or activities" (Teplov, 1985). Thus, the structural part (side) gets its own borders and orientation.

At last, the third thesis of the scientist is rather complex as concerns psychological character of abilities and their dynamics. Abilities "are not reduced to existing skills or knowledge, but … can explain the easiness and quickness of the acquisition of this knowledge and skills" (Teplov, 1985). What can this "easiness", which "explains" the abilities, mean? Here, really, different levels (a "vertical" level) are concentrated: from anatomical physiological inclinations and elementary psychological functions - up to conscious regulation of own life. S. Rubinstein (1972). meant this when he said: "… abilities of person is what is brought up with its participation". On the other hand, the degree of mastering knowledge and skills (actually, psychological ways) is determined by motivation, basic traits of character, etc. (and this is a "horizontal" measuring of interaction of separate sides). At last, the degree of mastering the psychological agents determines the quality-of-life activity and social interaction, the maintenance of spiritual experiences of personality (the unity of the biological, the social and the mental makes up the present basis existence and life becoming of personality as an integrity). Conceptually important genetic fact results from the decomposed position - abilities exist within development only. They appear, function, and develop according to their own laws, which function in context of general personal laws of the individual becoming.

CONCLUSION

It is better to watch the occurrence of abilities in early ontogenesis using the example of the so-called "general" abilities. Here we have amazing facts, which make clear the fact, that various by the nature abilities appear according to the same mechanism. We mean such

abilities as orhtograding - on the one hand (it would seem to be an especially physiological ability) and speaking – on the other (the ability is undoubtedly social psychological). In both cases the biological basis (structure, functioning, state of the anatomical physiological, nervous systems) is important. We should admit there that the importance of the biological body basis remains always important, during the whole human life. Therefore, for the occurrence (the initial stage of development) of abilities "body" should get certain level of maturity. The following condition – person as an integrated personality, should go through meeting with social environment. Person should be the initiator of this meeting, and the need should be the thing, what cannot realize independently by him yet.

In the first case (orthograding) we have two necessities, which push to the "meeting" – the necessity in psychological separation from mother and the necessity in knowledge, in the second case two necessities cooperate as well – the necessity to supervise the behaviour of the adult and the necessity to express own emotional experiences. In both cases it is necessary for child to seize the ways of realization of the specified necessities. Social environment (and this is a necessary condition of the further movement) should give the child an opportunity to generate such agents, and for this purpose, the child should have them in special sign-symbol form. Mastering and assignment of agents means not only satisfaction of needs, but also the occurrence of such a new ability as structural element of personality. Further, abilities not only develop, but also cooperate one with another, and with other structures (sides) also, creating the settled complex interfunctional systems. M. Teplov by the example of musical activity has shown, that its success is caused by the integrated ability, which he has termed as "musicality". It includes three components. "Musicality" means ability to experience the content of musical composition emotionally.

Therefore, integrity, uniqueness of personality is formed, exists, and grows in its movement. It includes welfare values, on the one hand, and biological, genetic basis of personality - on the other.

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THEORETICAL AND METHODOLOGICAL BASIS
OF THE DEVELOPMENT OF SPECIALIST'S PERSONALITY
PSYCHOLOGICAL CULTURE

Investigation of the problem of a specialist's psychological culture in modern science

In modern research, the statement that psychological culture determines the vector of effective self-determination and self-realization of a personality in life, promotes its successful adaptation and self-development has been formed. Today, the study of the phenomenon of "culture" has become a complex area of scientific researches with fixed theories and methodologies (Kitayama S., Cohen D. [50]): cross-cultural researches (Chiao J.Y., Cheon B.K., Pornpattananangkul N., Mrazek A.J., Blizinsky K.D. [51]; Park D.C., Huang C-M. [52]), investigation of the reasons for cultural changes (Greenfield P.M. [53]), application of analysis of social networks to study cultural experience and behavior (Mao J., Shen Y. [54]) and integration of environmental prospects for understanding the origin of cultural variability (Talhelm T., Zhang X., Oishi S., Shimin C., Duan D., Lan X., Kitayama S. [55]).

Thus, to highlight the essence of psychological culture, it is necessary to consider culture as a general scientific category at first.

It is known that the concept "culture" is multidimensional and multivalued. Today there are several general categories where culture is being considered and discussed:

• **historical** definitions are referred to inheritance and traditions in human communities;

• **genetic** descriptions are related to the origin of culture;

• **structural** definitions emphasize the public and organizational elements of culture;

• **descriptive** application puts emphasis on various types of activities or behavior associated with culture;

• **normative** application describes the rules and norms that are related to the traditions of culture;

• **psychological** descriptions make emphasis on solving the problems of the internal (individual) and external (social) nature related to culture and pertain to cognitive aspects of culture.

P. S. Gurevich highlights three approaches of understanding culture:

• **philosophical and anthropological** in which culture is understood as a developed phenomenology of a human being as "humanity";

• **philosophical and historical** where culture acts as a creative process;

• **sociological** where the valuable nature of culture is in the first place [18].

According to P. S. Gurevich "value expresses human measurement of culture. As if it draws together all the spiritual diversity to mind, feelings and will of a man" [18].

A.I. Arnoldov, M.O. Butunskyi, V. M. Mezhuyev consider culture as a specific means of organizing and developing of human being's vital activity given in the products of material and spiritual work, in the system of social norms and traditions, in spiritual values, in combined attitude of people to nature, relations between themselves and the attitude to themselves [46, p. 292].

O. I. Uyomov considers culture from the position of a systemic approach: "... firstly, culture is a system and secondly, culture serves social systems, so the whole apparatus of the general theory of the system can be used to the concept of culture" [46, p. 36-40].

Many authors are striving to detect and characterize various functions of culture. Thus, E.V. Sokolov distinguishes the following functions of culture: protective and adaptive, transformative, communicative, significative, normative and function of "mental relaxation" which are associated with a personality [43]. Culture is what unites individual people into a single community; It is what unites each person with **a society**. These links are multidimensional and multivalued, have different aspects and components. One of the important components of human culture is **psychological culture** - as a culture of

social interaction of people. On the other hand, psychological culture with inevitability acts as an **internal component** of human psychology. Therefore, the definition of the concept of "psychological culture" should be sought, first, at the junction of culture studies and psychology and the phenomenon of psychological culture should be primarily considered and investigated in the dimension of "**culture - personality - society**" [43].

Yu. V. Anan'ev distinguishes nine functions of culture, but somewhat different (adaptive, deductive, cognitive, variational, informative, communicative, normative, regulatory, intergrational) [5].

We find the idea of the development of psychological aspects of culture in Hegel who formulated the task of the study of the "spirit of peoples" in the "Encyclopedia of Philosophical Sciences". Culture, according to Hegel, is embodied in the " spirit of peoples " or "subjective spirit ". Hegel develops an idea according to which an individual drawn to the society finds a *reliably human essence* on this basis and becomes a personality during mastering of accumulated by the humanity culture in the spiritual sphere. This process is carried out through education which is treated by Hegel in the meaning of cultivation, "culture-forming" [17].

W. Wundt, perceiving the ideas and developments of his German predecessors, formulates the task of studying the laws of penetration of culture into mental processes. Using Hegel's logically methodological scheme, he carried out the first attempt to develop methodology of cultural and historical cognition of peculiarities of the "spirit" of various ethno-cultural communities. He asserted that people's higher mental processes, primarily thinking, is a product of their historical and cultural development [15].

The works of French researchers G. Lebon and G. de Tardard, who were representatives of the socio-psychological direction regarding the study of cultures, played an important role in studying psychological mechanisms of socio-cultural interaction of people. In their main works "Psychological Laws of Evolution of Peoples" and "Psychology of the Crowd" G. Lebon carries out analysis of the relationship between masses of the people, the crowd and leaders, peculiarities of mastering feelings and ideas by them. It was in these works where the problems of psychological infection and suggestion were first raised, an issue about

managing people in different cultures was formulated. G. de Tarde continued analysis of group psychology and interpersonal interaction and highlighted three types of interaction: mental infection, suggestion, imitation. G. de Tardard's most important works were devoted to aspects of the formation of cultures - "Laws of Imitation" and "Social Logics". The main task of his works was to show how these changes (news) appeared in cultures and how they were transferred to individuals [30; 44].

The problem of explaining psychological mechanisms of internal cultural conveying of information acquired further development in the concept of interactionism (interaction) in the works by W. James. The central idea of the doctrine is a multidimensional analysis of "I" as a personality's nuclei in culture [23].

At the beginning of the XX century a new direction in the psychological study of culture appeared. It was psychoanalytic conception of culture by S. Freud. The scientist formulated his model of culture which explained in a single act both normative prohibitions (taboo) and saving projections which ritually removed fear and sense of guilt.

The model of a personality assists in understanding the essence of S. Freud's psychoanalytic conception where I, It and Super-I fight for the spheres of the influence. It (id) is the essential kernel of a personality above which other elements are built on. I (Ego) is a sphere of conscious, mediator between unconscious appetences of a man and external reality (cultural and natural). Super-I (Super - Ego) is a sphere of duty, moral censorship that comes forward on behalf of the norms set in culture. S. Freud and his followers considered their structural scheme as a universal means of explanation of man's behavior and activity both modern and archaic culture [47]. In our view, the structure of Super-I can be considered as a certain analogue of man's.

In his later works, formulating the culturological concept of psychoanalysis in his book "Dissatisfaction with Culture" S. Freud emphasizes: "Much of humanity's struggle is centered around one task – to find an appropriate, a happy balance between individual and cultural demands of masses". Despite of the known limitations and internal contradictions psychoanalytic concept of culture was an especially important historical stage in the development of both

psychological science and its culture-oriented direction. As the most meaningful achievements in this field, it is necessary to distinguish the following: substantiating the leading role of unconsciousness in the behavior of a man and functioning of culture; creation of the conception of a personality oriented to cooperation with culture that has become a basis for realization of cross-cultural researches in the direction "Culture and Personality"; research of compensatory, psycho-therapeutical function of culture; study of the peculiarities of the behavior that has deviation from correlation of norm and pathology in different cultures [47].

C. Jung's views were substantially different from S. Freud's views in understanding of culture. A philosopher rejected Freud's "pansexuality", considering that "psychical energy" (libido), by means of which personal and collective forms of culture are formed, is universal and neutral in relation to instincts of a man. C. Jung also disagreed with Freud in understanding of unconsciousness that he interpreted not as "dump" of the forced out unacceptable for the society appetences, but as the main reservoir of culture, depository of its "prototypes" and "formalities" which he called archetypes. "Collective unconsciousness" according to C. Jung is the family memory of humanity, it is peculiar to all people, passed in an inheritance and is the basis of individual psyche and its cultural originality. Archetypes of collective unconsciousness are cognitive models, images, and standards of the behavior. If for Freud culture is included into Super-I that stands in opposition to It (unconsciousness), for C. Jung the conscious and unconscious complement each other and both come forward as a source of culture. C. Jung worked out "Psychological types" - the original theory of psychological types in the context of culture. The philosopher is oriented on two types of thinking - logical and intuitional. Logical thinking is a characteristic for the European (western) culture. The introverted (intuitional) thinking was traditionally cultivated in eastern cultures [48].

Several researchers consider that the value of human existence consists in forming "man-culture" and "man -for- culture". And in this process a special role is played by the general culture of a personality and its part which is a psychological one. There is a concept "psychological culture of a personality" in many publications, it is not properly revealed in dictionaries of psychology. At the same time

definition and explication of this concept is needed for solving of many tasks to which social, educational, educative, and other ones belong.

In the field of psychological culture, the researcher O. O. Bodalev examines this phenomenon in the context of problems of communication. Ye. O. Klimov characterizes psychological culture as "a part of general culture of a man (as a member of a family, a citizen, a specialist) that envisages his mastering of a system of knowledge in the field of the bases of scientific psychology, the main skills of understanding psyche features (his and surrounding people) and using of these knowledges in everyday life, in self-education and professional activity" [10; 11; 27].

M. M. Obozov examines a concept of "psychological culture" as organization that includes such components: 1) understanding and knowledge of himself and other people; 2) adequate self-appraisal and estimation of other people; 3) self-regulation of personality's states and peculiarities, self-regulation of his activity, adjustment of relationships with other people. This definition represents only the important components of psychological culture, it does not explicate the concept fully, it does not include the valued-semantic, culture-forming blocks in particular [35].

L. S. Kolmogorova considers that psychological culture of a personality is, foremost, really existent phenomenon that embraces all spheres of psyche (affective-needed, cognitive) and activity". The author pays attention to the fact that this phenomenon is a system which includes: 1) knowledge and skills; 2) psychological competence; 3) valued-semantic component; 4) reflexive-valued component; 5) culture-forming component [28].

Having analyzed scientific literature on this issue, we ascertain that psychological culture appears in a few aspects: various variants of knowledge, values, advantages, codes of conduct, which are related to each other, are considered concerning this phenomenon; psychological culture as the phenomenon of consciousness is an integrity necessary for valuable vital functions of a man but not a scope of unclaimed, unrealized knowledge, abilities, clear persuasions. Thus, psychological culture is a major substance of human life that penetrates everywhere and appears in various forms. Psychological culture is not a general consciousness, not its separate elements but means and

methods of the valued mastering of the reality by a personality. Psychological culture is a look to the world through the system of constructs. As a way of mastering of the reality, psychological culture is not separate estimations, not their set, sum but valued elements that are perceived as integrity. Through interconnection of psychological culture and activity it is possible to distinguish the following: 1) meaningfulness of psychological culture as a social phenomenon is explained, foremost, by the fact that it is one of actual reasons of the content and style of practical life of people. Psychological culture absorbs impulses that arise up from the natural conditions of life of this group of people. Psychological culture is a complex spiritual system through which external information is comprehended and estimated; 2) psychological culture aims at self-realization in practice. Special meaningfulness of this phenomenon in social life aims at practical realization; 3) Psychological culture is embodied in relatively stable, repeated peculiarities of man's activity, and at the same time, it is characterized by the possibility of developing these peculiarities. From several phenomena, described with the notion psychological culture, not only instinctive actions of people but also those moments, aspects that carry casual, unsteady character fall out. By means of the developed psychological culture a man harmoniously combines internal requirements of a personality, his psyche, his body, and external requirements of social and natural environments of life. Thus, theoretical research of psychological culture let us distinguish the basic structural parameters of psychological culture. Studying and analyzing scientific literature about psychological culture in pedagogical interconnection of the educational environment, it has been educed that psychological culture contains such basic components (fig.1). Thus, psychological culture as a psychical formation is traced in all basic hypostasis of pedagogical interconnection in the educational environment: personality, subject, individuality; it has a hierarchical multilevel structure and multicomponent composition; it permits to find out the peculiarities of perception of another subject, the depth of his understanding, adequacy of knowledge about him, ways of experiencing related to other man and also to bring up ability to communicate and work at common case efficiently.

BASIC STRUCTURAL PARAMETERS OF PSYCHOLOGICAL CULTURE

DETERMINANTS: experience of social intercommunications, processes of socialization, education and self-education, education in an educational

FUNCTIONS: регулятивні, інтегративні, communicative, когнітивні, емотивні, креативні

ASPECTS: subject, personality, individual

VOLUME: (or breadth) of the display in different spheres, plans, aspects, types of social cooperation of a personality (subject-subjective, subject-objective, selfsubjective)

DIRECTIONS of CONSIDERATION : social (objective), personality (subjective)

MEASURING: quality, ethic, moral, mental originality the personalities related to cultural and historical development of social environment

LEVELS of the DEVELOPMENT : degrees of correspondence of a personality to cultural, ethic, moral standards of social cooperation of people прийнятим у даній спільноті

STRUCTURE AND COMPONENT COMPOSITION: psychological culture is examined as psychological formation of a personality, subject, individuality

LEVELS IN GENESIS: psychological literacy, communicative culture, psychological competence, level of development of psychological culture
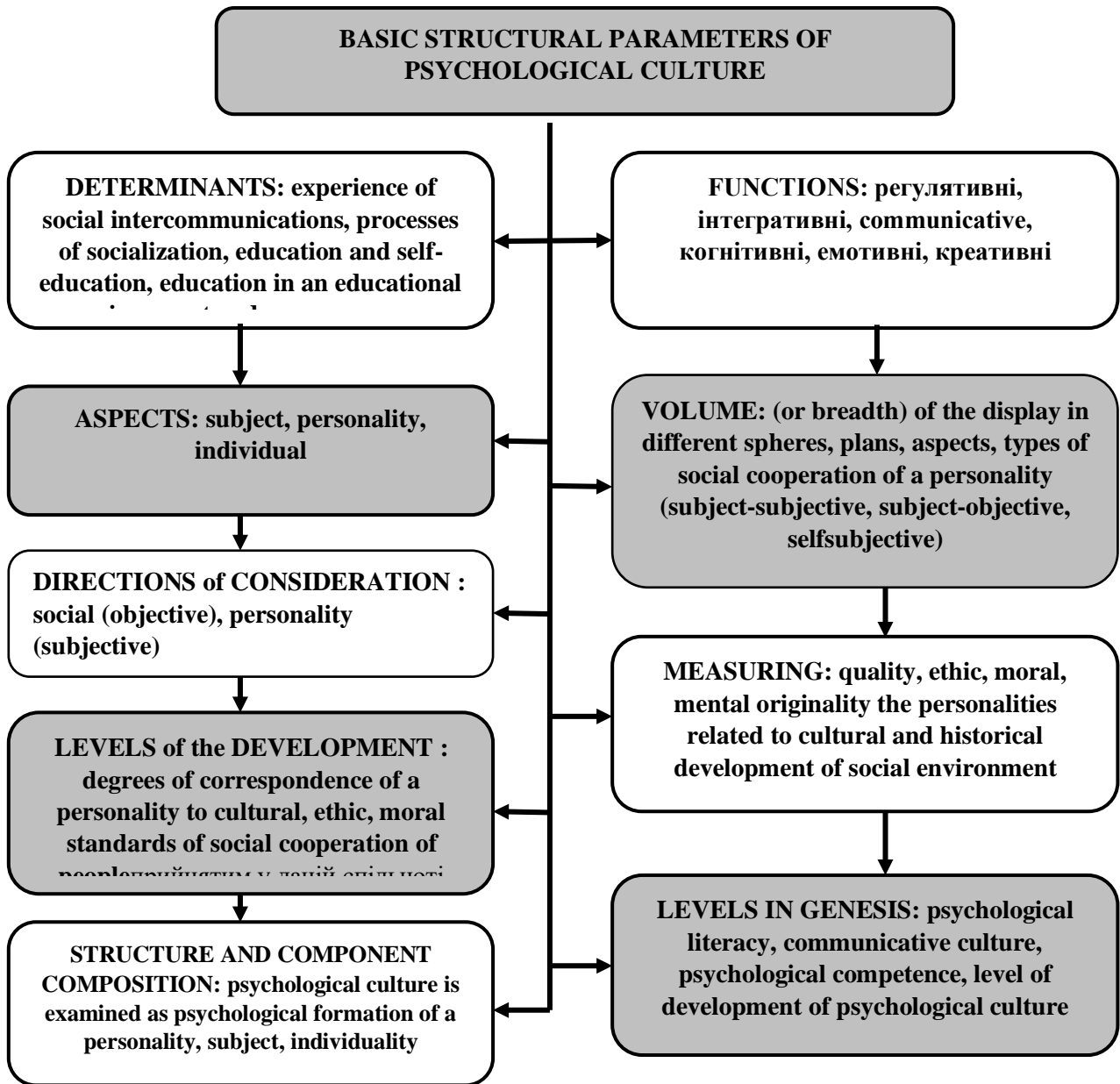
Fig. 1. Basic parameters of future specialist's personality psychological culture

As G. A. Ball marks "cultural and educational ideal of man of the XXI century embodies in himself common to all mankind morality, national character, individual originality of a personality. Such man is oriented to the collaboration, he cannot destructively act and will not make himself to be involved into the destructive activity" [7].

Psychological culture of a personality in the educational environment comes forward as a unity of knowledge, relation, education, experiencing and vital experience.

In this multidimensional psychological formation three components are distinguished: experience of social cooperation, communicative and regulative (system-forming), valued-motivational component that comes forward as cored, integrating in this system. Reality and maturity of psychological culture of a man depend exactly on the last component. Without moral persuasions and development of internal moral norms and also their social meaningful content cultural behavior of a man will be formal or affected and delusive.

Psychological culture is not only a result of socialization and education but also hard internal work of a man, the work of combination and harmonization of his own vital interests and needs with interests of the surrounding world and society. A mature psychological culture of a personality, probably, is one of the most harmonious psychological formations.

It comes forward as a social-psychological psychological mechanism of effective education of future specialists, their productive adaptation in the educational environment and society, the condition of the valuable and successful co-operating with surrounding people and social culture, determinant of psychological health of a man, the factor of quality of any human activity including educational and professional.

Psychological culture is a system and multidimensional psychical phenomenon, and it is necessary to examine it, first, in the dialectical unity of general, personal and single displays of human psyche. As general, it combines common to all mankind values and social norms; as special - originality of ethnic mentality, reasons and methods of social cooperation, but as a single one - individual original style of relations, behaviour in activity.

Psychological culture as a system-forming component of a specialist's personality.

Examining psychological culture as a system-forming component of specialist's personality, it is necessary to mark that psychological culture is a generalized integral formation of high level that has, connected with coordination and subordination principles, such

psychological properties of a man, as: motivational, emotional, intellectual, communicative, reflexive, regulatory etc.

The above-mentioned statement gives an opportunity to examine psychological culture from the positions of a systemic approach as hierarchical system formation and a new formation of psyche of man during cultural and historical development and in the context of social cooperation of people. Great attention in our research is paid to the place of psychological culture in the psychical organization of a man, his connection with other psychical formations, his own structure and predictability of formation of man's psyche, the role of psychological culture in the different forms of social cooperation of people. Research of peculiarities of the display of psychological culture have an important significance during pedagogical cooperation in the educational environment. It is necessary to consider the fact that psychological culture is not only the result of socialization and education but also education of highly cultured specialist who is able to perform hard internal work over himself, the work with combination and harmonization of his own vital interests and needs with interests of the surrounding world and society.

At the modern stage of the development of a society there is a great interest to the problem of the development of psychological culture of a personality that appears in numerous theoretical and practical research. At the same time, the problem of psychological culture of specialists-psychologists remains open, not certain and not exposed in all its complication with numerous interconnections.

Psychological culture in the developed form is a high level of self-organization and self-regulation of vital functions of a man, different kinds of his basic aspirations and tendencies, relation of a personality to himself, to the kinsmen and unknown people, to living and lifeless nature, to the world overall. It is the optimally organized process of life. By means of the developed psychological culture a man considers both the internal personal requirements of the psyche, body and external requirements of social and natural environments of life and professional activity harmoniously.

As a system-forming component of the development of a personality, psychological culture embraces the complex of special appetencies (tendencies, needs, orientations) which are developing to

the natural capabilities of a man consciously, provide his development and also a set of corresponding to these appetencies and capabilities stable types of skills of behaviour that every day appear and require self-perfection [34].

Psychological culture is an important system-forming component of the general harmony of a personality, his wide aspect as a general culture of vital activity, labour and functioning in the society. The general culture of vital activity of a personality, in turn, consists of such judicially personal qualities of a man, as ethic, aesthetic, psychological, physical, cognitive-creative and generally harmonizing. General culture motives are included in the set of basic, natural culturological tendencies and have in this set oppositely directed cultured equivalents and, as a rule, they are weaker in the degree of their revealing in a personality. Psychological culture is also present in the developed sense of the responsibility before nature for the optimal flowing of one's life and the life of other people, in the attitude toward the life as to the natural gift. Laws of the world harmony, general unity of the differently directed and opposite forces and tendencies, that are the basis of the mode of nature, call us to use the gifts of life most optimally, learn to live harmoniously, flexibly, creatively, and fully [34]. Psychological culture together with the optimal way of life provides stable harmonious functioning of a personality which is revealed in: mainly feeling well; positive harmonizing orientations on structural communication; satisfaction by life-the way of mutual relations with other people, by one's own health, the way of life, the process of creativity; self-regulations of desires, emotions and actions, habits, the process of the development [41].

This list of displays of psychological culture testifies that it is an integral description of a personality and is expressed in different psychological aspects of his life: in the emotional experiencing and self-sensation, motivational and cognitive displays, in behaviour. Psychological culture of a man is provided for the optimal set of differently directed aspirations and interests of a personality, prevalence of positive motivations over negative, harmonious functioning overall [41].

It should be noted that only a small amount of research is dedicated to the problems of the development of psychological

culture in training of a specialist-psychologist to his future professional activity and social life. Most worked out aspects of psychological culture within the framework of professional culture are psychological culture of a teacher (O. B. Orlova) [36], psychological culture of a leader (O.M. Bandurko, S.P. Bocharova, O.V. Zemlyanska, N. T. Seleznyova) [8; 40], psychological culture in education (S. M. Kucherenko) [29], psychological culture of a schoolboy (L.S. Kolmogorova) [28].

The level of psychological culture can be consciously increased by means of specially directed processes of the development and self-development. It requires for its support and increase practically every day, but moderate efforts for the development of positive, personal objectives, "positive thinking" and positive behavior.

Psychologically-cultural development of a specialist-psychologist means that a personality successfully participates not only in one strictly specialized activity, but different spheres of activity are accessible for him. High level of the development of any special ability (technical, pedagogical, musical etc.) on the background of the high general level of his development is a characteristic feature for such personality. Formation of a psychologically cultural man relates to formation of hierarchical structure of objectives and values: prevailing of high levels over lower ones. The level of objectives and values is determined by the measure of its community, beginning from personality's objectives (the lowest) through the interests of close people, groups, collective, society - to common to all mankind, universal aims. The presence of such hierarchies in a personality does not violate his harmony because complication, multiplicity of interests, poly-direction at presence of a dominant provide the variety of connections with professional activity and society [28].

On the contrary, the limitedness nature of a personality (a single aim, narrowing of the circle of interests, communication etc.) is often a result of his disharmony. A system parameter that characterizes harmonious personality is a high level of the balanced relations of different personal formations: needs, objectives, valued orientations, self-appraisal, character of I-real and I-ideal [42]. The valuable formation of psychological culture of a personality depends on how the needs for their content take shape for self-improvement, and the aim of the right education is to form skills of self-regulation of psychical

processes in specialists-psychologists. Specialists-psychologists must apply considerable efforts to create the corresponding conditions for forming psychological culture as an element of professionally meaningful activity.

Thus, developing general and special abilities of a personality is the highest psychological function (according to the sociocultural theory of L. S. Vygotsky). Abilities as highest psychical functions, highest personal formations are recorded in interpersonal communication, transforming, and converting all personal characteristics that arose up before: temperament, character, motivation, emotions and will [16].

It should be noted that the idea of the development of psychological culture of students-future teachers means that a personality must go back to his natural state, control his behaviour, have a high responsibility for all that presents the sphere of his culture, attain harmony of culture and "nature". Teachers must aspire to such ideal themselves and pass their experience to the students, future highly skilled specialists-psychologists. Therefore, prediction of students' psychological culture and search of ways of its forming do not lose the urgent value nowadays.

Having relied on research of general (basic) culture of a man that were highlighted in the first part, it is possible to distinguish the concept "general (basic) psychological culture of a personality", that is an integral phenomenon, and a narrower one "professional psychological culture". Analysing psychological culture as the integrated phenomenon it is possible to distinguish a structure that characterizes its meaningful side and structure of separate elements.

It is necessary to specify that the peculiarity of the first approach for determination of the structure consists in the descriptive-explanatory formation of the final character of psychological culture of a personality, and secondly - in the assigning of interconnected blocks that complement each other. Both approaches are interconnected and inter-complemented. The structure offered by O. I. Motkov is a bright example of the indicated above descriptive-explanatory approach: regular process of self-knowledge, self-examination of a personality and peculiarities of his behaviour; as a result of this he begins to realize his purpose of life, structural self-attitude appears and supported; communication with close relatives and unknown people

helps to solve personal, business and public issues; self-regulation of his emotions, actions and ideas - the developed aspirations and abilities to support mainly positive emotional tone, that is "social flexibility"; structural conduct of the businesses for which realistic planning is a characteristic feature; self-development - the presence of aims and activity due to self-education of his personal motivations and behaviour that harmonize his desires, emotions, ideas, ideas about himself, people, surrounding world, nature, attitude toward them improving all his way of life [34].

Such structural approach is perspective as it characterizes psychological culture not in statics but in dynamics. Undoubtedly, each of the above-stated elements of the structure, offered by O. I. Motkov, is meaningful in the general structure of the phenomenon of psychological culture of a personality. Persuasions play a leading role as they are the fundamental components of the phenomenon of psychological culture. Exactly in persuasions there is to what people are actually strive for, what they are followed in everyday activity, what they embody in standards and models of their behaviour. Persuasions are connected both with natural subjective and with social factors. Persuasions, connected with the objects of nature, include information about the physical picture of the world and information about the methods of acting in it. Persuasions, connected with the social objects, include knowledge, ideas about traditions, customs, rituals, standards of the behaviour, information about what is considered desirable or undesirable, just or unfair within the framework of a society [34]. We assume that knowledge itself adds the value to persuasions, fills them with an idea.

L.S. Kolmogorova distinguishes the following structural components of psychological culture of a personality: knowledge and ability, psychological competence, valued-semantic component, reflective-valued component, culture-forming component [28]. L.D. Dyomina and I.O. Ralnikova suggest to add to the elements of psychological culture the concept of self-value - "internal" picture of a personality, his individual significance which everybody has and also psychological health of a man that is represented in positive attitude toward himself, optimal psychical development, improvement and self-realization of a personality, psychical integration, personal autonomy, realistic

perception of the surrounding people, ability to influence adequately the surroundings and estimate its influence etc. [21]. Yu. I. Lobanova offered the structure of psychological culture, where the following components are marked: cognitive, that unites psychological literacy and competence; valued-semantic; reflexive-valued; behavioural; creative; social intellect [32]. The study of the problem of psychological culture showed that the system-forming component-factor of psychological culture is a **social intellect** that comes forward as an original criterion of psychological culture. The number of researchers consider: "…that psychological culture should be characterized at a high level. It must respond to the criteria that are set in this issue by the social intellect of the whole society" [17; 24; 25; 28].

Basic components of psychological culture are knowledge and abilities which are the basis of psychological literacy. Exactly with receiving of psychological literacy, formation of the phenomenon of psychological culture begins. In the opinion of L. S. Kolmogorova, psychological literacy means mastering of psychological knowledge (facts, ideas, concepts, laws), abilities, symbols, rules, and norms in the field of communication, behaviour, activity [21]. Psychological knowledge and abilities envisage mastering of the system of means of psychological cognition, their use, observance of norms, rules, the system at the level of role-play behaviour, social functions, traditions. These psychological knowledge and abilities characterize the necessary level of the development of psychological culture minimum. Knowledge and ability present the core of psychological literacy and are a necessary degree in mastering of culture.

The increase of the level of psychological culture is indissolubly connected with the other component of this phenomenon - psychological competence. Psychological competence can be described through efficiency, constructive activity (external and internal) based on psychological literacy and envisages the adequate use of one's own past experience, experience of other people and historical experience of the society. The following general elements can be distinguished in psychological competence: 1) mastering of psychological means of cognition and self-knowledge, communication, games and others like that; 2) analyses of past experience and its adequate use for solving of urgent psychological

issues; 3) mastering of knowledge, skills, abilities, necessary for solving psychological problems, tasks and their adequate use, transference into certain conditions; 4) working out of the effective programs of behaviour, activity in different situations [43]. Thus, the basic difference of psychological literacy from the competence consists in that the educated person possesses certain information and the competent one - can use it in real situations adequately and effectively.

The valued-semantic component of psychological culture of a personality is a combination of the system of personal meaningful and personal valuable aspirations, ideals, persuasions, looks, positions, relations, beliefs in the field of the psyche of a man, his activity, relationships with wider public [43]. The valued-semantic component presents the "core" of the structure of a personality and characterizes his orientation. A hierarchy of values and meanings, philosophy of life, persuasions and ideals are the rich in content side of the structure and orientation of a personality. Such most difficult elements of culture prevail in them, as: semantic content, that is laid in those or other phenomena, valued orientations that serve as the basic regulators of personal choice, position of a personality. The valued-semantic component of culture of a personality extraordinarily strongly influences the formation of psychological literacy and psychological competence, the development of reflection [13].

Reflexive-valued component determines achieving aims by a man, the process and results of his activity in mastering of psychological culture [14]. The reflection of a man as a subject of psychological culture embraces all enumerated components: comprehension of his own level of psychological literacy and competence, peculiarities of valued-semantic sphere and other issues.

The highest display of psychological culture is a culture-forming element. Culture-forming element means that a man is not only a creation of culture but also its creator. There are the following criteria of creativity: 1) the novelty of the result or means of activity; 2) quality of thinking and imagination that is characterized as creativity. Images and ideas, symbols and concepts, acts and relations, values and persuasions can come forward as an object of psychological creativity [41]. It should be noted that there are two interconnected phenomena – culture-mastering and culture-creating. The first phenomenon is characterized

by the process of interiorization and the second - exteriorization Thus, culture-creating phenomenon comes forward as the highest-level concerning culture-mastering one. Culture-creating phenomenon, following mastering of psychological culture, has an enormous number of boundaries. On the one hand, it is a joint creativity with surrounding society, on the other hand, it is a creation of one's own vital theories, discovery of psychological regularities which are intricately connected with the process of cognition of himself as a personality and also the surrounding society.

Culture-creating phenomenon is not limited to certain frameworks and can exist in different hypostasis. Exactly this component of psychological culture is the main factor of its development. Thus, psychological culture is a systemic formation, every component of which relates to the other and, at the same time, is an independent characteristic that performs its own functions. It is necessary to consider the structure of psychological culture from the position of an integral study of the levels distinguished on different parameters [41].

O. I. Motkov distinguishes such factors of the formation and development of psychological culture: other cultures, that may be specified as a double cultural orientation, as a collision of traditions, norms with national ones; historical-cultural heritage as chronologic previous traditions, norms, values, stereotypes; modern subculture that appears in youth and child's subculture, contra-cultures; family with its traditions, educational level of senior generation, the style of domestic relations; the influence of mass media; the educational system that sets certain goals, tasks and methods of studies and education [34].

Thus, the study of psychological culture as system-forming component of a specialist's personality gives an opportunity to work out the models of the development of psychological culture of professional training of specialists of engineering-pedagogical profile.

Objective factors of the development of psychological culture of future specialists

In modern conditions training of highly skilled specialists-psychologists is a key problem. Formation of a specialist's personality of psychological profile must have systemic character. Integral knowledge

about the unity of the content of the development of a personality in the social, creative, and vital sphere permits to form psychological culture of future specialists. Today there is a wide discussion about the meaningful cultural criteria of a specialist-psychologist: aims, needs, rules, roles, communicative and systemic codes of communication. In social life the basic factors of the development of psychological culture, in our opinion, are the family institute and the institute of education. The sequence of consideration of these phenomena is not given by us in the casual order but considering their including in the life of a personality. The family institute as the factor of formation and development of psychological culture of a personality stipulates the process of socialization and culture formation. A great number of authors are inclined to assert the exceptionally leading role of the family in the process of formation and development of psychological culture because the life of a man almost fully passes in the circle of close people. At such state of the business, it is necessary to know the functions of the family to trace the indicated process of attracting a personality to psychological culture [1; 4].

Let us consider family personal and public functions according to the conception of G.S. Abramova: 1) the educative function. It consists in satisfaction of the individual requirements in paternity or maternity, in education and self-realization of children. In relation to the society this function will be realized by family and provides socialization of the rising generation; 2) the economic function. It consists in satisfaction of material needs of the family; 3) the emotional function. It is realized during satisfaction of family needs in liking, respect, confession, emotional support, psychological protection. This function provides emotional stabilization of the family and society members and assists in preserving their psychical health; 4) the function of spiritual communication. This function reveals satisfaction of needs in joint realization of leisure, mutual spiritual enrichment and fulfils an important role in spiritual development of members of the society; 5) the function of primary social control. It provides implementation of social norms by family members, especially those, who cannot fully behave in complete accordance with the social norms of the society; 6) the sexually-erotic function. It is realized in satisfaction of sexually-erotic necessities of the family members. The family in this context carries out regulation of

sexually-erotic orientation of the behaviour of the family members and also provides biological reproduction of members of the society [2].

Thus, coming from the given structure of family functions, it is possible to speak about the fact of the influence of this institute on the process of forming of general culture of a personality. Thus, influence occurs on all elements of general culture, including communicative culture, culture of communication, sexual culture of a personality and also psychological one. Bases of child's personality are laid in the family and to the beginning of studies at school he has already been, more than half, formed as a personality. Family can come forward as both positive and negative factor of education. Positive influence on child's personality consists in that the closest people love him. At the same time none of other social institute can potentially inflict so much harm in education of children than the family [2]. The level of children depends on the level of general and psychological culture of parents. As his close people display their psychological literacy, competence, valued-semantic component of psychological culture, reflection, culture formation, just like this a child will display these values during continuous period. At the same time psychological culture is an individual "memory" of a personality and the minimum level is his knowledge which is laid exactly in childhood. In connection with special educative role of the family there is a question: what should be done to increase positive and reduce to the minimum negative influences of the family on child's education. For this purpose, it is necessary exactly to define internal family social-psychological factors that have an educative value. Achievements of a heartfelt unity of a personality are the main factors in education of children. Each parent sees the continuation, realization of certain options or ideals in his children. And it is exceedingly difficult to move back from them [2]. Therefore, it is often exceedingly difficult to change bases of general and psychological culture that are laid in childhood and are developed in such a way during all his life. Thus, the influence of the family on the process of formation and development of child's psychological culture is of great importance. It is conditioned by the fact that all cultural imperatives that a child gets in the family are preserved during all his further life. What psychological (for example, rules of mutual personal cooperation), mental and ethical, cultural, and other inclinations will be laid in the childhood, they will be developed,

improved in such a way, determining in the future the behaviour of the grown-up [2]. The next factor that influences the formation and development of psychological culture is an institute of education. Education is a social subsystem that has its own structure. It is possible to distinguish such of its basic elements: educational-educative institutions; social organizations; social communities and educational process as a type of sociocultural activity. The system of education is structured according to certain principles and includes several levels: the system of preschool education, general school, vocational education, secondary special education, higher education, post-graduate education, the system of refresher courses and retraining of the staff, education according to one's interests. Respect to the formation of future specialist's personality is growing in the system of education: his behaviour, creativity of thinking, inner world (feelings, emotions, consciousness, volitional qualities, motivational sphere, mental and ethical values). Education adds to knowledge, overall, manufacturability, structural forms due to which its systematization, arrangement, transference and accumulation becomes possible in growing amounts. The transmission of knowledge and experience becomes dynamic, mass, open. But the object of transmission is not all but selected (in accordance with social orders) types of culture, for example psychological. Exactly, the system of education provides the real embodiment into life all cultural innovations, including psychological. Innovations that do not carry a danger for the integrity of this social organization and stability of its administrative structures are accepted. The system of education has become the diversified complex, its aim - transmission of knowledge and development of a personality not simply but with culturological accompaniment of the development of a personality in the society. Several researchers, in particular, O. O. Bodalyov [10, 11, 12], asserts that the function of education plays a key role in determination of the rates of progress of civilization in the nearest future.

Humanistic function is also the leading social function of education. As G. O. Ball marks, it is an objective necessity of the community development, the basic vector of which is directed to the man. This orientation realizes the task of humanizing the society through the organized socialization of individuals. If different spheres and

industries of economy produce certain material and spiritual products and also serve for the improvement of the life of people, then the system of education will "formulate" a man, influencing his psychological, intellectual, ethic, aesthetic and physical development [7].

However, the above-mentioned system gives different education to the individuals that condition different levels of general and psychological culture of a personality. Formally, social selection is provided in such a way. In scientific and popular literature there is an idea about direct connection of social status with the levels of the development of the above-mentioned cultures. It is possible to establish based on the above-mentioned facts that the institute of education plays an enormous role in the process of formation and development of psychological culture of a personality.

Exactly, educational institutions undertake part of parent's functions, provide the support of students during their period of studies. All structural elements as primary knowledge of psychological culture that serve as the basis for its elements - psychological literacy, competence, valued-semantic component, reflection, culture formation - that were laid in the circle of the family, are developed in future and improved in educational institutions. Overall, this is a positive phenomenon, but there is a negative side related to the fact that specific features of different educational institutions condition the properties of psychological culture of a personality in large part. In this connection there are differences between social groups as for the peculiarities of knowledge of a man about basic factors and laws of the development of the inner world, methods, and techniques of self-regulation [19].

Thus, the enormous number of factors influences the formation and development of psychological culture, but the basic ones, undoubtedly, are the family institute and the institute of education. All indicated factors are related to the society without which psychological culture cannot be developed. It should be noted that there is a necessity to carry out research in the field of self-development of a personality as the condition of formation of the marked phenomenon because the fact of transformation of psychological knowledge and abilities into the psychological competence and evolution of other constituents of psychological culture indicate at the occurrence of this

process. The process of self-development comes forward as one of the internal incentive forces that result in quality transformation of the phenomenological essence.

In modern conditions of studies, it is necessary to provide organization of educational and educative work based on the systemic approach. Formation of psychological culture as a factor of professional training according to the systemic approach of teaching is an urgent issue.

Objective factors

Cultural traditions, humanity, morality of family and society	System of organization of educational, educative and innovative	Mutual relations of lecturer-student- group (social roles, authority, status, image, empathy)	Permissive activity of students	Mass media

PSYCHOLOGICAL CULTURE OF FUTURE SPECIALIST-TEACHER IN THE PROCESS OF PROFESSIONAL TRAINING

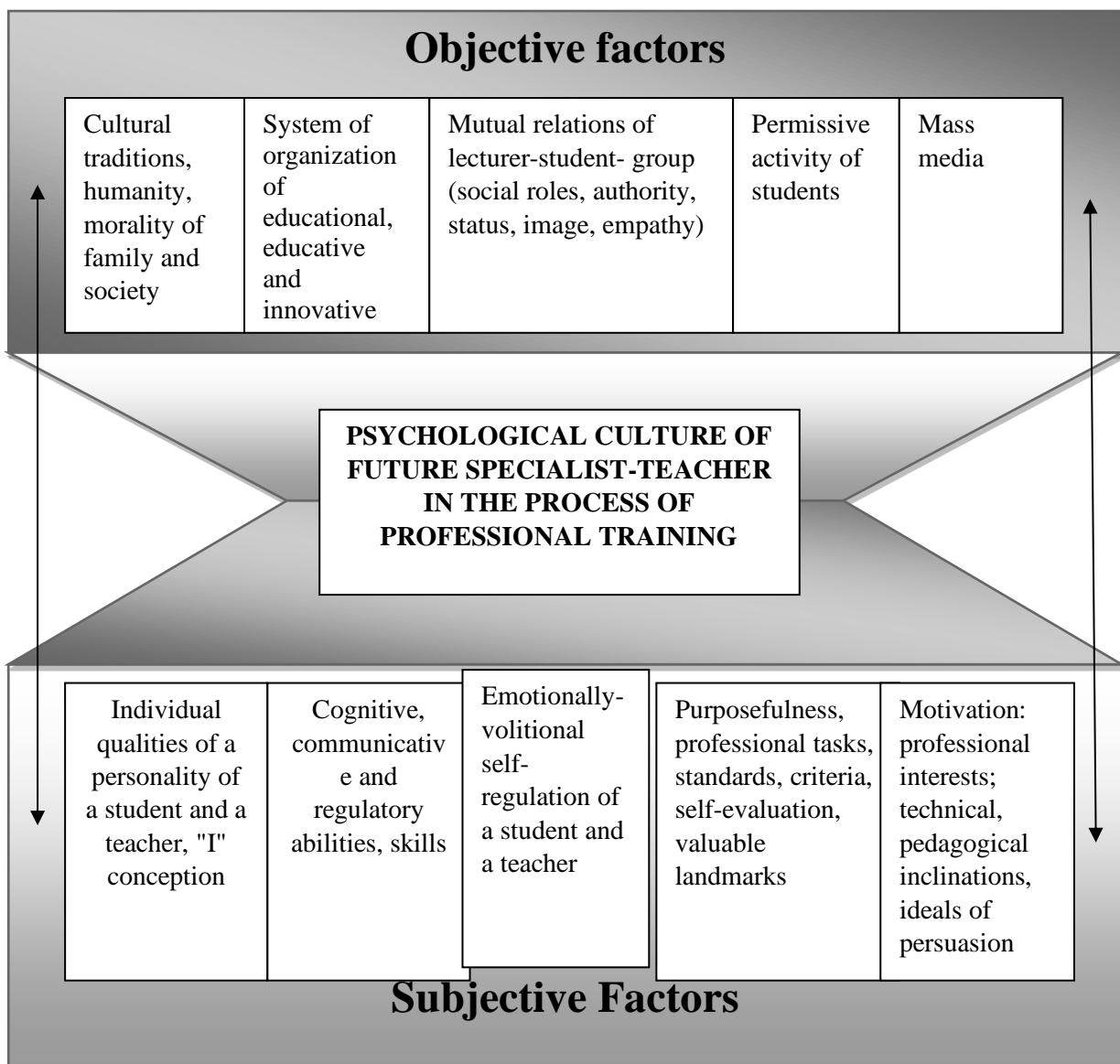| Individual qualities of a personality of a student and a teacher, "I" conception	Cognitive, communicative and regulatory abilities, skills	Emotionally-volitional self-regulation of a student and a teacher	Purposefulness, professional tasks, standards, criteria, self-evaluation, valuable landmarks	Motivation: professional interests; technical, pedagogical inclinations, ideals of persuasion

Subjective Factors

Fig. 2. Subjective and objective factors that influence the development of psychological culture of a future specialist.

Our research in a number of institutions of higher education (IHE) has proved that formation of psychological culture of students of

pedagogical profile requires using of such adequate methods, as: improvement of forms and techniques of organization of educational and educative work in IHE using systemic approach; addition of the content of educational disciplines with the basic achievements of general world culture and culture of the society; more attentive attitude of lecturers to psychological issues during educational process of teaching different disciplines; permanent stimulation of students' positive motivation to self-development of general and psychological culture; periodic control of levels of formed intellectual, communicative and regulatory components of educational and professional activity as factors of the improvement of psychological culture [45].

Perfection of education envisages advancement of training highly skilled specialists able to participate in the decisions of global problems of humanity in the most perspective directions, the development of cultural needs and active personality, oriented, first, on self-perfection. Orientation of personality's activity in every separate moment of time, in every I-situation of the development is determined by logics and feelings of realized self-realization of a personality that is expressed in his self-responsibility. The results allow us to assert that mass study is only the first level in cultural education of a student, necessary, but not absolute and not the only one. In the further process, getting education is gradually differentiated, transforming into the self-education of a student that enriches his psychological culture. The scheme of psychological culture of a specialist of psychological profile in the process of professional training is represented in figure 2.

Educational-educative work in IHE must provide not only mastering of scientifically methodical information but also developing personality's effect as a high psychological culture of a future specialist. Psychological culture of a student's personality is the capability of conscious mastering of scientific information, purposeful self-organization of his behaviour and communication in productive and educational groups, creative implementation of the professional activity based on legal, ethic and aesthetic options. Psychological culture is formed and realized at three judicial levels of psychical activity: cognitive, communicative, regulatory.

In his research M. Ye. Spiro underlines that the important dominant of professional activity of a specialist is general orientation of a

personality that determines any activity of a man. The researcher examines the influence of both external (social) and internal (self-image, self-evaluation) factors of the development of psychological culture [49]. The problem of the development of a personality in the process of studies is widely discussed in the system of higher education. Formation of psychological culture of a specialist of psychological profile is an important social task because these specialists bear responsibility for those people with whom they work. Training specialists of psychological profile must combine the development of professionally important personality's qualities as a professional, his psychological culture with the formation of high professional competence and education of professional orientation.

In the opinion of L. G. Podolyak, V. I. Yurchenko, teaching and educational process must provide the development of personal effect that is the basis for forming of psychological culture of a professional at higher school [39]. S. P. Bocharova considers that psychological culture of a personality of a specialist of psychological profile assists to more conscious mastering of scientific information, purposeful self-organization of the behaviour and communication in educational groups and to creative implementation of the professional activity on the basis of legal, ethical and moral options [14].

Psychological culture is effectively formed at regulatory, cognitive, and communicative levels. Every component occupies a proper place in the system of personal qualities of a specialist of psychological profile [14]. Psychological culture is intricately connected with the system of objective and subjective factors of the influence on a personality of the system of education, prospects of professional education, future employment and also with the system of personal values, methods of the development of personal qualities. Every lecturer during training of a specialist-psychologist must apply the innovative techniques of the improvement of teaching and educational process and influence the psychological structure of a personality - future specialist. A student's period is a period of life which is characterized by the process of professional formation of a personality. At the same time, it is a period of high responsibility as at this stage of the development of a personality bases of professional morality are laid: collectivism, professional duty, professional options; social options, attitudes, attitude to himself, to the

people, to the society. In addition, at such age character traits become better and forms of interpersonal behaviour are being developed. The main motivational aspirations at this age-old period are related to the active striving of a personality for self-perfection – these are self-knowledge, self-expression, and self-affirmation [13]. S. P. Bocharova offers several forms of students' permissive activity that help to form psychological culture of future specialists better (see table. 1).

For providing student's transition from studies to professional activity a specific form of community of students, teachers of IHE, that will realize joint activity, must be planned. This community and activity got the name, accordingly,

"educational-professional community" and "educational-professional collaboration". Realization of activity approach in education, providing revealing of activity nature and structure of knowledge that is laid out, orients on the development of the students' reflection, permits to form in them capacities for planning, prognostication and programming of their professional activity [13, 14].

Teaching and educational work in IHE must provide the effect of the development of a personality - future specialist as a high psychological culture of a professional. The higher quality of studies at IHE is, the quicker and easier students master new knowledge, get professional abilities, the easier are oriented in educational-professional situations, the higher rate of their professional development is, and, accordingly, the level of the development of psychological culture [42].

Table 1.

Permissive activity of future specialists-teachers

Professionally important qualities and properties of a personality	Forms of permissive activity
Logical thinking and spatial imagination	Technical creativity, learning of foreign languages
Co-ordination and accuracy of motions	Sports societies (swimming, tennis, oriental martial arts)
Developed visual-imagery and kenesthetic memory	Theatre of vaudeville miniatures, fine art, dances
Independence	Programming, pedagogical creativity
Self-control	Emotionally-volitional self-regulation of behaviour in mutual relations of students and teachers

Formation of psychological culture includes effective educational work of the lecturer: activation of students' educational-cognitive activity; innovative techniques of teaching and explanations of educational material; organization of students' independent work and their self-development. In stimulation of educational-cognitive activity, lecturer's abilities to apply the basic functions of communication play a great role:

- informative (transmission and receiving information);
- cognitive (active search of information, ability to obtain it);
- administrative (ability to influence the students);
- developing (pedagogical aspect of influencing the students in the plane of education the desirable professional and personality qualities);
- emotional (exchange of emotions, transmission of psyche conditions). Development of culture of teacher's speech is not only the index of his general intellectual culture but also means of support of his authority [26].

Communication of a lecturer with a group or its separate representatives passes effectively if he, in our opinion, organizes his activity according to the following stages:

1. Planning, preparation, location (audiences) and time of meeting and communication.

2. Contact with a student. Attitude, ability to understand student' state and mood, possibilities to orient in the environment himself and direct student' activity. It is also important to cause a favour to himself and provide the even, quiet beginning. This period must end with the establishment of psychological contact.

3. Focusing of attention on a certain problem important for students.

4. Motivational stage: conducting a survey for understanding students' objectives and interests.

5. Support of attention, struggling against a carelessness. Thus, it is necessary to return to techniques of supporting attention repeatedly.

6. Argumentation and persuasion in case that there is a discrepancy of opinions.

7. Control and fixing of results.

Relations between a lecturer and a group are characterized by a complication, many-sidedness and dynamism. They are formed, become stronger, transformed under the influence of enormous number of different factors. The most important of them is the correspondence of social roles performed by a lecturer to his status in a group. Unlike studies, where the main attention is paid to the formation of student's cognitive processes, his abilities, mastering of knowledge, abilities and skills, formation of psychological culture is aimed at formation of a student as a personality, his attitude toward other people and society. Subjective factors of the development of psychological culture of a specialist as a system-forming component of the development of a personality includes a complex of special aspirations: tendencies, needs, reasons, interests, orientations, self-regulation, self-organization that are consciously developing on the basis of natural abilities peculiar to the man; and also a set of corresponding to these aspirations skills and stable types of manner of behaviour that every day are manifested and require self-perfection. Psychological culture is an important system-forming component of general harmony of a personality, such his wide aspect as a general culture of vital functions, labour and functioning. General culture of vital functions of a personality, in turn, consists of such procedural-personal cultures of man as, ethic, aesthetic, psychological, physical, cognitive-creative and generally-harmonizing. Psychological culture is revealed in a personality through the developed feeling of his responsibility before nature for the optimal passing of his life and the life of other people, in the attitude toward life as to the natural gift. Laws of world harmony, general unity of the differently directed and opposite forces and tendencies, that are the basis of natural mode, induce us that we, if possible, most optimally use the gifts of life, learn to live harmoniously, flexibly, creatively, and fully.

Psychological culture together with the optimal way of life provides the stable harmonious functioning of a personality that is revealed in: mainly good feeling; deep understanding and approval of oneself; positive harmonizing orientations on constructive communication; high level of satisfaction by life; manner of mutual relations, health, way of life, process of creative work; high level of self-

regulation of desires, emotions and actions, habits, process of the development [31].

The mentioned list of displays of psychological culture testifies that it is an integral description of a personality and is expressed in different psychological aspects of personality's life: in his emotional experiencing and self-sensation, motivational and cognitive displays, behaviour. Psychological culture of a man is provided by the optimal set of differently directed aspirations and interests of a personality, by predominance of positive motivations above negative, harmonious functioning overall.

Psychologically cultural development means that a personality successfully participates not only in one strictly specialized activity, but different spheres of activity are also accessible to him. Such personality must be characterized as having a high level of the developed certain special abilities (technical, pedagogical, musical etc.) on the background of the high general level of his development. Formation of psychologically cultural man relates to the formation of hierarchical structure of objectives and values: prevailing of higher levels above lower ones. The level of objectives and values is determined by the measure of their community, beginning from personal objectives (the lowest) through interests of the close people, group, collective, society - to the common to all mankind universal aims. The presence of such hierarchies in a personality does not violate his harmony because complication, multiplicity of interests, aspirations, in case of a dominant, provide a variety of connections with professional activity and society [6].

It should be noted that the idea of the development of psychological culture of future specialists consists in that personality must return to his natural state, control his behaviour, have high responsibility for everything that the sphere of his culture comprises, attain harmony of culture and "nature". Adhering to these ideals, lecturers of IHE should pass on their experience in the process of education of future specialists.

Modelling the development of psychological culture as a factor of the successful professional activity of future specialists

At the beginning of studies in IHE the desire of students to look like that or other lecturer appears and further increases. Such desire becomes so strong, especially in graduates, that, forcing events, they sometimes prematurely begin to consider themselves to be highly skilled specialists requiring the corresponding attitude toward themselves. At the same time, a student who studies at a senior course does not meet the requirements of the professional.

Most students strive for acquiring these qualities. Students' desire to professionalism increases since lectures begin to relate to the students more seriously and more demandingly. The result of these processes is the internal student's desire to become a highly skilled specialist as soon as possible and it creates new external and internal situation of the personality's psychological development. It requires and generates the change of the whole system of student's relations with the surrounding people and with himself [9].

Considering these circumstances, the aim of professional training of a specialist must be organized as a triune task that includes providing with high professional knowledge, abilities and skills, professional competence, culture of professional activity; formation of adequate professional motivation, purposefulness; the development of professionally important qualities of a personality - specialist and his psychological culture.

For adequate mastering of this profession, it is necessary to know not only one's own individual peculiarities but also requirements and specific features of his future profession. The major information source about professions is the profile of a psychologist and psychologist's psychogram. The profile of a psychologist is a description of a list of features of profession or specialty. The profile of a psychologist contains socio-economic, production and technical, sanitary-hygienic, physiological and psychological descriptions of labour activity that are carried out within the framework of the described profession. Psychologist's psychogram is a description of the requirements that are made by the professional activity to the psychical features of a man.

The examples of such peculiarities can be the originality of a cognitive sphere, temperament, temper, and other personality's characteristic.

Peculiarities of professional competence are, in a great deal, determined by student's knowledge, experience, interests, fascinations and inclinations. Professional interest is the emotionally coloured student's attitude toward certain types of professional activity. Psychologist's psychodrama of professional training of specialists of engineer-pedagogical profile describes professional motivation and purposefulness; cognitive, communicative, and regulatory qualities, professionally important components of psychological culture (psychological literacy, psychological competence, valued-semantic component, reflective-valued component), individual and psychological peculiarities.

Interests and inclinations allow to estimate a personality from the point of view of his orientation in certain direction, that is to determine what a student does for mastering of his profession. Abilities determine the quality of implementation of this activity, his success, the level of his achievements. Abilities characterize the course of the performance of this activity. Abilities are individual features that determine the lightness of mastering knowledge and success of personality's activity.

They are not inherited but are formed because of inclinations in the process of certain professional activity. Success of realization of specialist's professional activity is determined by a combination of his abilities that are unique in every student and characterize him as a personality.

Thus, for providing professional competence during specialists' training it is necessary to acquaint the students with a profession and the process of his activity; to conduct the excursions of students at clinical laboratories; to conduct practical work at these institutions; to acquaint students with innovations of professional direction in the world market; to conduct creative work, to write reports, articles in scientific journals; to draw students to optional classes. Professionally important qualities are individual qualities of the subject of the activity which influence the efficiency of professional activity and success of its mastering.

Abilities belong to professionally important qualities, but they do not exhaust all number of these qualities. Professionally important qualities and their system come forward as personal internal aims where

external actions and requirements of the activity are reflected. Therefore, for development of professionally important qualities of a personality of a specialist it is necessary:

-	to form and support of the stable interest in systematic and tense activity of the corresponding kind, formation of positive motivation;

-	to form the stable character, will-power and desire to overcome all obstacles;

-	to develop general inclinations, as without them it is impossible to develop professionally important peculiarities of a personality, for example, memory, intellect, creative thinking etc.;

-	to form the capacity of systematic engaging in the corresponding kind of activity, aspiring to leadership (to surpass groupmates, get approval, praise, reward, attain high results);

-	to develop creative abilities, creativity, capacity of solving presented professional problems and tasks.

In modern conditions of the development of higher education there is a necessity of overcoming communicative barriers in professional activity. The expressive tendency of turning of national education to the humanistic-oriented studies and education connected, first of all, with spiritually-practical activity and personality's culture.

Mastering of psychological culture allows to accelerate and perfect informative processes by the lectures at higher schools that assists strengthening of communicative competence of students - future specialists-teachers and forms their purposeful mutual relations, that, in its turn, improves the quality of training specialists.

Consideration of psychological culture of specialists stipulates the study of moral values, norms, ideals, and standards of emotional relation of students to their professional activity. The central problem of psychological culture in an educational environment is pedagogical communication that needs of searching new ways of comprehension of professional communicative competence of specialists and problem of searching forms and methods of professional communicative competence of specialists and the problem of searching forms and methods of professional communication [3].

Traditionally, during analysis of forms and methods of professional communication we considered behavioural displays of a personality distinguishing certain forms of communication because of external signs. But separate behavioural descriptions cannot give complete information about psychological content, character and peculiarities of interpersonal relations.

As S.O. Pisareva marks "strategy of modernization of education as the leading direction of educational policy of the state and the official, of the same name, document assumes realization of all educational process from the stage of setting purposes to the stage of evaluation of educational results in accordance with logic of the competent approach" [38].

Coming from the idea of indissoluble unity of man and social environment, we consider that it is necessary to work out new approaches of understanding of psychological mechanisms of professional communicative competence considering modern requirements to the level of psychological culture of a specialist.

In the researches of V. G. Aseyev, O. O. Derkach it is marked that "ideas of competence are actively and fruitfully developed within the framework of akmeological direction oriented to interdisciplinary character of researches and this provides wide interpretation of the competence phenomenon that carries out productive development of complex structural structure of professional competence including such components, as reflexive, auto-psychological, socially-perceptive etc. (works of scientific schools of K. O. Abulkhanova, O. O. Bodalev, O. O. Derkach, Ye. A. Klimov, A. K. Brand, V. V. Semikin etc.) "[1, 10, 22, 27, 33, 41].

There are different approaches to define the competence notion. S. O. Pisaryeva considers that determination of the concept "competence" can be set forth in different scales: in wide social, pedagogical, or narrow special [38].

O. V. Akulova, summarizing national and foreign research of the essence of the competence notion, understands under competence the ability to solve problems and typical tasks that arise up in the real vital situations, with the use of knowledge of educational and vital experience, values and inclinations, understanding "ability" not as

"inclination", but as "skills" [3]. In our opinion, this is a connection with the level of formed psychological culture of a specialist.

It is necessary to pay attention to divergence of concepts "competence" and "competency". V. I. Panov [37] considers that a "competency" is a psychological formation that comes forward as the basis of a competence as the result of education. Referring to a number of research, a scientist considers that a competency contains three components: **personal experience** (language, communicative, emotional); **mastered knowledge**; **intuitional component** (understanding of the investigated phenomena).

V. I. Panov determines that a transition from "knowledgable" education to the "competency" paradigm raises on the first place "psychological mechanisms, conditions and methods of the formation of psychological capabilities and other new formations that present psychological basis of key competencies.

Similar for new formations is the ability of those, who study, to arbitrary (realized) self-regulation of the cognitive and personality sphere that provides realization and responsibility not only during performance of educational tasks but also during the choice of means of the behavior and ways of life" of life [37].

As O. M. Shved considers, **communicative competence** contains not only intellectual capabilities but also several personality properties: ability to cooperate with different people, to perceive and pass on information adequately; ability to form and express their opinions logically, argumentatively and clearly; language culture etc., that for the last quarter of the past century did not pay the proper attention on the part of workers of institutions of higher education.

O. M. Shved describes different types of competences, a great number of which can be referred to the class of psychological communicative competences of specialists, for example: "tendency to control activity", "confidence in oneself", "self-control", "adaptation", " independent thinking ", "critical thinking", "readiness to risk", "persistence", "trust", "personal responsibility", "capacity for joint work", "ability to solve conflicts", "tolerance in relation to different lifestyles of the surrounding people".

Scientist's conclusion, according to which "competence consists of plenty of components, many of them are relatively independent one

from another, ... some components are related rather to the cognitive sphere, and other - to emotional ...these components of the competence can largely substitute each other as constituents of effective behaviour" is important for us.

The primary value, according to O. M. Shved, is the motivational constituent, considering that a valued-motivational aspect of personality is a system-forming and the most important component in a competence. W. James, studying the features of individual consciousness, marked that its role and function consisted in possibility of adaptation to different situations. One of the methods of the behaviour, according to У. by James, is psychological firmness of a personality that is the element of psychological culture [23].

Psychological firmness is understood as the movable state of the equilibrium of the system that is kept by its counteraction to the external and internal factors, on the one hand, and on the other hand - as purposeful violation of this equilibrium in accordance with tasks that arise up during co-operating of the system with the environment. In relation to these tasks the system forms the internal model of external (problem) situation, that determines its behaviour [20]. This approach was the reason of the revision of the conception "middle position" of equilibrium in psychology, asserting next to such fundamental psychical attributions, as stability and changeability, the concept of **psychological firmness** as the central psychological category in the basis of which the mechanisms of **self-regulation and self-organization** lie. Exactly psychological firmness provides ability of an individual to self-changing dialectically combining his dependence on the situation with overcoming of its direct influence.

Therefore, it is possible to assume according to this approach, that the condition of optimization of any activity, in our case of professional communication, are actions (or strategies of communication) that correspond internal (personal) and external (situational) factors adequately. Thus, it should be said that psychological firmness of an individual style of professional communication of a specialist will be realized with a variety of strategies of communication.

Under **variety of strategies of communication** in professional activity, we understand optimal accordance of selected forms and means of communication to the **internal factors** that include an idea

about oneself, social options, norms, vital experience, and to the **external factors**, conditioned by the influence of certain situation of social cooperation.

PROFESSIONAL COMMUNICATIVE COMPETENCE OF THE FUTURE TEACHER

PROFESSIONAL COMMUNICATIVE ABILITIES: intellectual, oratory, organizational skills, own authority, sense of empathy, significant influence on the student's personality, tolerance, ability to establish and develop pedagogically appropriate relationships with participants in the pedagogical process, solve conflict situations	PROFESSIONAL QUALITIES: spirituality, language culture, ethical norms, psychological stability, self-organization, self-regulation, self-control, adaptability, critical-logical thinking, control of professional activity, readiness for risk, persistence, personal responsibility, ability to work together, creativity, creative work, tolerance

DEVELOPMENT OF PROFESSIONAL COMMUNICATIVE QUALITIES OF A PSYCHOLOGIST

ACTIVE TEACHING METHODS: search, problem-dialogue models, research procedures, development of inductive thinking, ability to conduct business and group discussions, business, role-playing, simulation-modelling games, public speaking, information transfer techniques	DEVELOPMENT OF BASIC COMMUNICATIVE SKILLS: establishing, maintaining, restoring contacts; ability to persuade, argue and reduce emotional stress; formation of communication strategies; ability to exert a suggestive influence; self-presentation

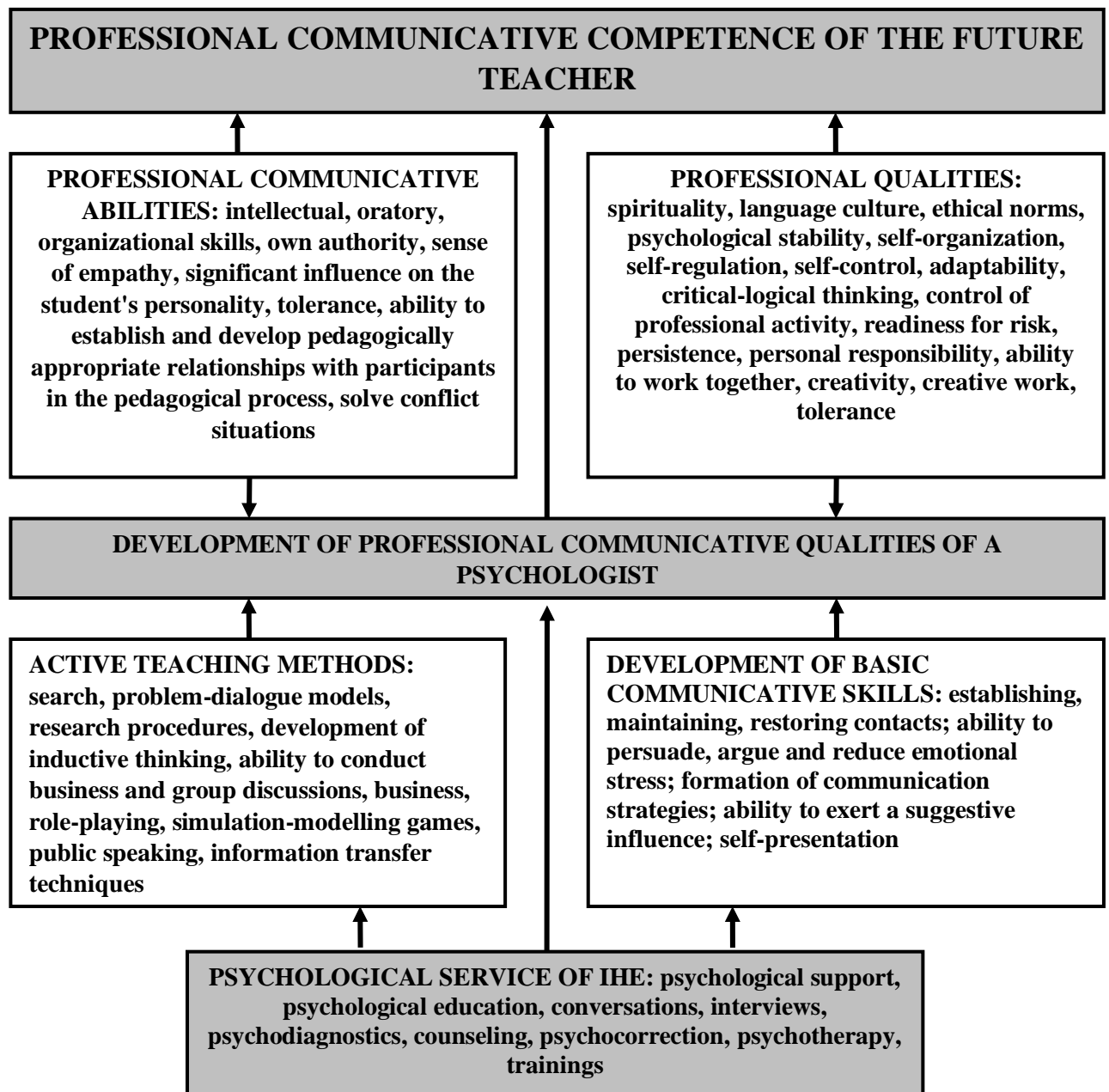| PSYCHOLOGICAL SERVICE OF IHE: psychological support, psychological education, conversations, interviews, psychodiagnostics, counseling, psychocorrection, psychotherapy, trainings |
|---|

Fig. 3. Rich in content aspects of professional communicative competence as a component of psychological culture of future specialists-teachers

Objectively every communicative situation in professional activity is unique, that is why it would be logically to assume that an optimality

or efficiency of professional communication of a specialist will be determined by different **levels of formed psychological culture**.

In the structural model of professional communicative competence of a specialist worked out by us, a systemic approach was used for analysis of this phenomenon as the factor of psychological culture (Fig. 3).

Continuing the opinion of K. A. Abulkhanova [1] that the main criterion of efficiency of vital strategy is satisfaction by life, we assume that psychological culture of an individual style of professional communication of a specialist must be directed to the achievement of the formulated aims, increase of personality's potentials, satisfaction with the process of communication by all participants and determine the productivity (efficiency) of the communicative activity.

It means not only knowledge of the culture of interaction, but also possession of the most important elements of psychological culture, the choice of means and methods of optimal strategy of professional communication of the specialist. In our opinion, similar approach reveals humanistic values that determine the conditions of the development of psychological culture of specialists. Thus, professional communicative competence is the necessary condition of successful realization of psychological culture of a personality of a specialist. The rapid rates of industrialization and globalization of certain social conditions of life, activity and studies of a personality can result in violations not only in the environment, but also in the health of people.

The changes of the normatively valued system, that take place today in the society, become for an individual a stressing factor that causes deep psychological resonance. In a transitional, critical period a man activates the system of expectations. Special value for future specialists is acquired by the problem of personality's attitude toward different social displays, prognostication of the future, depending on those or other peculiarities of mastering social public experience.

Psychological state of future specialists and their social self-sensation are a consequence and reason of those social changes that take place in the society and have signs of instability and vagueness. Next to it intensity of influence of social factors is stipulated by the individually psychological features of an individual. From here there is a requirement to find the answer to the question in relation to the main

factors of determination of psychical health of a personality as a **component of psychological culture** considering different conditions of vital functions, labor and studies. At the same time training specialists at IHE has several specific (professional) peculiarities conditioned by the influence of various social-psychological factors and psychological culture (Fig.4).

DEVELOPMENT OF PSYCHOLOGICAL CULTURE OF FUTURE PROFESSIONAL TEACHERS		
VALUE DIRECTION **The goal - awareness of purposes of formation of psychological culture in the context of future profession**	**PROCEDURAL DIRECTION** **The purpose - using a system of active measures for the formation of psychological culture in professional training**	**VALUE ACTIVITY** The purpose - control and assessment of the level of quality of professional training and dynamics of development of psychological culture
PSYCHOLOGICAL AND PEDAGOGICAL MEASURES		
Psychological attitude to professional activity, professional, psychological, social and communicative competence; awareness of the purpose of classes and their connection with the future profession	Activation of forms, methods and ways to stimulate learning motivation, psychologization of the content of the disciplines studied; implementation of ways to form psychological culture and maintain mental health; innovative technologies; personality - oriented approach	Taking into account individual abilities, encouraging students to evaluate activities and the formation of adequate self-esteem, improving the scientific, methodological and organizational level of teaching, analysis of the results of development of psychological culture
ROLE OF IHE PSYCHOLOGICAL SERVICE		
Psychodiagnostics of personal qualities, value orientations, motivation of successes and failures, personal and professional orientation, questionnaires, interviews, testing	Correction trainings, educational tasks, exercises, practical activity, practice of development of scientific and psychological projects, psychological scientific conferences, corrective and preventive measures	
RESULT: increasing the level of development of psychological culture during the training of future teachers		

Fig. 4. The structure of the components of the development of psychological culture of future teachers.

The model of the formation of psychological culture of specialists has the following directions: value direction; procedural direction; evaluation activities. The purpose of the evaluative stage is aimed at understanding the value of the development of psychological culture in the context of future specialty. At this stage the following tasks are performed: working out diagnostic instruments which allow, with adequate degree of plausibility, define the level of the formed psychological culture of specialists; formation of objectives of understanding of the necessity and importance of psychological culture during professional training; stimulating student's emotional state to accept this phenomenon during professional training; actualization of the needs in self-improvement, self-realization, perceiving oneself as an individual, as a specialist with high level of psychological culture.

Realizing the leading role of motivation in education, the lecturer designs his practical classes or a cycle of classes in such a way that every stage of the process of education achieves its results, develops motivation of student's successful achievements.

The aim of the procedural stage – application of the system of active measures of the formation of psychological culture in training specialists which is achieved in the process of performing the following tasks: creation of the condition for securing and increasing motives of the formation of psychological culture; development of professional interest which assists in activation of professional training; providing the system of means and methods oriented at motivation of the formation of psychological culture in professional training; projecting forms of the development of psychological culture according to individual peculiarities of future specialists. The important aspect at the procedural stage is creation of positive emotional mood in professional training as a factor of motivation of achievements.

The aims of the valued activity – control and evaluation of the level of quality of professional training and dynamic of the the development of psychological culture – are achieved in the process of performing the following tasks: skills about psychological culture, measuring of the final knowledge, testing, modelling, zero, entering, achievement, current, final, expert control,

This direction in the formation of psychological culture assists in the development of the reflexive mechanisms of thinking, self-analysis,

self-control, increase the interest to skills of application of psychological culture in professional training.

Components of the model of the formation of psychological culture of a professional, as our research show, provide the unity of organizational, psychological and personal factors which permit to use possibilities of training specialists in IHE.

In the model of the formation of psychological culture worked out by us, the following psychological and pedagogical measures were used:

- psychological inclination on professional activity: professional, psychological, social and communicative competence;

- activation of forms, methods and realization of ways of the formation of psychological culture, preservation of psyche health; innovational technologies of professional training; problem and personality-oriented approach;

- encouragement of specialists for evaluative activity and formation of adequate self-evaluation; taking into account individual abilities of a specialist and analysing results of the psychological culture development.

The model of the development of specialists' psychological culture envisages a great role of psychological service. Practical psychologists, performing their professional duties, solve topical tasks of the contemporary field of education – renewal of the content and forms of the teaching and educational process, psycholization of the content of professional training, pedagogical accompaniment of pedagogical innovations, increasing of psychological culture of future specialists, lectures, heads of the institutions of education and protection of the psyche health of all participants of the teaching and educational process.

The role of the psychological service for the development of psychological culture as the factor of successful activity of future specialists-teachers

Fast going changes of social process conditioned the appearance of several negative phenomena that, first of all, influence the young generation. The problem of adaptation of young personality to social

changes, his professional training and mastering of norms of modern culture are of great problem at present.

The results of the problem of social maladaptation are violations in spiritual, intellectual, and personal development.

Prevention and correction of the mentioned above negative phenomenon of application of traditional pedagogical methods and techniques is not highly effective, because teachers, educators and lecturers need assistance of qualified specialists in the field of applied psychology, working out and application of innovational technologies of the psychological service.

Psychological service at IHE is an integral system of scientific, applied, practical and organizational aspects, special direction of psychological science which integrates general achievements of pedagogical, age specific, social psychology, psychology of management etc.; psychological and pedagogical, methodical materials for the fulfilment of the main goals at IHE. It consists of the development of a personality and training specialists (at bachelor's, master's etc. levels), direct activity of psychologists at IHE.

The main aim of psychological service – assisting of psyche health, educational interests, revealing of the student's individuality and correction of different problems in his development and self-development. The main ways of the achievement of this aim is creation and assurance of psychological conditions of personal development, taking them up to the joint activity of students and lecturers.

In the activity of the psychological service at IHE, two interconnected directions are distinguished:

- Topical, oriented to solving problems connected with current difficulties in education and interpersonal relations;

- Progressive, oriented to the development and formation of a personality of every individuality.

The main aims of the psychological service activity at IHE are social and psychological which provide the process of reformation of education at all of its levels; increasing the efficiency of teaching and educational process at educational institutions; professional assisting of personal self-development and protection of psyche health of all participants of teaching and educational process by way of carrying out psychological expertise and diagnostics, social psychological

correction, prevention, social rehabilitation, psychological education of all participants of teaching and educational process.

The main objectives of activity of psychological service at IHE are:

1.	Providing qualitative psychological accompaniment of students during educational process, namely, providing of diagnostic of readiness to education at IHE and carrying out psychological correction. Revealing and developing creative, professional abilities and on this basis working out of methodologies of personal-oriented professional training.

2.	Scientific, methodological, and practical conducting of correctional-developing and rehabilitation work. Diagnostic of a personal development, valued orientations, and social status of students, revealing the problems of social development of a personality; working out psychological assurance of developing-correctional and rehabilitation work with students at IHE.

3.	Orientation of the educational work on social-psychological prevention of negative phenomenon in student's' environment: prevention of drugs, alcohol use, spreading of HIV /AIDS.

4.	Carrying out social and pedagogical students' rehabilitation.

5.	Increasing the efficiency of the activity of practical psychologists, application of innovative methodologies, methods and technologies of the work of practical psychologists at IHE.

6.	Development of the network and organizational-legal providing of the activity of the psychological service at IHE.

7.	Increasing and improvement of normative-legal base of the activity of the psychological service.

The main directions of the development of psychological service at IHE are:

1. Priority development and improvement of the network of psychological service according to the set standards and peculiarities of the regions.

2. Increasing of the demands to the workers of the psychological service, intensification of the control for the results of their activity, following the demands of ethical code and normative documents.

3. Improvement and enlarging the material base of the workers of service, stimulation, search, generalization and spreading of the innovate experience of their work.

4. Working out and application into practice organizational and methodical foundations of social pedagogues' professional activity.

5. Working out and application into practice integrated psychological and pedagogical technologies of psychologists' work at educational institutions.

6. Improvement of normative-legal base of the activity of the service.

7. Strengthening of team-work with psychological, medical, pedagogical consultations of all levels.

The main directions of the development of psychological service at IHE are:

1.Increase of psychological culture of all participants of teaching and educational process - students, lecturers, parents, pedagogical community.

2. Social and pedagogical diagnostic, monitoring of personal development and social situation of the students' development, prognostication of the changes of educational situation and defining its main tendencies.

3. Designing, social and psychological correction of students' development in teaching and educational process.

4. Psychological expertise of pedagogical innovations, methods and methodology, evaluation of the efficiency of the application of programs and projects.

5. Advanced training of practical psychologists, certification of the workers of service.

6. Social, psychological, and pedagogical rehabilitation of young people who are in a crisis life situation, are not protected and have special needs.

7. Consultation and medical assistance of all participants of teaching and educational process and leaders of education.

The period of education at institutions of higher education is rather important for the development and formation of young people, that is why training of future specialists greatly depends on successful psychological accompaniment of the teaching process. The following researchers paid great attention to psychological assuarance of personal-oriented professional training of students: O.M. Bandurka, S.P. Bocharova, O.V. Zemlyans'ka, Ye. F. Zeyer and other scientists [8; 24; 25].

Psychological service at IHE must both take an active part in working out the model of a specialist and follow all the way of his professional formation – from the moment of entering IHE and up to graduating from it with the aim of the development of stable personal and professional qualities of future specialists.

O.M. Bandurka, S.P. Bocharova, O.V. Zemlyans'ka pay arttention to the prevention of the risky behaviour, formation of skills of a healthy way of living as a system of mearures aimed at protection of psyche health; prevention of difficulties in the development of future specialists; creation of psychological conditions favourable for the necessary development of a personality.

Psychologists of IHE, studying the conditions of individual development of student's personality, social and psychological changes in the life of micro- and macrosociety, predict the possibility of appearance of different complications and conduct preventive work. Priority forms of this direction of work can be preventive measures, social and psychological trainings, relaxation trainings, consultations, that is the same methods and measures for psychocorrection but not applied with correcting but with developing aim [8].

If a psychologist conducts correctional or consultation work with students, he cannot guarantee full success because he demands certain changes in the behaviour of a client in the conditions of personal cooperation. Will these changes be realized in student's real life? It depends on the student himself and if the surroundings (parents, pedagogues, tutors, groupmates) are ready to support those positive achievements that appear in his behaviour.

Today, there are no such tools with the help of which it could be determined with hundred per cent guarantee the possibility of committing antisocial actions by a personality, to foresee them in advance and prevent them. That is why when such situations occur with students at IHE, the psychologist does not bear a responsibility for this.

CONCLUSIONS

1. Psychological culture of a personality of a future specialist pedagogue is the ability to master scientific information consciously, purposeful self-organization of the behaviour and cooperation in

teaching groups, at the enterprises, creative fulfilling of his professional activity based on legal, ethical and moral objectives. It has been revealed that psychological culture of a specialist stimulates mastering of moral values, norms, ideals, and models of positive attitude to one's profession. At the same time psychological culture itself is the guiding component of successful entering of a specialist into the social life of the society, becoming a manager, organizer, and participant of educational and manufacturing systems. The problem of psychological culture formation of a specialist connects the development of high professional competence and education of professional direction.

2. Psychological culture from the position of a systemic approach is considered as system-formation component of a specialist's personality which includes such components, as: cognitive, emotional, volitional, regulative, reflexive-perceptive, value-motivational, and the experience of social interaction. Cognitive component includes a complex of psychological knowledge and skills; scientific-professional knowledge; flexibility, criticism, analyticity, and creativity of thinking; quality of the intellect; erudition and self-cognition. Emotional component connects specialist's emotional liability, emotional firmness. Volitional component characterizes capability to self-regulation of the behaviour. Communicative abilities and communicative competence allow to improve skills of communication and understanding of other people. Motivational component includes the direction of a student and a system of valuable orientations laid based on engineer-pedagogue's successful professional activity. Research of psychological culture of the future engineer-pedagogue testify to the fact that it reflects the specific features of engineer-pedagogue's professional activity.

3. In the social life objective factors of the development of psychological culture of a personality are the family, the institute of education and the society which influence the formation and development of psychological culture of a personality, condition the process of socialization and culture formation. The development of psychological culture of a specialist as a system-forming component of a personality's development includes a complex of special aspirations (subjective factors): tendencies, motives, interests, orientations which are consciously developing based on a peculiar to the people abilities

and corresponding to this aspirations and abilities stable skills of the behaviour, self-regulation, self-organization which are constantly displayed and require self-improvement.

4. Psychological accompaniment of applicants of higher education from the first days of education at IHE, directed to the support of their psyche health and the development of psychological culture, is a necessary measure of the effective professional training of future specialists. High level of the development of psychological culture of lecturers lets them create effective conditions for supervision of students' interpersonal relations in teaching groups, development of intellectual activity of each student and his psyche state. Therefore, tutors and lecturers accumulate current information about dynamics of the development of students' personal qualities. Measures of correction of psyche state of student's personality and psyche climate in groups are worked out on this basis. Analysis of interpersonal relations in teaching groups, students' activity, development of their inclinations to the display of leader's qualities, self-improvement and self-government are constantly paid great attention to.

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UNDERSTANDING OF PSYCHOLOGICAL INFANTILISM: OCCUPATIONAL REASON

Introduction

Under the influence of various external and internal factors, the social and economic situation in Ukraine, as recent events show, becomes unstable, filled with various kinds of unpredictability, and looks as unresolved problem for most people, causing difficulties not only economic, but also psychological. Ukrainian citizens have some experience in dealing with uncontrolled political, economic, and social changes. Modern Ukrainian society, in the conditions of the independent state formation, faces negative phenomena such as lack of spirituality, the decline of the family institution, the decline of the education system.

Having this experience people tend to develop various kinds of psychological phenomena, which perform not only protective but also inhibitory functions. To this category belongs such a social problem as the infantilism of younger generation.

In the social context, infantilism is not only an obvious obstacle for a person in the process of seeking, accepting, and implementing these or those decisions, but can also negatively affect the socio-psychological climate of society, "infecting" it by pessimism, uncertainty and irresponsibility.

Modern world society is in extreme need of individuals who are socially active, able to make decisions on their own, and have a high level of social maturity. Considering the present-day requirements for modern youth, it is important to learn how to adequately assess the situation, adequately respond, and have the will to overcome the obstacles on the way to the goal.

Creativity, initiative, communicability, and teamwork skills are the qualities of a mature personality. On the one hand, the world community lack such personalities, and on the other hand, it is more difficult for them to find socialization among their infantile peers.

Psychological infantilism as immaturity of a person

Infantilism (from Latin *infantilis* - children), delay in the organism development, manifested in preserving the physical and mental traits inherent in childhood while being adult. The causes of infantilism can be infectious diseases, intoxication, diseases of the brain, the cardiovascular system, kidneys, and others. The infantilism features begin to manifest more clearly in adolescence. Often the cause of infantilism is that the parents deliberately removed the child from reality, replacing it with fictional images.

Psychological infantilism is immaturity of a person, expressed in a delay in the person formation, in which human behaviour does not meet the age requirements for it. With psychological infantilism there is too much mood and attention instability, a tendency to fantasy, easy invulnerability, timidity of everything new; judgments are shallow and hasty. In behaviour, carelessness and frivolity are combined with egocentrism and childish exuberance.

Personality infantilism is a kind of deviation of mental and personal development, as well as individual's behavioural activity, manifested in the inadequate to chronological age attachment to children's behaviour patterns, vision and evaluation of the surrounding reality and its place and role in it. First, infantilism as a personality immaturity is manifested in the formation lack at the level sufficient for a particular age level of the personality's emotional-volitional sphere. As a rule, infantilism as a manifestation of a stable personality characteristic is highly correlated with personal characteristics such as the external locus of control, the overestimation of self-esteem and the level of aspirations, self-centeredness, and the willingness under all circumstances to shift responsibility for failure to others, a heightened sense of psychological insecurity.

The study of the infantilism phenomenology is an important issue in cognitive-behavioural sciences. The review of numerous scientific works

confirms the complexity of this category both at the level of general-methodological analysis and at the level of search for its empirical correlations.

The "infantilism" concept did not exist until the middle of the XIX century [2; 3]. It was united with endocrinopathies and various physical and mental abnormalities. For quite a long period of time, the problem of infantilism was mainly engaged in the medical research. The process of distinguishing the psychological consideration of infantilism from this circle lasted long time.

In the 60s and 70s of the XIX century, the "infantilism" as a term was proposed by Ernest-Charles Lasègue, who gave a detailed description of one of the infantilism variants, implying those people who remained like children for the whole life [2; 3].

Initially, this term was used to indicate the preservation of childhood's physical and mental characteristics in adults [5]. Almost all authors of the late 19 century understood the syndrome of infantilism in the same way.

In 1871, P. Lorrain gave the following description of the signs of infantilism: the general development delay, a significant reduction compared with the normal size of the entire body while maintaining the proportionality of individual parts [3]. According to P. Lorraine, tuberculosis plays an important role in the infantilism development.

After about half a century, Dr. G. Anton attempts to eliminate the discrepancies and contradictions discovered during the previous time [1,3]. He was one of the first who applied the "infantilism" term also to "physical and psychological retardation of childhood" [5]. Among psychiatrists who studied the problem of infantilism, it is necessary to identify S. Freud [8]. In his writings, he proves the presence of all children's desires and aspirations in a mature person. By the opinion of S. Freud, when the appropriate conditions are there, infantile formations can be manifested again.

K. Abraham, C. Jung, and E. Jones [6] support Freud's position and consider neurotics as infantile personalities. K. Abraham believes that a healthy person can endure a temporary lack of usual pleasure, to bring compensatory satisfaction through sublimation. But most neurotics are completely unable to reduce the usual pleasure, and the more strongly,

the closer their instinctive life level to the forms of early childhood. They are remarkably similar to "spoiled children".

Problems related to infantilism were covered in psychoanalytic lectures for parents, by the German doctor of psychiatry Helmin Gug-Helmut in the 20-30's [7]. She determines the general return to the already experienced phase of development as a regression. And in contrast, about infantilism she says that it is "when development stops at some kind of childhood stage". We see that for Dr. Gug-Helmut, regression and infantilism are two opposite things. Infantilism does not occur in people with preserved intelligence. This phenomenon applies to the mentally retarded.

Psychological infantilism as mental problem

E. Kretschmer identifies total infantilism, which covers the emotional-volitional sphere, and partial infantilism or juvenileism. This disorder is caused by the synchronous maturation violation of emotional, volitional, and intellectual functions. Partial infantilism, according to Kretschmer, does not lead to border disorder in all cases, while the total one is the background on which hysterical psychopathy may occur. [11]

R. Corbo [12] explores and describes the clinical cases of infantilism and divides the subjects into two groups: 1) late-maturing, 2) infantile individuals who remain in such state for a lifetime. According to the scientist's definition, the infantile people are those who, in their adult state, remain as children. Those who, although late, but reach normal mental development he calls late-maturing. The author believes that in childhood it is difficult to distinguish these two forms. Combining them into one form he calls it "backward", that is, retardants, showing them a backlog of affective development and introducing the term "delayed affective development."

He touches also the question of the relationship between psychological infantilism and psychopathy and believes that the separation of psychological infantilism from psychopathy is not particularly difficult. However, there are some cases especially during puberty in which weak willpower predominates, in that period it is difficult to distinguish infantilism and psychopathy.

R. Corbo states that infantile individuals, even if they are educated, have a very modest level of wishes. Such subjects are under the care of more active individuals: parents, husband, or wife, etc., and often become dependent on them in their life.

For more than a hundred years, the problem of infantilism was mainly addressed by representatives of medical specialties. Therefore, the infantilism description has a specific character. If we take the works of scientists dealing with the infantilism problem, it is obvious that in their works a description of the somatic features of infantiles is given: the internal secretion glands state, the growth delay, the autonomic nervous system state, and others. Characteristic of the psychological form is given very superficially. Introduction of the partial infantilism concept, connected to the underdevelopment of some human organism's systems, contributed to the emergence of "white spots" and great difficulties in understanding the very phenomenon of infantilism and in understanding whether it can be considered as a separate form.

The data presented above give a general idea of the infantilism category. Researchers from Europe and the United States interpret infantilism as some physiological and psychological immaturities of a person. It should be noted that various authors have assigned various principles that unite them.

L.Vygotsky is one of the first Soviet scholars who drew attention to the infantilism problem [13;14; 15]. According to him, the evolution of child development is at the same time an involution of the child's development, there is a certain dependence between these processes. Thus, according to L. Vygotsky infantilism is "the irregularity" and the disorder of a child's development, that is, the disorder of the involution process.

A. Melnikova suggests several ways to prevent and correct this phenomenon. These include the creation of the best hygienic conditions, enhanced nutrition and all that stimulates physical development. She recommends putting the children in groups that are appropriate to their real age and not hurry to send them to school. In addition, they should not emphasize child's age and disadvantages associated with its immaturity, it is important to have an individual approach to the child. According to A. Melnikova, it is necessary to consider the psychomotor sphere features, to train motor skills, as well as

to strengthen the attention sustainability in the form of encouragement and develop the child's initiative. Melnikova's research is of both theoretical and practical interest and is quite unusual because she chose this age group for the research.

M. Kopelovich understands infantilism as the delay in the organism development and further proposes its classification [3]. Thus, infantilism can be congenital, associated with hereditary and constitutional features of the organism, and acquired because of unfavourable living conditions in the growth period. As a preventive measure, he offers the favourable hygienic conditions creation, high-grade nutrition, various methods that strengthen the body (physical education, attending summer camps, etc.). The need for early diagnosis of infantilism to correct it, which will "promote the proper physical development of children and adolescents" is emphasized [3].

T. Simeon examines mental changes in infantilism [17]. The author gives a description of personalities with mental infantilism: the extreme attention instability, things seen and heard are usually not accurately reproduced. Such people have no clear differentiation between the essential and the secondary. Their judgments are shallow, hasty.

As a child psychiatrist G. Sukhareva considers infantilism in the context of psychopathy. Scientist distinguishes organic, disharmonious, and harmonious cases of infantilism. G. Sukhareva considered the issue of biological and social factors' role in the infantilism emergence. G. Sukhareva concludes that for the disharmonious infantilism diagnosis it is necessary to consider the somatic features of each individual, to study the social environment, the education and training conditions, to take into account not only the statics, but also the dynamics of character's pathological features [18].

E. Kelmiskayt believes that partial mental infantilism is observed with a delay of constitutional or symptomatic development and does not necessarily have to be accompanied by low physical indicators and hypogonalism [19].

In the 80's of the XX century M. Buyanov continues to reveal the problem of infantilism. In the book for teachers, he popularly describes the types of harmonious and disharmonious infantilism and believes that harmonious infantilism is basically a pedagogical problem, and disharmonious one is both a pedagogical and a medical problem [20].

One of the great signs of infantilism, according to the author, is the presence of a sensory thirst. In this case, "in immature people, it manifests as an acquisition for the sake of acquisition" [20, p.108]. Another sign of infantilism is a romantic passion for adventure. The scientist argues that a mature person can do the same thing as an infantile, but the mature person's actions motives are well thought out and considered the consequences.

M. Buyanov argues that infantilism is now common in all layers of society, while in the past this phenomenon was described primarily on the people from wealthy families. The scientist believes that harmonic infantilism ultimately lasts up to 20-25 years, examines, and justifies corrective measures. To alleviate mental immaturity, a joint work of teachers and parents is needed. In children, it is necessary to educate the independence aspiration, sustainability, ability to bring the begun business to the end, develop leadership qualities, and in boys – to form a male's behaviour, because the life in single-parent families' forms in them a female-like type of behaviour that contributes to the infantilism development. It is also necessary to protect children from bad companies. School needs to give them more public instructions and responsibilities and strictly control the progress of its fulfilment.

V. Kovalyov in his classification of border states of intellectual insufficiency allocates intellectual insufficiency at the such mental infantilism states: 1) simple mental infantilism; 2) complicated mental infantilism (with a combination of mental infantilism with a psycho-organic syndrome, with cerebrospinal syndrome, with neuropathic conditions, with a psycho-endocrine syndrome) [21].

The scientist also suggests preventive and corrective measures aimed at compensating for some pathological traits of one's character. So, for some, it is recommended to have occupational therapy and sports games. For organic psychopathy prevention he proposed measures which prevent the pregnancy pathology, as well as cerebral infections and injuries in the first years of a child's life.

In 1980 the work of Y. Davydov was published, in which he considers infantilism within the sociology of youth counterculture as a socio-psychological and sociological problem, and analyses infantilism as a type of world perception and youth's social disease [23]. He believes that the main psychological feature of the infantile is the infinite

delay in the moment of self-determination. Such a person is deprived of self-identity, that is, a moral core. He defines such a "negative type" of personality as a neurotic, which is inherent in the youth counterculture.

The concept of "artificial infantilization" introduced by A. Melnikova and G. Sukhareva led to the study of the socio-psychological nature of infantilism and was reflected in the emergence of a new concept - "social infantilism". It is understood as a lagging social maturity of youth from biological maturation, which testifies to violations of the mechanism of inclusion of the younger generation in the life of adults, which involves accepting new responsibilities and obligations. We see that the term "social infantilism" is more closely attributed to the youth age group.

Infantilism in opposite of acceleration

In the early 80's of the XX century the famous Soviet psychologist K. Platonov formulated his vision of infantilism. "Infantilism" is a term that has two meanings, the opposite of acceleration:

1) slow organism development, which determines the individual's maturation delay, as a phenomenon of psychopathology;

2) the individual's moral and social maturation delay because of his life conditions deformation, wrong education and own passivity".

Thus, infantilism is the study subject of pathopsychology as well as social psychology.

V. Lebedinsky [24] believes that mental disontogenesis according to the type of delayed development appears through slowing down the pace of cognitive and emotional spheres formation with their temporary fixation at earlier age stages. "At the same time, the development delay of the emotional sphere is manifested in various clinical forms of infantilism (constitutional, somatogenic, psychogenic, cerebral-organic)" [24, p. 33].

As a cause of infantilism, the scientist, in addition to causes of constitutional origin and others, distinguishes unfavourable living conditions and upbringing, that is, psychological retardation of psychogenic origin. Thus, in conditions of homelessness, the pathological personality development can be formed with psychological retardation by the type of psychological instability. And

in conditions of hyperopia, the emotional development delay is manifested in the formation of egocentric attitudes, inability to volitional effort, and labour.

In 1996, the work of V. Gurieva, who believes that "... infantilism has an obvious age dynamic and often replaces the more pronounced delays in mental development" appeared [25, p.78].

With socio-psychological causes of the infantilism formation we can speak of "infantilised character" [25, p. 80]. In its basis lies an overly petty upbringing by the type of idol in the family and hyperopia. The author cites Hoff's data on the phenomenon of "hospitalization," which manifests itself in adolescents in the infantile psyche formation under conditions of deprivation [25, p. 80]. In this case there are hypertrophied intellectual interests, which are one-sided. The most immature in this case are the social aspects of intelligence and emotions.

The author believes that the corrective work is effective in the early stages of the infantilism development when the adverse effects of the environment are still a little entrenched and not turned into a stable style of behavior.

We should also pay attention to the works of A. Lichko dedicated to the study of infantilism [26; 41]. He considers it on the background of retardation and development acceleration in adolescents and recognizes it as a ground for neuropsychiatric disorders, psychopathy.

By its meaning, the term "retardation" "only partially coincides with the concept of "infantilism". Retardation ... means that over time, lag can be overcome, but for the most types of infantilism, certain features of it remain in adults. ... Retardation can also mean a delay in intellectual development, which does not happen under infantilism" [27, P.20]. Thus, the author divides the two concepts.

A. Lichko examines childish behavioural reactions in adolescence, such as: refusal reaction, opposition, imitation, negative imitation, compensation, hypercompensation, and believes that such reactions occur more often in infantile adolescents [27]. The scientist gives data that allows us to assert that sexual behaviour deviations are common in infantiles, as well as suicidal actions as the imitation reaction content. Describing the different types of character accentuations, the author highlights the most favourable types for the infantilism manifestation - a labile and unstable type.

The scientist regards the non-harmonic family as a psychogenic factor in the psychopathies development, character accentuations and infantilism, distinguishing the types of incorrect education: hypoprotection (insufficient care), dominant hyperprotection (excessive protection), hyperprotection of connivance (family idol), indulgence hypoprotection, education in the illness cult, emotional rejection, conditions out of the family.

In the 1990s a new infantilism interpretation appears, marked by the definition of "personal infantilism". With such infantilism in the adult's psyche and behaviour there is preservation of features peculiar to childhood. Such an individual is often characterized by immaturity of the emotional-volitional sphere.

In 1994 appeared the work of R. Nemov, where he also addresses the problem of infantilism [28]. In his understanding, infantilism is a "manifestation of childish features in the psychology and behaviour of an adult" [28, p. 555]. Covering the problem of infantilism, he focuses on the problem of upbringing the character, human's volitional qualities. According to R. Nemov, the will involves self-restraint, the restraint of some strong drives and inclinations, their conscious subordination to the other, more meaningful, and important goals, the ability to control the immediate desire and impulses arising in this situation. At higher levels of manifestation, the will assumes reliance on spiritual goals and moral values, convictions, and ideals. The scientist points out that one more sign of the volitional nature of human activity, regulated by the will, is the availability of a well thought out plan for their implementation [28, p. 359].

R. Nemov indicates that when volitional regulation of behaviour is generated by actual needs, a special relationship between these needs and human consciousness arises [28, p. 363]. Rubinstein described them as follows, "The will in the proper sense arises when a person is capable of reflecting his inclinations, may treat them in one way or another. To do this, the individual must be able to rise above his inclinations and, distracted from them, be self-aware ... as a subject ... who ... by rising above them, is able to make a choice between them" [29, p. 187].

Based on the above scientific idea, one can conclude that the formation and development of a person's reflection skills, socially

acceptable values-targeted orientations, and the motivational sphere in the formation of volitional personality qualities are important in overcoming infantilism.

The syndrome of psychological infantilism is described in the framework of corrective pedagogy in 1997 by A. Drobinskaya [30]. Infantilism is considered by the author from the viewpoint of child's immaturity and unpreparedness for schooling.

Y. Davydov mentioned the causes of the mass infantilism phenomenon. One of them is the development of an industrial society, in which it is not necessary to work hard to secure our lives with all the most essential. Achievement of abundance, in the opinion of the scientist, frees people from different work, and the time that become available because of this, they occupy with rest [23; 236]. This also contributes to the counterculture emergence and development, which is the result of youth immaturity. It turns out a vicious circle: industrialization, a high standard of living gives you the opportunity to participate less in labour life, which contributes to the immature individual formation, because it is in the work that appears responsibility and other manifestations of "adulthood". And immaturity leads young people to artificial infantilization. Therefore, infantile young people do not want to work because of purely psychological reasons: the lack of necessary labour motivation, the prevalence of consumer values, and so on.

Y. Davydov as the next reason and consequences of the society infantilization highlights the devaluation of family values and the increase of incomplete, single-parent families. If the boys were raised on the example of women's roles because of the lack of men in the family or their passive role, then this leads to the infantilization of their sons.

As a result of life in a megacity a special kind of indifference generated. This is the result of adapting a person to an overly populated, overly saturated with superfluous communication, a stressful social environment. Man tends to escape from overload. In some situations of public life, it looks irresponsible. But in reality, his responsibility is selective. He focuses on some particularly important situations that "break" into his range of attention and care. This is a circle of close friends, family, individual characters from a large society, etc. Sometimes this circle is very narrowing, and then the social space is

infected by the virus of fear of responsibility. Already quite adults, but still young men masses begin to show infantile features in their behaviour. Adult infantilism of men becomes a noticeable social phenomenon.

One of the main reasons for the growing level of infantilism in society is the change in the methods of raising children. The inability to make independent decisions is instilled into a person from an early age. A modern child is constantly exposed to strong information overload. As a result, in his mind simply there is no room for such concepts as - communication, -union. However, to exist normally, the necessary communication skills are required. This kind of social inappropriateness is the main sign of infantilism.

O. Alexandrova (2013) describes that in contemporary society one can observe contradictory social manifestations of childhood and the adult population's attitude towards it. Adults begin to imitate children, their behaviour, manners, listen to their music. It became fashionable to shoot cartoons, movies for adults from computer games. One of today's topical issues is the return of adults to the values and tastes of children, the display of infantilism by the older age groups' representatives.

A mature person can be defined as a harmoniously developed personality who in the adult age has managed to preserve the positive aspects of childhood (openness to the world, trust, independence, curiosity, ability to wonder, creative abilities, adaptability, etc.), and is open to self-regulation, that is, capable of self-removing negative manifestations of childhood. However, the reverse side of childhood is infantilism, the desire to be always children, or again become children. A person who has immature rules of social behaviour, gets stuck in an infantile state and inevitably becomes a parasite in society. Such person expects that adults will continue to take care of him as something self-evident.

Modern research prove that at the present stage of society development, more and more people, despite the quality of education, are not able to build their life strategy. The person's development is gradually slowing down. Human being understands that being infantile is very convenient and remains so until the end of his life. This becomes a big social problem, as the society development depends on an educated, competent, sociable, socially mature, and active personality (O. Korotkov, 2013).

Social infantilism understood as young people's denial of new duties and responsibilities associated with the maturing process. In this case may occur such features as non-autonomy, disorganization, lack of practical skills, initiatives, as well as insufficient social maturity and adaptability.

Many scholars point to the role of poetry, literature, and music in the development of infantile personality. In 2000, the "sick body" became one of the most significant metaphors of contemporary youth literature in Ukraine. Painful condition - physical pain, mental disorder with oneself, spiritual hypochondria - are inherent in most texts. The symptom of a "sick body" is a diagnosis, which indicates the closeness of society, infantilism, and eccentricity, but at the same time - the disease of growth and the emergence of a new thinking (K. Nedavnya, 2013). In the modern Ukrainian novel's infantilism is mentioned by other writers (G. Chernenko, 2008). In the novels of the XIX-XX centuries' writers, in particular Lesya Ukrainka, the protagonist's infantile character is described (M. Kupka, 2014). The infantilism was discovered in the protagonist of the "Space Trilogy" by C. Lewis (Y. Lesik, 2014).

The music of Stravinsky inspires Adorno to interesting philosophical, psychological, and sociological reflections. Adorno, in his tome on Stravinsky, makes a rough stylistic distinction between Stravinsky's early objectivist works, such as Petrushka and Sacre, his infantilistic works such as Renard (1916) and L'Histoire du soldat. Stravinsky's music is analysed from a psychopathological framework. As a result, Adorno does not only detect a musical expression of «schizophrenic models», but also of the following psychopathologies: depersonalization, hebephrenia, catatonia [31].

A. Nodzelskaya (2008) studied mental dysfunctions, generated by the subject's infantilism and their influence on the psychological impotence formation, which impedes the realization of personal potential. Y. Formaniuk [32], theoretically substantiated and empirically studied the features of the person's infantile radical, the establishment of its main structural components and the correlation between them. Based on the developed five-factors model, she distinguished radicals (autistic, absorption, anankastic, infantile and neurotic) in the structure of individual-personality traits, the definition of which allowed the investigation of infantile components in the personality.

CONCLUSIONS

We reviewed various scientific positions on the problem of infantilism. Summarizing them, one can imagine infantilism in the following way: infantilism is a very deep concept that is difficult to constrain within the framework of a single science; it is characterized by a wide range: it refers to medicine, psychiatry, psychology, sociology, pedagogy, and other scientific fields.

An overview of the scientific works of the infantilism researchers proves that the problem was studied mainly in the somatic diseases plane. But today there is an urgent need for the psychological infantilism study, that is, the emotional-volitional component of infantilism.

Infantile behaviour is a destructive childishness. A person who gets stuck in an infantile state will inevitably become a parasite in society. He expects to be taken care of. If we are talking about whole generations, then we can safely say about infantilism, if not in the whole society, then at least in a large part of it. And such a state of society will clearly have negative economic, social, and political implications for any country.

The tendency of modern society to infantilization requires a comprehensive scientific study, since the consequences can be catastrophic not only for one country.

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TEACHER'S AUTHENTIC LEADERSHIP AS A NEW MODEL OF WORK ROLE PERFORMANCE

Introduction

In recent years, the restructuring of schools to empower teachers and to implement school-based shared decision making has resulted in a move away from bureaucratic control and toward professionalization of teaching. Nowadays teachers are developing a collaborative practice of teaching which includes coaching, reflection, group investigation of data, study teams, and risk-laden explorations to solve problems. In such circumstances, adaptation to the Ukrainian sample of Authentic Leadership Inventory (ALI, L.L. Neider, C.A.Schriesheim, 2011) is very relevant. A good teacher allows the students see him as something other than the holder of knowledge. A teacher should maintain this credibility throughout the course term. According to S.D.Brookfield (1990) [2] student perceptions of credibility are based on the following four behaviors: a teacher's words must match his actions, a teacher must admit his faults and be able to admit them openly, a teacher must be willing to allow students to see him outside of class and office settings (in other words, be a real person.), and a teacher must show respect through active listening of student concerns.

Authentic Leadership

A theory of authentic leadership has been emerging over the last several years from the intersection of the leadership, ethics, and positive organizational behavior and scholarship literatures (B.J.Avolio, B.M.Bass, R.T. Sparrowe, F.O.Walumbwa, B.Orwa, P.Wang, J.J. Lawler). The creators of this construct contend that the decrease in ethical leadership coupled with an increase in societal challenges necessitates the need for positive leadership more so than in any other time. To

describe the type of positive leadership required, these scholars have drawn from the fields of, leadership, ethics, and positive organizational scholarship to inform the creation of a new construct, authentic leadership. The W. L. Gardner, B. J. Avolio, F. Luthans, et al. (2005) model focuses on the core self-awareness and self-regulation components of authentic leadership. They identified several distinguishing features associated with authentic self-regulation processes, including internalized regulation, balanced processing of information, relational transparency, and authentic behavior [5]. G. Eilam & B. Shamir (2005) posit the following four characteristics of authentic leaders: rather than faking their leadership, authentic leaders are true to themselves (rather than conforming to the expectations of others); authentic leaders are motivated by personal convictions, rather than to attain status, honors, or other personal benefits; authentic leaders are originals, not copies; that is, they lead from their own personal point of view; and the actions of authentic leaders are based on their personal values and convictions [4]. Hence, authentic followers (B.J.Avolio, W.L. Gardner, J.Henderson, W.Hoy, R.Ilies, F.P.Morgeson, J.D. Nahrgang) are posited to display internalized regulatory processes, balanced processing of information, relational transparency, and authentic behavior paralleling what we describe as characterizing authentic leaders [9]. Self-awareness refers to demonstrating an understanding of how one derives and makes meaning of the world and how that meaning making process impacts the way one views himself or herself over time. Relational transparency refers to presenting one's authentic self (as opposed to a fake or distorted self) to others. Balanced processing refers to leaders who show that they objectively analyse all relevant data before coming to a decision, internalized moral perspective refers to an internalized and integrated form of self-regulation [15].

Interpersonal relations

Interpersonal theories began to emerge in the 1940s and 1950s as a way of explaining phenomena associated with the study of personality and social interaction. Originally coined Leary Circumplex or Leary Circle after T. Leary is defined as "a two-dimensional representation of personality organized around two major axes:

dominance and affiliation. T. Leary argued that all other dimensions of personality can be viewed as a blending of these two axes. For example, a person who is stubborn and inflexible in their personal relationships might graph her personality somewhere on the arc between dominance and love. However, a person who exhibits passive–aggressive tendencies might find herself best described on the arc between submission and hate. The main idea of the Leary Circumplex is that each human trait can be mapped as a vector coordinate within this circle.

Typically, a behaviour and its complement are said to be similar with respect to affiliation—hostility pulls for hostility, friendliness pulls for friendliness—and reciprocal with respect to control-dominance pulls for submission, submission pulls for dominance (D. J. Kiesler, 1983) [10]. In recent years, it has become conventional to identify the vertical and horizontal axes with the broad constructs of agency and communion (L. M. Horowitz, K.R.Wilson, 2006) [8]. Thus, each point in the interpersonal circumplex space can be specified as a weighted combination of agency and communion. Thus, all qualities of individual differences within these domains can be described as blends of the circle's two underlying dimensions. Blends of dominance and nurturance can be located along the 360° perimeter of the circle. Interpersonal qualities close to one another on the perimeter are conceptually and statistically similar, qualities at 90° are conceptually and statistically independent, and qualities 180° apart are conceptual and statistical opposites. The interpersonal model structure does not include specific structural or contextual references to the interacting other. Most often, it is used to describe qualities of the individual interacting with a "generalized other" [15]. From an evolutionary perspective, R.Hogan & D. Shelton (1998) suggested that they reflect the two principal evolutionary challenges of social adaptation, namely, "getting along" (communion) and "getting ahead" (agency) [7]. Other writers have described the two tasks as (a) connecting with other people to form a larger protective community and (b) achieving a reasonably stable and realistic sense of one's own competence and control, which helps facilitate instrumental action [8].

Work role performance

Traditionally, work performance was evaluated in terms of the proficiency with which an individual carried out the tasks that were specified in his or her job description. The changing nature of work and organizations has challenged traditional views of individual work performance. Role theory is an important approach to this problem as an effort to describe the full set of work responsibilities in a role and to encompass both organizational context and individual work behaviour. Despite the relevance of role theory, previous applications have focused on the process of role development rather than on the way context relates to the dimensions of performance. To date, highlighting the aspects of work role performance is topical for our investigation. We define three components of this phenomenon: citizenship performance (conscientious initiative, personal support, organizational support [1], helping behaviour, sportsmanship, organizational loyalty, organizational compliance, individual initiative, civic virtue, self-development [13]); adaptivity (handling emergencies or crisis situations, handling work stress, solving problems creatively, dealing with uncertain work situations, learning tasks, technologies, and procedures, demonstrating interpersonal adaptability, demonstrating cultural adaptability, demonstrating physical adaptability) [14]; proactivity (personal initiative [6], general proactive behaviour, context-specific proactive behaviour [3], proactive work behaviour: proactive problem solving and proactive idea implementation [12]). It is important to note that we do not suggest that these different types of behaviour are mutually exclusive or that organizational contexts are wholly certain or uncertain.

Hypothesized Model

According to our literature review, the authentic leadership of teachers will likely influence their work role performance and interpersonal relations directly. Figure 1 displays the hypothesized research model to be tested.

The interaction between teachers and students may vary depending on teachers' characteristics, and leadership is related to individuals' perceptions. In this study, authentic leadership, work role

performance and interpersonal relations have been measured at te individual level.

The population for this study included junior high, and senior high school teachers in Ukraine. All participants live in Kyiv, Cherkasy, Poltava, Khmelnytsky, Kherson and Chernihiv regions. A total of 230 schoolteachers were surveyed. with an average age of 39,5 years (SD = 2,4). This research was conducted during 2016, the data were collected in writing, and each respondent marked the answers on the form using the evaluation scales.
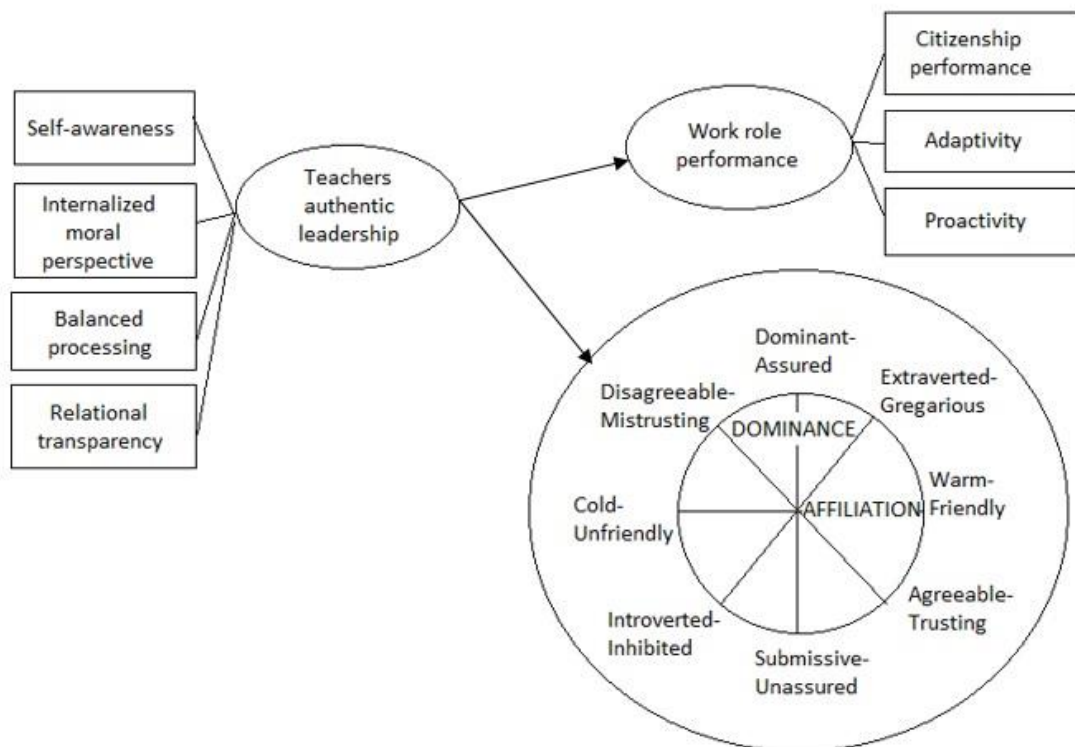
Fig: 1. Hypothesized model of investigation

Work job performance. We used 27 items to assess the nine subdimensions of performance: individual task proficiency, individual task adaptivity, individual task proactivity, team member proficiency, team member adaptivity, team member proactivity, organization member proficiency, organization member adaptivity, organization member proactivity.

Interpersonal relations. T. Leary conducted his research into personality as the head of the Kaiser Foundation Research Project in the 1950's. His model of personality is interpersonal in the sense that personality is seen to manifest itself primarily in the context of dyadic relationships, rather than character traits or clusters of clinical symptoms.

The test is intended to diagnose a person's presentation of his present and the ideal "I". Also, the test is actively used to diagnose relationships in small groups, for example, in family counselling. The questionnaire contains 128 evaluative judgments, each of which has 8 types of relations, which consists of 16 items arranged by the ascending intensity. The instrument is constructed so that judgments aimed at finding out a certain type of relationship are not arranged in a row, but in a special way: they are grouped into 4 and repeated through an equal number of definitions. When processing is calculated the number of relations of each type.

Authentic Leadership. The Authentic Leadership Inventory (ALI) was established in 2011 to determine the degree of genuine leadership in executives [11]. Based on the theoretical studies used to develop the Authentic Leadership Questionnaire (ALQ) by B.J. Avolio, W.L. Gardner, F.O. Walumbwa, the ALI questionnaire is a validated and reliable tool for evaluating leadership, in addition, it is freely available. Can be used both for diagnostic and research purposes. This technique consists of 14 points that the respondent evaluates on a 4-point scale (from 1 - totally does not agree to 5 - absolutely agrees).

Development of the Item Pool

Adaptation techniques consisted of seven stages:

1) primary translation of questionnaires from English into Ukrainian and text examination by philologists;

2) reverse translation (from the Ukrainian language to English) and assessment the original translation correspondence;

3) adjusting allegations, discussing the final version of the questionnaire;

4) assessment of conformity of assertions with the method scales;

5) commissioning of research on a sample of higher educational institutions Ukrainian teachers;

6) processing the results and comparing them with foreign studies;

7) conducting of factor analysis, approval of the final version of the questionnaire.

Results

To adapt the Authentic Leadership Inventory (ALI, L.L. Neider, C.A. Schriesheim, 2011) we used the Interpersonal Relations Diagnostic Method (T. Leary's Test, L. Sobchik's Modification). The study was conducted on the same sample of teachers as the two methods described above.

The application Barlett's Test of sphericity showed the possibility of using the exploit factor analysis (EFA): χ^2 (990) = 6015,16, p <0.002, and according to the Kaiser-Meyer-Olkin Measure of Sampling Adequacy the sample size is adequate (0.86). All items of the questionnaire are one factor - that is, it completely reliably defines the concept of authentic leadership.

Consequently, according to the results of factor analysis, as in the original version of the questionnaire, we have identified four factors (subscales) - three statements in two of them and four in the other two. That is, authentic leadership is more associated with internalized moral aspects (it is often called leadership ethics) and objectivity (considering the opinions of subordinates, the ability to distribute responsibilities, the so-called "distributed" leadership). In tabl. 1 presents the results of the reliability analysis of the Authentic Leadership Inventory using the Cronbach alpha coefficient.

Table 1

Reliability of the questionnaire of authentic leadership (ALI, L.L. Neider, C.A. Schriesheim)

self-awareness		relational transparency		balanced processing		internalized moral perspective	
Items	r	Items	r	Items	r	Items	r
1	0,79	3	0,81	2	0,78	5	0,81
4	0,81	6	0,63	8	0,76	9	0,84
7	0,74	11	0,71	10	0,83	13	0,80
				12	0,77	14	0,83
α	0,87	α	0,84	α	0,86	α	0,90

Consequently, all subscales of the authentic leadership questionnaire are characterized by a high level of reliability, which

indicates the possibility of using this questionnaire to diagnose authentic leadership. In tabl. 2 shown the results of the correlation analysis of the authentic leadership questionnaire (ALI, L.L. Neider, C.A. Schriesheim) and the methodology of Diagnosis of interpersonal relationships (T. Leary test in the adaptation of L.Sobchik).

Consequently, teachers are characterized by extraverted-gregarious and warm-friendly types of interpersonal relationships. Most of all, they have such a component of authentic leadership as relational transparency, and least of all - internalized moral perspective, indicating the ability of the researchers to objective analysis of different points of view before making decisions, difficulties in complying with moral standards and values, despite the organizational pressure of the group. All components of the questionnaire of authentic leadership are statistically significantly correlated with each other (at p = 0.001).

Table 2

Results of Correlation Analysis of Authentic Leader Questionnaire (ALI, L.L. Neider, C.A. Schriesheim) and Diagnostics of Interpersonal Relations (T.Leary's T.L. Adaptation Test by L.Sobchik)

№	M	SD	1	2	3	4
1	9,67	2,01				
2	12,80	1,18	**0,9****			
3	8,13	2,82	**0,8****	**0,7****		
4	6,29	1,14	**0,9****	**0,8****	**0,8****	
5	9,70	2,89	**0,9****	**0,8****	**0,9****	**0,7****
6	8,38	2,70	**0,6***	**0,7****	0,3	0,5
7	7,12	3,18	-0,5	0,3	-0,4	0,5
8	6,41	4,81	-0,3	-0,1	-0,3	-0,5
9	4,02	1,16	-0,2	-0,5*	-0,4	-0,2
10	3,28	1,39	-0,3	-0,4	-0,2	-0,3
11	10,20	1,18	-0,2	-0,5*	-0,4	-0,2
12	9,61	2,26	**0,8****	**0,9****	**0,8****	**0,9****

*p<0,05, ** p=0,001

In table 3 shown the results of the correlation analysis of the authentic leadership questionnaire (ALI, L.L. Neider, C.A.Schriesheim) and work role performance.

All components of authentic leadership positively correlate with teachers work role performance. That is, the authentic leader is a sufficiently adaptive team leader, its equal participant, shows its proactivity, can organize a team, productively works to achieve both personal and team objectives. We find out that authentic leadership positively affects the performance of the teacher's professional duties and, consequently, is an essential component of his professional competence.

Table 3

Results of the correlation analysis of the authentic leadership questionnaire (ALI, L.L. Neider, C.A.Schriesheim) and work role performance

Variables	Self-awareness	Relational transparency	Balanced processing	Internalized moral perspective
Individual task proficience	0,844**	0,402*	0,406**	0,421*
Individual task adaptivity	0,640**	0,460*	0,389*	0,594**
Individual task proactivity	0,591*	0,449**	0,405*	0,699**
Team member proficiency	0,320*	0,388*	0,498*	0,784**
Team member adaptivity	0,884**	0,842**	0,630**	0,441*
Team member proactivity	0,599**	0,391*	0,404*	0,388*
Organization member proficiency	0,608**	0,482*	0,844**	0,449*
Organization member adaptivity	0,504*	0,537*	0,492*	0,330*
Organization member proactivity	0,552*	0,380*	0,608**	0,706**

*$p<0,05$, ** $p=0,001$

The components of authentic leadership are self-awareness, relational transparency, balanced processing, internalized moral perspective. A key factor contributing to the development of authentic

leadership is the self-awareness or personal insight of the leader. Authentic leaders experience heightened levels of self-awareness, and that increasing self-awareness is a core element of the authentic leadership development process. Balanced processing is best understood by considering how motivational biases impact the processes by which people with low or fragile high self-esteem select and interpret information.

Such persons find it difficult to acknowledge personal short comings, such as a lack of skill in a particular area, personal attributes that they deem to be undesirable, or certain negative emotions (e.g., anxiety or anger). Authenticity is not reflected in a compulsion to be one's true self, but rather in the free and natural expression of core feelings, motives and inclinations. When environmental contingencies call for behaviors that are inconsistent with such expressions, internal conflict will arise. How one goes about resolving such conflict has important implications for one's felt integrity and authentic leadership development.

According to the results of our research, the link between components of authentic leadership and work role performance. To date, adaptivity and proactivity have not been systematically integrated with other forms of behavior or distinguished from each other. For example, citizenship models have been criticized for emphasizing rather passive behaviors, such as compliance with procedures and punctuality. Constraining the path from openness to change to adaptivity to be equal with the paths from openness to change to proficiency and from openness to change to proactivity resulted in a significant decrease in fit for the comparison at the task level. Team support is a stronger predictor of team member behaviors than are the other subdimensions of performance.

The present study has limitations. Some of our results are based on teachers self-reports, which raises a question about external validity. Self-ratings of performance have been shown to have lower validity than supervisor ratings and in general individuals appear to be biased toward judging their own behavior as meeting a higher standard than the behavior of others.

Authentic leadership helps subordinates to increase their power; this power then acts like waves in an organization to affect power

relationships in other areas. Being authentic is not a convenience characteristic – one that can be used when it fits the moment. Instead, a teacher/leader must constantly work to develop being authentic.

There are three essential characteristics to becoming an authentic leader: some leadership characteristics cannot be taught, leaders must be resilient, and authentic leaders must base their decisions on their core values. These guidelines can be transferred to teachers to build their leadership skills. Essentially, teachers are the leaders in the classroom, and they must have the ability to use resources to effectively motivate and lead students toward a better understanding of course content.

CONCLUSIONS

Authentic leadership is 'a pattern of leader behavior that draws on and promotes both positive psychological capacities and a positive ethical climate, to foster greater self-awareness, an internalized moral perspective, balanced processing of information, and relational transparency on the part of leaders working.

In the interim teacher/leaders should continue to communicate with students while also seeking feedback to continually improve the student/teacher relationships. If this open communication occurs, it is likely to improve student engagement and performance. Building authenticity into teaching styles is just one way to do this. To sum up, translated and adapted Ukrainian versions of the Authentic Leadership Inventory (L.L. Neider, C.A. Schriesheim, 2011) can be considered as reliable tool for studying various aspects of the teachers personality's authenticity. The findings of our investigation as well as the emergence of diverse related issues in the scientific literature suggest the fruitfulness of further study. Eventually, the future investigation could be aimed to the authentic leadership link with teacher's psychological capital and the subjective well-being.

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UNDERSTANDING OF THE PROFESSIONAL RELIABILITY OF OFFICERS OF THE NATIONAL POLICE OF UKRAINE[1]

Introduction

The National Police of Ukraine is a new state law enforcement agency. In accordance with the Law of Ukraine "On the National Police" of July 2, 2015, the purpose of its activities is the implementation of state policy in the field of protecting the rights, freedoms and legitimate interests of Ukrainian citizens, foreign citizens, stateless persons; protection of properties; counteraction of crime; protection of public order and assurance of public safety. The National Police of Ukraine is built on the model of the police of Western European countries; police officers perform official tasks in close interaction with the population, based on observance of legality, human and civil rights. The police officers' work is related to complex kinds of professional activity, it is accompanied by considerable psycho-physiological and physical stress on employees, many risk factors for their life and health, is characterized by stress factors, the need to counteract criminal environment, apply physical measures, weapons, special means.

Complicated work conditions of police officers often lead to the emergence of psychological problems, the emergence of post-traumatic disorders, a propensity for deviant behaviour and professional deformation. Therefore, an important direction in improving the effectiveness of the law enforcement agency is the selection of persons with high professional reliability in the police agency, taking full account of psychological conditions that promote motivation of professional

activity, professional and personal development, counteract stress and other risk factors.

Studies show that one of the reasons for the shortcomings in the activities of the National Police of Ukraine is the level of professional reliability of the police officer that is inadequate to modern requirements [1-3]. Professional reliability is traditionally understood as the complex of professional knowledge, skills, motivational, volitional, emotional, intellectual and other personality qualities that ensure accurate, faultless, adequate perception of situations and successful performance of labour functions in various operating practices [4].

The most important derivatives of personality reliability, as H. A. Ball noted, are the balance between constancy and variability, the combination of dependence on the situation with the overcoming of its direct impact [5]. Traditionally, employees that can maintain high efficiency, discipline, adherence to principles, psychological stability, devoted to their job, who work effectively, loyal to the service team, management, and a system of law enforcement bodies, who feel themselves part of the law enforcement system, are reliable.

The article goal is to reveal the modern theoretical, psychological, and applied aspects of ensuring the professional reliability of the police officers of the National Police of Ukraine, to demonstrate the first results of experimental work aimed at achieving this goal.

Materials and Methods

Based on the results of the expert assessment, the police officers were divided into three groups in terms of professional reliability, including the level of subjective professional experience, the development of professionally important qualities, work experience and personality characteristics.

The 1 group (optimal level of professional reliability) included 54 police officers aged from 23 to 38 years old. The length of service is from 3 to 10 years. When performing service tasks in conditions of actual danger to life, they act confidently, independently, determinately. In difficult situations, they control their emotions and behaviour. They operate systematically and orderly. The 2 group (sufficient level) included 57 people aged 24 to 37 years old. The length of service is from

2 to 8 years. In the performance of service tasks related to the danger to life, they exercise restraint, caution. Characterized by responsibility, commitment, focus on the opinion of the group. Calm, balanced behaviour. The 3rd group (critical level) included 55 police officers aged 24 to 33 years old. The length of service is from 2 to 7 years. Professional activity is characterized by a low quality of performance of service tasks. Low level of ability to control their activities in extreme conditions, reduced resistance to stress, behaviour with elements of anxiety.

A lot of research studies have been devoted to the issues of the police officers' professional reliability [23-31]. Professional reliability of the police officer is defined as the ability and readiness of a person to perform qualitatively and faultlessly the duties of service in accordance with the requirements of the current legislation, the oath, the norms of official discipline and corporate culture, adhere to the standards of professional activity and ethics, be a worthy member of the team, work fruitfully in agreement with colleagues [6]. It is noted that the professional reliability is dynamic, it is not a constant value [7]. Under the influence of external and internal determinants, the reliability of personnel in general or of each individual person can grow or decrease, it depends on the actual state of a person, individual characteristics and preparedness, duration of actions, degree of their complexity [8; 9].

During the relatively short period of existence of the National Police, the psychological service has accumulated experience in formulating the main tasks of the work: professional psychological selection of candidates for service; psychological support of the service by the police personnel; psychological training of the police officers; psychological support for the operational and official activities of the police officers [10-21]. However, researchers note that along with the impetuous integration into the international community, it is necessary to optimize the psychological support system for the police [22]. We believe that a large volume of tasks facing the service of psychological support for the police can be realized through the consistent use of modern psycho-training methods.

Characteristics of the questionnaires

The SACS Questionnaire - "Strategic Approach to Coping Scale" (S. Hobfoll, 1998) was used to identify patterns of coping behaviour that police officers use predominantly in their activities. The proposed model has two main axes: prosocial-asocial, active-passive and additional: direct-indirect axis. The questionnaire consists of 54 statements and has a five-point scale of answers; It also contains 9 subscales and, accordingly, involves identifying nine models of coping behaviour. We studied an active overcome strategy using the questionnaire.

Coping test by R. Lazarus. The technique is designed to determine coping mechanisms, ways to overcome difficulties in various areas of mental activity, coping strategies. The technique was developed by R. Lazarus and S. Folkman in 1988, adapted by T. Kryukova, E. Kuftyak, and M. Zamyshlyaeva. It is possible to define coping behaviour as purposeful social behaviour that allows coping with a difficult life situation (or stress) in ways that are adequate to personal characteristics and situations. This behaviour is aimed at actively changing, transforming a controllable situation, or adapting to it, if the situation is not controllable. Styles and strategies of behaviour are separate elements of conscious social behaviour, through which a person copes with life's difficulties. The questionnaire contains 50 statements and 8 scales; we studied the indicators of the scale "Self-control".

Multi-level personal questionnaire "Adaptivity", developed by A.H. Maklakov (1993). Designed to study the adaptive potentialities of the individual person based on the assessment of some psycho-physiological and socio-psychological characteristics. The theoretical basis of the test is the idea of adaptation, as a constant process of active adaptation of the individual person to the conditions of the social environment. The effectiveness of adaptation to a large extent depends on the genetically determined properties of the nervous system, and on the conditions of education, assimilated stereotypes of behaviour, adequacy of self-esteem. The multi-level personal questionnaire "Adaptability" consists of 165 questions. We studied the indicators of moral normalization, which provides the ability of the individual person to adequately perceive a certain social role proposed to him/her.

Life meaning orientations test the test of life meaning orientations is an adapted version of the test "Purpose in life" by J. Crumbaugh and L. Maholic (1964). According to the authors' plan, the scale of search for the meaning of life goals measures the strength of the motivational tendency to search for the meaning of life. The adaptation of this test in Russian was carried out by K. Muzdybayev. In the factor analysis, six factors are identified, based on which the subscales are determined. We studied the scale of Locus control-I (I am the master of life), high scores on the scale correspond to the notion of oneself as a strong person with the sufficient will of choice to build one's life in accordance with one's goals.

Questionnaire of the motivational structure of the personality by V. Milman. This technique was developed in the 90's, it allows to diagnose motivational and emotional personality profiles. It contains 14 statements concerning life aspirations and some aspects of a person's way of life. The scales of the motivational profile are as follows: maintenance of life support, comfort, social status, communication, general activity, creative activity, public utility. We studied the indicators for the scale "Creative Activity".

Questionnaire of the level of self-actualization by A. Maslow. This questionnaire was developed in the 90s of the last century; it consists of 126 items and contains 14 scales, reflecting various components, collectively characterizing the level of self-actualization of the personality. We studied "Self-acceptance" scale, measuring a person's ability to accept himself/herself despite his/her weakness. A high estimate means that the self-actualizing personality assumes himself/herself as is, with all shortcomings and weaknesses.

The personal orientation questionnaire by V. Smekalo and H. Kucher the questionnaire is a modified version of the questionnaire designed by B. Bass (1988); it is based on the verbal reactions of the test person in the alleged situations associated with the work or participation in them of other people. It contains 28 items that allow us to identify three leading orientations in the motivational structure of the personality: on oneself, on the task and on the interaction. We studied the focus of the police officer on the task, as a kind of orientation, contributing to the professional reliability of the personality. To study the cognitive components of professional reliability, we used the methods

of "Mechanical Memory"; "Concentration of attention"; "The speed of a simple reaction", developed by K.K. Platonov (1980).

Results

During the research, a correlation analysis was made between the indicators of the expression of professionally important qualities of the police officers and the level of their professional reliability. The Pearson r-criterion was used to determine the proportions of variability of the variables under study. The analysis made it possible to establish that the level of professional reliability had a close positive relationship with the following indicators: work experience: ($r = 0.93$, $p \leq 0.01$); type of coping "self-control" ($r = 0.91$, $p \leq 0.05$); moral normalization ($r = 0.88$, $p \leq 0.05$); "active" strategy to overcome stress ($r = 0.84$, $p \leq 0.05$); locus control-I ($r = 0.88$, $p \leq 0.05$); perception of sound and light stimulus responses ($r = 0.75$, $p \leq 0.05$); orientation to the problem ($r = 0.71$, $p \leq 0.05$); self-acceptance ($r = 0.69$, $p \leq 0.05$); concentration of attention ($r = 0.63$, $p \leq 0.05$); operative memory ($r = 0.59$, $p \leq 0.05$); perception of sound and light stimulus responses ($r = 0.56$, $p \leq 0.05$); creative activity ($r = 0.53$, $p \leq 0.05$); self-assessment ($r = 0.29$, $p \leq 0.05$); intelligence ($r = 0.26$, $p \leq 0.05$); the need for an active life position of all members of the team ($r = 0.26$, $p \leq 0.05$); the need for public recognition of personal contribution and the importance of teamwork ($r = 0.25$, $p \leq 0.05$); the need for creative and interesting work ($r = 0.21$, $p \leq 0.05$).

Also, the level of professional reliability has a negative relationship with the following indicators: personal anxiety ($r = -0.44$, $p \leq 0.05$); confrontational coping ($r = -0.41$, $p \leq 0.05$); asocial type of coping strategy (-0.36 $p \leq 0.05$); trustfulness-alertness ($r = -0.22$, $p \leq 0.05$); relaxation-tension ($r = -0.18$ $p \leq 0.05$). The professionally psychological training was conducted with the police officers, who demonstrated a critical level of professional reliability.

To obtain information about the professional and personal dynamics of the persons who took part in the training, after 10 months repeated expert assessments and psychodiagnostic examination were carried out. Examination of personal and business qualities. The data obtained were compared with the data obtained prior to participation in the professionally psychological training.

Discussions

We have developed a program for the development of professional reliability of the police officers of the administrative police forces. During its implementation, the analysis and accounting of a set of factors, such as the level of development of professional abilities, the nature of motivation for inclusion in activities, the level of professional preparedness, and the characteristics of the specialist's personality were carried out. The goal of the program is to achieve the optimum level of development of the reliability of official activities of the police officers of the administrative police forces. The main tasks of the program include:

– actualization of the professional potential of the police officer; increase in its social, professional and psychological competence;

– prevention of socially and professionally undesirable qualities of the police officer, destructive personality changes;

– correction of the personal and professional profile of the police officer.

The content of the program was realized on the basis of the following psychological regularities: the purpose, nature and content of the development of professional reliability are determined by the objective needs of the individual person and society; the effectiveness of development of professional reliability of the police officer in the process of adaptation is determined by the ability of the individual person to realize socially useful and socially significant activity; the dependence of professional level of development of the individual person on the level of formation of professional team; the presence of a competent instructor; the development of the professional reliability of the police officer occurs in parallel with the development of self-actualization. As the general principles for the development of professional police reliability, the principles were as follows: determinism; activity; development; individual approach. In the process of implementing the program, it was also taken into account the following need: the development of professional orientation of the police officers; taking into account the public and personal interests in the process of inclusion in official activities; activization of the need and motivational sphere of the police officers; maximum orientation on preparation for overcoming professional difficulties in activities; elimination of

contradictions between interest and employees' satisfaction with activities.

The main means of implementing the program for the development of professional reliability of the police officers of the administrative police forces was the technology of professionally psychological training. The latter is a system of task-oriented methods, techniques and exercises that allow the effective development of professionally significant qualities of the police officer's personality. The training also has the provision for the mastery of a system of knowledge, skills and habits that increase the reliability of professional activity [4; 22].

In the design of the professionally psychological training of the development of professional reliability, a priority role belongs to the improvement of personal qualities. This concerns professional motives and values; professional self-awareness and competence; professionally important qualities that include significant individual characteristics, thinking, memory, attention, psychomotor system, stress resistance, self-management ability, responsibility, self-discipline, initiative, teamwork, learning ability, psychophysiological qualities, effective coping behaviour strategy.

Considering the research of many authors, it is possible to isolate the axiological and semantic, motivational, cognitive, emotional-volitional, behavioural components in the structure of professional reliability (see Table 1).

The axiological-semantic component is characterized by awareness of social significance and personal responsibility for the results of activities. An important characteristic of the dynamics of the axiological and semantic component of professional reliability is the measure of awareness of the professionally significant personal qualities of the police officer, the relationship between "I am a real professional" and "I am an ideal professional" at different stages of professional development. Professional self-assessment, in turn, sets the mode of self-relationship and contributes to replenishment with new professional knowledge. The result of the work of the axiological and semantic component is the professional image of the police officer's "I", which is the result of objective self-knowledge.

The basis of the cognitive component of professional reliability is professional knowledge, spreading the boundaries of individual

experience, that open the possibility for the improvement and development of the police officer. The cognitive component includes a certain level of professional development in the cognitive sphere of personality: professional perception, memory, thinking, imagination, attention, which collectively constitute the intellectual and cognitive component of professional reliability. This is manifested not only in the accumulation of information about professional activity and qualitative mastery of the ways of activity, but also in increase of the level of selectivity, complexity, and integration of information, in the growth of the ability to analyse and effectively solve professional problems.

Emotional-volitional component of professional reliability reflects the attitude of the police officer to professional activity in general or to certain professionally significant qualities of his/her personality. The content of this component of professional reliability is presented in the form of professional interests, professional self-relationship, and self-esteem. Interest motivates learning, development of skills and abilities, intelligence, and creative aspirations. Self-attitude is a powerful incentive for professional and personal self-development. Depending on the nature of the relationship to various objects of social reality, police officers show moral, intellectual, and aesthetic feelings. The result of the "work" of the emotional-volitional component of professional reliability is the subject's experience of his/her achievements, both successful and not, the desire to achieve goals of a high degree of complexity.

The motivational component of professional reliability includes motivational readiness to carry out professional actions, motivation to observe law and professional discipline, responsibility for the legitimacy and validity of law enforcement activities.

The behavioural component includes the ability to realize the acquired knowledge, skills, experience of successful mastery of professional activity. It regulates behaviour and activities in accordance with legal norms, determines the ability to make independent decisions, manage and control their behaviour. The productive solution of professional tasks contributes to the appearance of new goals, assessments, motives, attitudes, and meanings of professional activity for the police officers.

In the process of forming professional reliability of the police officers the following methods of professionally psychological training were used: development of cognitive qualities; psycho-regulation; development of communication potential; psychodrama; psychotechnical games, etc. The methods of development of cognitive qualities include: the development of professional memory, professional observation, the accumulation of experience of professional perceptions, the development of professional sensitivity. The development of communication potential involves mastering by the police officers of skills of establishing psychological contact and trusting relationships, exercising psychological influence.

To master the skills of self-regulation of emotional-volitional processes, methods of psycho-regulation were used. The latter makes it possible to regulate the emotional state of the police officer, relieve excessive stress, create a positive mood. The same group includes autogenic training and mastery of self-regulation techniques. Psychotechnical game - an effective method of psychological training of the police officers, used to form certain qualities, by means of game behaviour. It involved the performance by police officers of a certain role, mutual actions, because of which a situation was formed that psychologically was close to the real conditions of activity. The method includes a system of actions and exercises that ensure the effective formation, development, and correction of components of the specialist's professional reliability.

The content of the training for the development of professional reliability included the methods of changing the mental states of a person as well: non-traditional psychotechnics, adapted on the basis of Zen Buddhism: "Observation of breathing", "conflict without emotion", "general story", "general drawing", "imaginary victory", "imaginary action"; transregulation psychotechnics, aimed at increasing the level of self-control for their feelings and actions; concentration and distribution of attention; methods of adaptation to the darkness, the whiz of bullets, explosions, moans, etc.; individual and group ritual actions, which are a trigger signal for habitual automatic actions fixed in skills. Rituals are associated with determined, volitional actions, that help in difficult conditions to overcome relaxation, apathy, and

insecurity in their power; psychotechnics were also used to increase the effectiveness of special activities (shooting, martial arts) [8].

In the structure of the psychological qualities of the police officers who participated in the professionally psychological training, certain positive changes have been identified. Participation in the training strengthened the "active" strategy to overcome stress. The participants showed more desire for independence, freedom, self-confidence, trust in the outside world, ability to overcome the limited personal freedom and behaviour conditioned by the specifics of the service were developing. The training also promoted the development of the type of coping behaviour "self-control", characterized by neutralization of aggressive manifestations, the formation of tolerance to others, reducing the risk of inadaptation in stress, increasing neuropsychic stability.

Participation in the training helped to improve the police officer's attention, memory, perception of sound and light stimulus responses. This allows to provide the processing of large amounts of operational information; perform generalization on the basis of analysis, synthesis, observation and other logical operations; choose necessary information from a large amount of information to solve the tasks; see several ways to solve the problem, choose the most effective one, find new unusual solutions; highlight the leading relationships; make the right decision in case of an acute shortage of necessary information and in the absence of time for its consideration. In addition, participation in the training launches the mechanisms of axiological and semantic changes, the police officers begin to evaluate themselves more sensibly, critically and constructively, their past, present and future.

The police officers show the desire to control themselves, they reveal great activity in the formulation of life goals and their achievement. It was established that some constructs, those that relate to axiological and semantic blocks, did not reveal immediately after the training, but were fixed after a while, which indicates the delay, the stability of positive individual and professional changes caused by the training in the axiological and semantic sphere of the police officers. As a result of participation in the training, there is a more positive attitude to their life, there is an increase in the overall indicator of life's meaning, leadership qualities, initiative, and concentration are developing.

Qualitative changes are also observed in terms of "moral normalization", which indicates a high level of socialization, an adequate assessment of their role in the team, an orientation toward observance of generally accepted norms of behaviour. Among the general trends of changes in the semantic sphere, it is important to note the growing sense of success in life, the ability to influence the course of events, the confidence in the fundamental possibility of independent realization of life choices and successful self-realization.

Participation in the training contributed to the restructuring of the system of motives, mainly represented by a progressive motivational profile, a noticeable excess of the level of developing motives over the level of maintenance motives; predominance of motives generated by activities. Also, positive changes in the emotional-volitional sphere of the participants of the training were noted: they became more active and emotionally involved in activities; they have decreased the level of negative emotional states (anxiety, frustration).

CONCLUSIONS

Thus, the implementation of the resource, personal approach to the problem of developing the professional reliability of the police officer's personality allows us to conclude that the phenomenon under study is not a passive integration of the influence of external and internal conditions of human existence, not only the characteristic of the adapted activity, but the result of accumulation of ways to achieve goals, formed by the police officers. Evaluation and research of professional reliability are impossible without disclosing the role of subjective activity, influence on the activity of the individual person, his/her experiences, the structure of meanings and value priorities realized in professional activity. Therefore, it seems necessary to give extra attention to the individual specificity of the axiological and semantic sphere of the individual, world outlook positions, subjective experiences, the importance of professional tasks and goals, i.e., the inclusion of professional activity in the personal structure of meanings, peculiarities of individual response to professional difficulties.

The effectiveness of the use of the professionally psychological training, aimed at the development of professional reliability, is

confirmed by the positive changes in the indices of the expression of personal factors, the professionally important qualities of the police officers, according to which, during the correlation analysis, there is a positive relationship with the level of professional reliability of the individual person. This indicates the proportionality of variability of the variables under study. Thanks to training, it becomes possible to expand the "zone of reliability" of the police officers.

Thus, the use of psycho-training technologies in order to provide psychological security for the professional reliability of the police officers allows to solve the following tasks: formation of professional and psychological readiness for the performance of operational and service tasks; development of professionally significant qualities and psychological orientation in various aspects of professional activity; improving communication skills and skills for establishing psychological contact with citizens; prevention and resolution of conflicts; formation of skills of role behaviour in various situations of operational and service activity; the formation of psychological stability in complex and extreme situations, training in self-regulation techniques; training tactics, methods and techniques for ensuring personal safety in the conditions of professional activity and in everyday life; preventive measures and prevention of employee turnover; violations of discipline and legality, other manifestations of professional and psychological deformation; overcoming personal or professional stagnation; saving the mental and physical health of the police officers; maximum extension of professional longevity.

Conflict of interest. The authors have declared no conflict of interest.

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THE DOMAIN ADJUSTMENT PROBLEM IN THE CONTEXT OF PRODUCT BRANDS: DOES USER-IMAGERY ALLOW A HUMAN-TO-HUMAN COMPARISON? [2]

Introduction

Humanlike brand theories (Aaker, 1997; Fournier, 1998) and application of questionnaires designed for measuring human personality and perceptions of marketing entities, e.g., brand image (Caprara, Barbaranelli, & Guido, 2001; Huang, Mitchell, & Rosenaum-Elliott, 2012; Karampela, Tregear, & Ansell, 2014), the image of typical brand users (Huang et al., 2012; Willems et al., 2012), the image of particular countries (Rojas-Méndez, Papadopoulos, & Alwan, 2015), are based on the silent assumptions that, first, the dimensions of perceptions of those entities are identical and, second, that understandings of the lexical material building up such questionnaires are identical as well. These assumptions have already been questioned both theoretically (e.g., Landon, 1974; Caprara et al., 2001; Austin, Siguaw, & Matilla, 2003; Capelli & Jolibert, 2009; Avis, 2012) and in empirical studies (e.g., Gorbaniuk et al., 2017). Consequently, a particularly challenging problem in the context of self-congruity theory and the measurement of self-image congruence has arisen, i.e., the domain adjustment problem—which can be boiled down to different understandings of words caused by different contexts of their uses, resulting in the irrelevance of using the same set of adjectives for measuring self-image and product-image because of their different contextual meanings (Avis, 2012).

The aim of this study is to empirically test the validity of those assumptions by comparing the structure of personality lexicon used in social comparisons to typical brand users with the structure of personality lexicon of ordinary people on the basis of methodology of psycholexical studies (Angleitner, Ostendorf, & John, 1990; Saucier, 1997; Milas & Mlačić, 2007; Saucier & Srivastava, 2015). In the ensuing sections, previous lexical research in psychology is reviewed and the specificity of psycholexical studies delineated. Next, the reasons for supposition that the structure of personality traits assigned to typical brand users may be different from the structure of personality traits assigned to people are presented and—on that basis—hypotheses are addressed. The following sections demonstrate a design of the current study, which involves both qualitative and quantitative research, its results, and discussion of the results with reference to the hypotheses formulated. Finally, the paper presents research conclusions and limitations as well as possibilities for future research.

Systematic distortion issue in the consumer image studies

Over the past fifty years, there have been theoretical and methodological discussions within the realm of personality studies over the issue of whether applying personality inventories allows investigating real personality traits or if it rather leads to reconstructions of semantic relationships of the lexical material used (Borkenau, 1992). An analogous issue arises in research on brand personality when brand personality may be construed as a result of personifying instruction and an imposed inventory of personality adjectives (cf. Avis, Forbes, & Ferguson, 2014; Huang et al., 2012), no matter if such dimensions established exist in a respondent's unconstrained perception of brands or not. According to the systematic distortion hypothesis (D'Andrade, 1965; Shweder, 1975), applying descriptors of personality traits in descriptions of brand users entails automatic activation of beliefs toward how certain attributes are coupled or co-occur together, based on the semantic similarity of the lexical material used in personality inventory (e.g., a list of adjectives). In consequence, the five-factor structure of personality traits is replicated in studies of the brand user image (e.g., Huang et al., 2012; Willems et al., 2012) or brand personality (e.g., Huang et al., 2012), which apply

personality inventories based on five-factor (e.g., Gosling, Rentfrow, & Swann, 2003; McCrae & Costa, 1987; Saucier, 1994) models. In turn, differences in factor loadings of the items used to describe a brand and a brand user—observed by Huang et al. (2012)—can be interpreted as an effect of the influence of the brand context on a shift of personality-trait descriptors' meanings (cf. Avis, 2012). Thus, any attempt to answer the question of specific personality traits in terms of which consumers compare themselves to typical brand users is futile if factor structures of personality inventories do not reflect the specificity of comparisons with typical brand users. This calls into question the relevance of tools applied for the measurement of the typical user image and self-image congruence.

Lexical research in personality psychology

The lexical approach in personality psychology offers an opportunity to reach an agreement on the universal dimensions (cf. Saucier & Srivastava, 2015) of self-image comparison without inducing these personality dimensions, which are absent in the perception of typical brand users. The problem of individual differences, together with the attributes essential to social functioning and used by people when describing such differences, has been an object of philosophical reflection since ancient times (e.g., Theophrastus, Aristotle, Hippocrates, or Galen; cf. Stelmack & Stalikas, 1991; Diggle, 2004). For a long time, however, there has been no agreement on which of the differences and attributes should be regarded as most salient or what is the most methodologically accurate method for identifying those attributes. Galton (1884) is the author of a proposition that almost a century later was formulated by Goldberg (1981) in the form of a lexical assumption. According to the lexical assumption, all individual differences that are salient and essential for social functioning within a particular culture have been semiotically encoded in a natural language. The more words (synonyms and antonyms) have been coined by users of a given language to name some trait that differentiates between people, the more meaningful that trait seems to be. Therefore, examination of the structure of personality lexicon offers an opportunity to identify the key

traits people refer to when describing personality in communication with users of the same language.

Psycholexical studies comprise two stages and, in the vast majority of cases, are limited to adjectives as the most value personality descriptors. In the first stage, a pool of personality-descriptive adjectives is extracted from a dictionary that best represents a given natural language (e.g., there are over 700 personality adjectives in Polish; Gorbaniuk et al., 2013). In the second stage, that pool is used to compile a large number of descriptions of human personality on the basis of that list of adjectives (a sample usually exceeds 500 respondents). Having done that, the structure of personality lexicon is explored by means of factor analysis.

In European languages, studies into personality lexicon first identified five essential factors in personality structure: (1) Extraversion, (2) Emotional Stability, (3) Conscientiousness, (4) Agreeableness, and (5) Intellect (the Big Five; Goldberg, 1990, 1992), and later comparisons of more research results allowed establishing a six-factor structure, complementing the Big Five with an Honesty dimension (Ashton et al., 2004). Studies into the structure of the Polish language have confirmed the six-factor structure of adjectival personality lexicon only through self-rating research (Szarota, Ashton, & Lee, 2007; Gorbaniuk et al., 2013). In peer-rating research (a description of others' personalities, which offers a more adequate domain for self-image congruence), the Honesty and Agreeableness dimensions have comprised one factor (Agreeableness), and Emotional Stability has been split into two independent factors: Resilience and Impulsiveness (Gorbaniuk et al., 2014), thereby resulting in the six-factor structure: (1) Extraversion, (2) Conscientiousness, (3) Agreeableness, (4) Intellect, (5) Resilience, and (6) Impulsiveness.

Although results of lexical studies are used for building personality models (e.g., McCrae & Costa, 1987; Lee & Ashton, 2004), it is argued here—in line with Saucier, Hampson, and Goldberg (2000)—that investigating a personality lexicon cannot be equated with investigating personality. Nevertheless, such models may be successfully used for describing the most principal dimensions of human personality perception, whilst a methodological framework of psycholexical studies—as a means to identifying such dimensions. In particular,

according to the lexical assumption, examination of the structure of a natural lexicon of attributes assigned to consumers in social comparisons allows researchers to identify their key dimensions. In that case, the frequency of occurrence of particular attributes in the descriptions of typical brand users may be regarded as an additional index of their meaningfulness for self-image congruence.

The effect of the consumer context on trait attribution

The above review of the literature rises a question about the extent to which the structure of personality assigned to typical brand users will resemble the structure of personality traits assigned to ordinary people, and the extent to which the structure will be specific because of a specific object of perception. According to the lexical assumption, the specificity of the perception of brand users should be reflected in the personality lexicon used in their unconstrained description. The psychology of social perception together with linguistics offer good reasons to assume that the unconstrained structure of personality traits assigned to typical brand users may be different from the structure of personality traits assigned to people because of a different object of study. Many researchers (e.g., Borkenau, 1990; Read, Jones, & Miller, 1990; Fleeson, Zirkel, & Smith, 1995) have provided evidence that traits are goal-derived social categories (cf. Barsalou, 1985, 1991). People perceive and describe both themselves and others in a manner that maximizes their benefits and allows them to achieve their goals (Kunda, 1999). Goals are important to perceiving and understanding others— the level of certainty in which people conclude about traits on the basis of behaviors is dependent on the degree to which goals are associated with a particular trait (Fiske & Pavelchak, 1993; Read et al., 1990). Therefore, inferring the goals people pursue is crucial for the process of dispositional attribution, i.e., ascribing personality traits to others, including typical brand users.

As for brands, the goal is to satisfy widely understood consumers' needs, e.g., self-esteem or self-consistency (Alicke & Sedikides, 2009; Swann, 1990) and hence it may be assumed that consumers perceive functional and symbolic attributes of brands through a lens of benefits they may obtain from purchasing specific products, and that

perception may be also shaped by the attributes that could be incorporated into the consumer's self-concept (Wicklund & Gollwitzer, 1981; Belk, 1988). From this point of view, the structure of the personality traits assigned to typical users of particular brands should reflect the very system of symbolic meanings associated with such brands, and these meanings allow consumers to achieve their desired benefits and avoid potential losses. On that basis, the structure of the personality traits, derived from unconstrained consumer lexicon, may differ from the structure of personality perception of ordinary people, which is known in psycholexical studies (e.g., Ashton et al., 2004) with regard to both the number and content of the core dimensions. Thus, the following is hypothesized:

H1: The structure of the personality lexicon of brand users is different from the structure of the full human personality lexicon.

The effect of context on conceptual meaning

The domain adjustment problem has been noticed almost since the very beginning of self-congruence research development (Landon, 1974) and became particularly relevant when studies into symbolic brand image started to be dominated by the brand personality concept and Aaker's methodology (1997). Then, particular attention was paid to the problem of shifted meanings of personality terms used to describe brands (Caprara et al., 2001) or categories (Austin et al., 2003), but the most detailed theoretical analysis of the domain adjustment problem has been provided by Avis (2012), who has suggested that brand personality is not the appropriate point of reference in self-image congruence research (e.g. Lee, Hansen, & Lee, 2018) because (a) there is a possibility of spontaneous activation (contrary to a researcher's intention) of consumers' thinking of user-imagery when presented with brand personality descriptors and (b) descriptors' meanings may shift according to the category in which a brand is located and depending on how measures are interpreted. On that basis, treating the consumer's image as a point of reference in self-image congruence research is more justifiable because of human-to-human comparison. Nevertheless, also in that case, a potential shift of the meanings of those descriptors when used with reference to ordinary

people vs. typical brand users should be anticipated. Therefore, the following hypothesis is formulated:

H2: The consumer context influences the conceptual meaning of personality lexicon used in social comparisons to product brand users.

Shifts of meanings of personality descriptors should be unveiled not only at the level of individual terms, but also in more abstract levels represented by the basic factors of personality traits assigned to typical brand users. Therefore, the following hypothesis is formulated:

H3: The factor structures of personality descriptions of typical brand users and ordinary people, based on the same self-image congruence lexicon, are different from each other.

Recent analyses prove that various branded entities with the humanistic associations at a higher level of abstraction have three similar dimensions of perception: Competence, Warmth and Status (Davies et al., 2018; Mohtar, Rudd, & Evanschitzky, 2019), of which the first two dimensions describe differences in personality. This means that for more detailed structures, we can expect a greater difference in the content of dimensions.

In summary, in order to answer the question of whether or not typical brand users and ordinary people are perceived by means of the same personality dimensions, it is necessary—according to the psycholexical approach—to compare natural personality lexicon used by consumers when comparing themselves to typical brand users and when describing other people.

METHOD
A list of personality terms

List of 50 personality-descriptive terms was taken from previous lexical study of self-brand-user comparisons (Gorbaniuka et al., 2017). In that study a lexicon of personality descriptors used in comparisons to typical users of product brands was compiled through individual interviews with 583 Polish consumers based on almost 500 brands of 29 categories of products . This list represents a natural personality lexicon that is most commonly used in social comparisons to typical users of preferred and non-preferred brands within the product categories the respondents were interested in.

Sample and Procedure

There were two independent samples in the study. The first sample, describing brand users, comprised 652 respondents aged 15 to 83 ($M = 37.0$; $SD = 15.0$), 53.8% of whom were women. The subjects were selected on the basis of quota sampling in which age (five categories) and gender were controlled. In the first stage, the interviewer presented the respondent a list of 20 categories of products[3] and asked the respondent to indicate those he or she was interested in buying. Next, the respondent was asked to indicate specific brands from each category that he or she could recognize. Then, the respondent indicated the brand he or she preferred most (X) and least (Y), and those were further categorized as the objects of further study. Next, the respondent was asked to imagine a person purchasing a product of a given brand in a typical selling point and to describe a typical user of both (most and least preferred) brands by means of a list of 50 personality adjectives, by rating the extent to which each adjective characterizes a typical user of a given brand on a 7-point Likert scale from 1 (strongly disagree) to 7 (strongly agree). Half of all the respondents first described a typical user of the preferred brand and then of the non-preferred one. In turn, the second half of the respondents described brands in reverse order. The effective number of descriptions was 1,302 as each respondent delivered two descriptions.

The second sample, describing a well-acquainted person, comprised 758 respondents aged 16 to 85 ($M = 36.8$; $SD = 15.0$), 52.3% of whom were women. The study into perceptions of ordinary people was conducted at the respondent's home, too. After explaining the aim of the study, one-third of the respondents were asked to describe a person they rather liked, another one-third of them to describe a neutral person, and the last one-third to describe a rather disliked person by means of the adjective list. One respondent described one person only.

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[3] The qualitative study used the following 20 categories: cameras, chocolate bars, chocolate, tea, yoghurt, coffee, ketchup, cosmetics, painkillers, motorbikes, soft drinks, tools (drills, grinders, etc.), shoes, clothing, sportswear, tires, cigarettes, toothpaste, perfumes, beer, washing powder, cars, juice, radio and television, domestic electrical appliances, computer hardware, mobile phones, vodka, and watches.

Both sample size of meets EFA guidelines for minimum ratios of participants to items (5:1) and sample size greater than 300 (Gorsuch, 1983). A high ratio of variables to factors, such as that in the present study, actually contributes to the stability of factor loading patterns (Guadagnoli & Velicer, 1988).

Hypothesis testing and fit indices evaluation

Hypothesis 1 will be confirmed when the factor structure of the selected 50 personality adjectives used for descriptions of ordinary people differs from the factor structure established in psycholexical studies on the basis of the whole personality lexicon of the Polish language (Gorbaniuk et al., 2014) in terms of the number or essence of the factors obtained. The hypothesis will be tested through qualitative content analysis of factors identified in the current study and those derived in the previous observer-rating studies (Gorbaniuk et al., 2014).

Hypothesis 2 will be confirmed if correlations between the same personality adjectives used for descriptions of typical brand users vs. ordinary people differ. Maximum likelihood estimation was employed in order to compare correlation matrices based on STATISTICA 10.0. The following were used to evaluate the fit of models to data: the goodness-of-fit test χ^2, the Root Mean Square Error of Approximation (RMSEA), the Adjusted Population Gamma Index (APGI), and the Root Mean Square standardized residual (RMSSR). χ^2/df values 2.00-3.00 or less constituted a good fit (Marsh & Hau, 1996). Values below 0.08 for RMSEA were considered as an acceptable fit and those below 0.05 as a good fit (Kline, 2005). The APGI values above 0.90 conventionally indicated a good fit (Steiger, 1995). The RMSSR values above 0.10 indicated an inadequate fit and values below 0.05 presented a very good fit (Steiger, 1995). The statistical power was estimated at 1.00 (null hypothesis RMSEA = 0.05, alternative hypothesis RMSEA = 0.08, α = 0.001, df = 1225).

Hypothesis 3 will be confirmed if the optimal number of factor and their content in factor analysis differ in descriptions of typical brand users vs. ordinary people produced with use of the same personality lexicon. Tucker's coefficients were calculated for quantitative evaluation of the congruence of factor structures (Tucker, 1951). The author of the coefficient suggested the following interpretation: 0.98 to 1.00 =

excellent; 0.92 to 0.98 = good; 0.82 to 0.92 = borderline, 0.68 to 0.82 = poor; below 0.68 = terrible.

RESULTS

Comparison of correlation matrices of the adjectival list used for descriptions of brand users vs. ordinary people

In order to determine whether or not the consumer context affects the semantic structure of the personality lexicon used to describe the image of product brand users, a comparison was made between linear correlation matrices of the same list of personality adjectives applied for the description of typical brand users and ordinary people. The following fit indices for the structures compared were obtained: $\chi^2(1225) = 4172.07$, $p < 0.001$; $\chi^2/df = 3.41$; 90% CI of APGI [0.950; 0.957]; 90% CI of RMSEA [0.043, 0.046]; RMSSR = 0.101. These indices demonstrate either borderline (RMSSR, χ^2/df) or good (RMSEA, APGI) fit of the structures, and they do not provide sufficient evidence to support hypothesis 2.

Factor structure of the consumer lexicon used for the description of brand users vs. ordinary people

Principal component analysis was performed to determine what specific personality dimensions occur in the perception of brand users as compared to descriptions of ordinary people by means of the same list of personality descriptors. In descriptions of ordinary people (no consumer context), the following eigenvalues for subsequent unrotated components were obtained: 16.88, 4.52, 2.85, 1.73, 1.25, 1.15, 1.08, 0.95, 0.92, 0.85, etc. In turn, an analysis of the structure of the same list of descriptors used for the description of typical brand users showed the following eigenvalues: 16.50, 6.74, 2.93, 2.08, 1.19, 1.14, 0.87, 0.82, 0.79, 0.75. According to the Kaiser criterion, the maximum number of reliable factors in the perception of ordinary people (with no consumer context activated) would be seven, whilst in the description of the typical consumer—six. The scree test of eigenvalues shows two breaks after the second and fourth factor in each of the two lists, thereby suggesting a two- or four-factor solution to be optimal ones. The two-factor solution

explains, respectively, 42.8% and 46.5% of the variance of descriptions of ordinary people and typical users of product brands, and moreover, it is structured by the lexical material at a higher level of abstraction. Nevertheless, an alternative solution may be a four-factor one that explains, respectively, 51.9% and 56.5% of the variance of descriptions.

According to standards of psycholexical methodology, the most informative way to compare factor structures across different variables, samples, or languages is to examine factor solutions at various hierarchical levels (Saucier, 1997; Goldberg & Somer, 2000). In order to examine the core axis of the typical brand user's lexicon for different numbers of orthogonal dimensions, a series of principal component analyses were performed within the two samples explored to investigate a hierarchical emergence of factors, which resulted in identifying between 1-6 varimax-rotated components. Each subsequent factor solution demonstrates different hierarchical levels, from the most abstract to the most specific one, in categorizing semantic material encoded in the list of the most frequently used personality descriptors in the process of social comparisons with typical brand users. In the next stage, Tucker's congruence coefficients were computed to determine the similarity of the factors extracted in both samples in each hierarchical level.

For the one-factor solution, the coefficient was 0.914, which indicates borderline matching factors. Regarding descriptions of ordinary people, the following items correlated most with the first unrotated principal component: *kłamliwy* (deceitful, –0.80), *zarozumiały* (conceited, –0.71), *niemiły* (unpleasant, –0.79), *wredny* (vicious, –0.78), *leniwy* (lazy, –0.65) vs. *miły* (pleasant, 0.77), *uczciwy* (honest, 0.80), *troskliwy* (careful, 0.74), *inteligentny* (intelligent, 0.69), and *pracowity* (hard-working, 0.65). For descriptions of typical brand users, the opposite poles of the continuum were described by *nieodpowiedzialny* (irresponsible, –0.70), *niechlujny* (sloppy, –0.69), *wredny* (vicious, –0.64), *niemiły* (unpleasant, –0.63), *niekompetentny* (incompetent, –0.62) vs. *solidny* (solid, 0.76), *inteligentny* (intelligent, 0.76), *zaradny* (resourceful, 0.73), *pogodny* (light-hearted, 0.70), and *dokładny* (accurate, 0.70). Accordingly, the extracted axes described, in both cases, the evaluative dimension of those personality descriptions defined by socially-desirable versus undesirable terms. Nevertheless, the first

unrotated principal components extracted slightly differ semantically because in the description of ordinary people, more focus is placed on anti- vs. pro-social behaviors, whereas in the description of brand users—on incompetence vs. resourcefulness/conscientiousness.

For the two-factor solution, the correlations between corresponding factors in the description of typical brand users and ordinary people were 0.943 and 0.926, respectively. The most highly-correlated adjectives with the first of the two factors in descriptions of ordinary people were as follows: *wredny* (fastidious, 0.74), *zarozumiały* (conceited, 0.74), *kłamliwy* (deceitful, 0.73), *cwaniacki* (smartassed, 0.71), and *niemiły* (unpleasant, 0.68). In descriptions of typical brand users, the semantically corresponding factor comprised the following: *wredny* (fastidious, 0.78), *wyniosły* (haughty, 0.77), *egoistyczny* (selfish, 0.77), *niemiły* (unpleasant, 0.73), and *nieodpowiedzialny* (irresponsible, 0.72). Both factors describe an approximate dimension labeled as Communion (cf. Abele & Wojciszke, 2007) or Social properties (Digman, 1997). In turn, the second pair of corresponding factors included, in the case of descriptions of ordinary people, such adjectives as the following: *dynamiczny* (dynamic, 0.69), *energiczny* (energetic, 0.69), *wesoły* (cheerful, 0.69), *odważny* (brave, 0.67), and *zaradny* (resourceful, 0.63). In descriptions of typical brand users, the second factor was strongly associated with the following adjectives: *energiczny* (energetic, 0.78), *zaradny* (resourceful, 0.78), *inteligentny* (intelligent, 0.77), *zdecydowany* (resolute, 0.76), and *konsekwentny* (consistent, 0.74). Both factors refer to one superordinate dimension termed in the literature as Agency (Abele & Wojciszke, 2007) or Dynamism (Digman, 1997).

In the three-factor solution, the most corresponding pairs of factors showed the following Tucker's correlations: 0.811, 0.892, and 0.295, which indicates a lack of similarity between the axes extracted based on descriptions of ordinary people and brand users. The factors established could be named based on the highest loadings as Communion (*wredna*, vicious, 0.75, *zarozumiały*, conceited, 0.74, *cwaniacki*, smartassed, 0.72, *wyniosły*, haughty, 0.72, and *niemiły*, unpleasant, 0.71), Conscientiousness (*konsekwentny*, consistent, 0.64, *leniwy*, lazy, –0.62, *solidny*, solid, 0.61, *pracowity*, hard-working, 0.59, and *nieodpowiedzialny*, irresponsible, –0.58), and Extraversion (*towarzyski*,

sociable, 0.72, *wesoły*, cheerful, 0.71, *energiczny*, energetic, 0.67, *dynamiczny*, dynamic, 0.67, and *dowcipny*, humorous, 0.65). In turn, for descriptions of typical brand users, such factors may be defined as Positive Valence (*pogodny*, light-hearted, 0.79, *wesoły*, cheerful, 0.75, *dowcipny*, humorous, 0.74, *uczciwy*, honest, 0.74, *zaradny*, resourceful, 0.74, etc.), Negative Valence (*wredny*, vicious, 0.78, *cwaniacki*, smartassed, 0.76, *egoistyczny*, selfish, 0.75, *wyniosły*, haughty, 0.75, *zarozumiały*, conceited, 0.73, etc.), and Thriftiness vs. Extravagance (*oszczędny*, thrifty, –0.65, *rozrzutny*, wasteful, 0.48, *wybredny*, fastidious, 0.48). Accordingly, the three-component categorization of the lexical material allowed the emergence of a new, consumer-specific category, while the remaining descriptors oscillated between the positive and negative poles.

In the four-factor solution, the most interrelated factors obtained the following Tucker's coefficients: 0.924, 0.918, 0.909, and 0.631. Such results suggest certain similarity within the first three pairs of factors, but the fourth factor is entirely different in the perception of ordinary people and brand users. Because this solution is most comprehensive and still acceptable according to the scree test, full factor loadings for this solution are presented in Table 1. The first factor from the descriptions of typical brand users, which is mirrored by the third factor from the description of ordinary people, describes conscientiousness and responsible behavior of brand users and ordinary people. It explains 20.2% of the variance of descriptions of brand users and 12.1% of the variance of descriptions of ordinary people. The second factor of the consumer's image describes antisocial attitudes of brand users and their other negative characteristics (19.4% of variance explained). Its corresponding factor from descriptions of ordinary people (the first factor) also emphasizes non-communal behaviors but is more balanced by communal ones (e.g., *delikatny*, tactful, *troskliwy*, careful). The third factor from descriptions of typical brand users corresponds with the second factor from descriptions of ordinary people, and they both represent Extraversion. That factor explains, respectively, 13.6% and 9.1% of the variance. The fourth factor opposes self-confidence and decisiveness to excessive propensity to save and incompetence in descriptions of brand users, whereas indecisiveness is associated with naivety and infantilism in descriptions of ordinary people, which suggests

activation of different parts of the semantic field of the same adjectives used in two different descriptions (with and without the consumer context).

→ Table 1. *Varimax-Rotated Four-Factor Solution Derived From Consumer Personality Lexicon With and Without the Consumer Context.*

(Note: Adjectives with the highest factor loadings are printed in boldface. The items were sorted according to factor loadings for descriptions of typical brand users.)

Finally, it is worth underscoring that, because the analyzed list of descriptors of consumers' personality is compiled based on natural descriptions, the percentage of variance explained constitutes an index of the meaningfulness of each trait in the description of a person. In the image of an ordinary person, the key dimension is Communion, while in the perception of a brand user it is Conscientiousness and Responsible behavior.

In the five-factor solution, only two to three adjectives correlate with the fifth factor $|r| > .50$ in the description of the typical brand user and ordinary person, which is evidence of marginal significance of additional factors for the description of the consumer lexicon structure.

DISCUSSION

A comparison of correlation matrices of one lexicon used in both consumer and non-consumer contexts does not allow a rejection of the null hypothesis that two samples of matrices are drawn from the same population matrix; hence, hypothesis 2 was not confirmed. Given the statistical power of comparison, the global similarity of interrelations among items in the contexts compared allows a conclusion as to a relatively stable meaning of the adjectives.

The analysis of factor eigenvalues suggests that the optimal solution might be a two- or four-factor one. The comparison of factor structures of the analyzed lexicon used in descriptions of typical brand users and ordinary people indicates relatively good congruence only for the two-factor solution; hence, hypothesis 3 is rejected at a high level of abstraction. For the four-factor solution, good congruence applies only to the first three factors; thus, hypothesis 3 is only partially confirmed at a lower level of abstraction. This is in line with Davies (2018), who

proves that various branded entities with the humanistic associations at a higher level of abstraction have similar dimensions of perception. This means that, in line with congruence theory and methodology, the list of adjectives developed from this study can be used for piecemeal measurement of congruence (cf. Sirgy et al., 1997) with regard to personality traits because respondents essentially activate approximate meanings in descriptions of both typical brand users and ordinary people within the key comparison dimensions. That suggests that those images are compatible and, thereby, confirm Avis' predictions (2012) of the appropriateness of using the typical brand-user image as a point of reference in self-image congruence research.

The trait range of the consumer lexicon, extracted in the qualitative study, is considerably reduced as compared to the range of the whole Polish lexicon describing individual personality differences. This means that, when comparing themselves to typical brand users, potential purchasers do not take into account all five (Szarota, 1996) or six personality dimensions (Gorbaniuk et al., 2014), which is feasible by means of the whole Polish personality lexicon, but they rather limit themselves to only three of them: Conscientiousness, Agreeableness—Honesty, and Extraversion. The fourth dimension, Resilience, is of marginal importance; however, it takes on diverse meanings in perceptions of ordinary people as compared to typical brand users. In particular, when the consumer context is activated, resilience refers to the lack of hesitancy to spend money, whilst thriftiness is perceived rather negatively. In turn, Impulsiveness and Intellect do not occur as independent dimensions in the perception of brand users. Therefore, hypothesis 1 is supported. A theoretical and methodological corollary of the above pattern is that applying the personality inventories based on the Big Five (e.g., NEO-FFI/NEO-PI-R, Big Five mini-markers) or Big Six (e.g., HEXACO-PI-R) is inadequate with regard to the brand user image (cf. Huang et al., 2012; Willems et al., 2012). Models of personality traits assigned to brand users should be based on a smaller number of dimensions than models describing personality traits of ordinary people. The results of the current research conducted in Poland have shown that the number of such dimensions should not exceed three: Agreeableness—Honesty, Conscientiousness, and Extraversion. The employment of other dimensions entails generating empty comparisons

that do not exist in reality, which consequently leads to a decreased internal validity of research. Thus, the statement to which the full human personality model could be applied to measure brand image appears to be false because some personality dimensions have not been validated in the development of the brand personality model (cf. Caprara et al., 2001) but can be complemented by an analogous statement with reference to self-image congruence theory and measurement of the user image.

Finally, it should be noted that, for the two-factor solution, such dimensions were established which are present in personality lexicons in all languages examined so far. One of the dimensions comprises attributes associated with dynamism, individualism, and dominance, whereas the other comprises attributes associated with social responsibility, and socialization (Digman, 1997). According to social psychology, those dimensions are deemed universal dimensions of social perception and are termed as Agency and Communion (Judd, James-Hawkins, Yzerbyt, & Kashima, 2005; Abele & Wojciszke, 2007; Wojciszke, Abele, & Baryła, 2009), what has again been confirmed by this study.

CONCLUSIONS

The current study reveals that consumers compare themselves to typical brand users with use of fewer personality dimensions than those distinguished in the dominating personality-trait models in psychology. Nevertheless, the meanings of descriptors of these personality traits in terms of which perceptions of a typical brand user and ordinary person correspond with each other (within the dimensions of Agreeableness, Consciousness and Extraversion) essentially remain stable and immune to a context of use and, thereby, allow comparisons within those dimensions in self-image congruity research.

It is worth noting that this study is limited only to product brands and to personality-trait descriptors. The results of psycholexical analyses of the lexicon of self-image congruity and incongruity indicate that almost a half of all the descriptors used by consumers refer to non-personality attributes. Potentially, the domain adjustment problem may be more discernible in the non-personality lexicon. Accordingly, on the one

hand, such research is required that, first, would determine non-personality dimensions of perceptions of typical brand users and, second, would answer the question of whether the consumer context affects the meaning of non-personality attributes used for the description of the typical brand-user image—especially in the stage of developing abridged scales for the measurement of self-image congruence. On the other hand, analogous research into personality and non-personality traits of the image of a typical user of service brands are necessary because numerous extant studies have already shown the specificity of perceptions of service brands in the process of brand personification (d'Astous & Levesque, 2003; Ambroise & Valette-Florence, 2010).

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Table 1. *Varimax-Rotated Four-Factor Solution Derived From Consumer Personality Lexicon With and Without the Consumer Context.*

Personality descriptors (English translations)	Ordinary people				Typical brand users				Personality descriptors (Polish)
	1	2	3	4	1	2	3	4	
accurate	–0.19	0.19	**0.65**	–0.12	**0.80**	–0.13	0.03	0.19	dokładny
solid	–0.34	0.24	**0.63**	–0.21	**0.76**	–0.23	0.07	0.26	solidny
hard-working	–0.23	0.28	**0.63**	–0.17	**0.74**	–0.17	0.07	0.06	pracowity
reasonable	–0.39	0.15	**0.52**	–0.25	**0.73**	–0.23	0.04	0.20	rozsądny
consistent	–0.01	0.24	**0.58**	–0.31	**0.71**	–0.15	0.16	0.26	konsekwentny
honest	**–0.58**	0.34	**0.44**	–0.10	**0.71**	–0.27	0.26	–0.08	uczciwy
family	–0.39	0.28	**0.42**	–0.08	**0.69**	–0.16	0.16	–0.22	rodzinny
intelligent	–0.32	**0.46**	0.43	–0.16	**0.68**	–0.21	0.26	0.30	inteligentny
resourceful	–0.07	**0.45**	0.41	–0.37	**0.67**	–0.15	0.28	0.29	zaradny
careful	**–0.50**	0.38	**0.46**	0.03	**0.66**	–0.18	0.14	–0.10	troskliwy
quiet	**–0.55**	–0.08	**0.49**	0.04	**0.64**	–0.19	0.15	–0.17	spokojny
tactful	**–0.54**	0.32	**0.42**	0.09	**0.63**	–0.14	0.11	0.07	delikatny
pleasant	**–0.56**	0.51	0.31	–0.03	**0.63**	–0.21	0.37	–0.12	miły
resolute	0.01	0.37	0.25	**–0.53**	**0.57**	–0.12	0.33	0.42	zdecydowany
creative	–0.11	**0.50**	0.18	–0.18	**0.46**	–0.06	0.34	0.39	kreatywny
independent	0.12	0.31	0.25	**–0.39**	**0.40**	0.07	0.33	0.26	niezależny
vicious	**0.73**	–0.23	–0.26	0.17	–0.21	**0.79**	–0.14	0.01	wredny
haughty	**0.72**	–0.11	–0.09	0.09	–0.08	**0.78**	–0.14	0.20	wyniosły
selfish	**0.65**	–0.24	–0.29	0.15	–0.14	**0.78**	–0.13	0.11	egoistyczny
conceited	**0.73**	–0.15	–0.23	0.16	–0.13	**0.75**	–0.11	0.12	zarozumiały
unpleasant	**0.68**	–0.34	–0.30	0.09	–0.19	**0.75**	–0.18	–0.05	niemiły
smartassed	**0.72**	0.03	–0.18	0.07	–0.21	**0.75**	0.07	0.07	cwaniacki
deceitful	**0.66**	–0.24	–0.37	0.22	–0.21	**0.70**	–0.03	–0.02	kłamliwy
aggressive	**0.68**	–0.10	–0.25	0.08	–0.21	**0.70**	–0.14	–0.03	agresywny
irresponsible	0.40	–0.16	**–0.47**	0.38	–0.38	**0.69**	0.05	–0.24	nieodpowiedzialny
touchy	0.34	–0.17	0.10	**0.53**	–0.05	**0.65**	–0.05	0.03	przewrażliwiony
childish	0.23	0.04	–0.29	**0.58**	–0.25	**0.65**	0.03	–0.25	dziecinny
lazy	0.29	–0.20	**–0.51**	0.37	–0.30	**0.64**	0.09	–0.21	leniwy
impulsive	**0.60**	0.22	–0.17	0.20	–0.09	**0.62**	0.21	0.02	impulsywny
sloppy	0.35	–0.17	**–0.46**	0.30	–0.36	**0.60**	–0.02	–0.37	niechlujny
withdrawn	0.23	**–0.40**	0.23	0.32	0.09	**0.57**	–0.41	–0.22	zamknięty w sobie
gullible	0.15	–0.17	–0.20	**0.64**	–0.27	**0.51**	–0.03	**–0.50**	naiwny
stingy	**0.58**	–0.34	–0.08	0.25	–0.10	**0.50**	–0.19	**–0.48**	skąpy
wasteful	0.16	0.23	**–0.50**	0.19	–0.08	**0.49**	0.11	0.45	rozrzutny
garrulous	0.20	**0.53**	–0.23	0.09	0.11	**0.48**	0.37	–0.10	gadatliwy
stubborn	**0.58**	0.15	0.07	0.14	0.21	0.28	0.16	0.22	uparty
cheerful	–0.37	**0.74**	0.12	0.00	0.45	–0.16	**0.70**	0.03	wesoły
humorous	–0.31	**0.66**	0.07	–0.07	0.47	–0.15	**0.66**	0.05	dowcipny
sociable	–0.28	**0.73**	0.10	–0.11	0.44	–0.08	**0.65**	0.15	towarzyski
light-hearted	–0.45	**0.66**	0.19	–0.07	0.57	–0.18	**0.58**	–0.02	pogodny
open to others	–0.42	**0.61**	0.15	–0.11	0.51	–0.17	**0.57**	0.01	otwarty na innych
energetic	0.08	**0.66**	0.10	–0.20	0.47	–0.02	**0.56**	0.37	energiczny
dynamic	0.20	**0.65**	0.09	–0.22	0.37	0.04	**0.50**	0.43	dynamiczny
brave	–0.04	**0.54**	0.24	–0.36	0.46	–0.02	**0.48**	0.28	odważny
laid back	0.28	0.21	**–0.41**	0.37	–0.24	0.34	**0.47**	–0.01	wyluzowany
thrifty	–0.06	–0.07	**0.63**	0.00	0.26	–0.08	0.00	**–0.62**	oszczędny
self-confident	**0.50**	0.40	–0.09	–0.27	0.39	–0.04	0.33	**0.53**	pewny siebie
incompetent	**0.46**	–0.27	–0.36	0.33	–0.30	0.49	–0.02	**–0.51**	niekompetentny
fastidious	**0.57**	–0.08	–0.03	0.17	0.27	0.38	–0.05	**0.51**	wybredny
undecided	0.21	–0.17	–0.21	**0.63**	–0.05	0.47	–0.12	**–0.48**	niezdecydowany
Eigenvalue	9.38	6.81	6.06	3.72	10.10	9.70	4.54	3.91	
Explained variance	18.8	13.6	12.1	7.4	20.2	19.4	9.1	7.8	

THE STRUCTURING THE PROFESSIONAL CONSCIOUSNESS OF AN ATTORNEY

Introduction

The problem of studying consciousness is quite relevant and significant throughout the lifetime of psychology, since it is the consciousness that builds the inner picture of the world and forms a semantic representation of reality, performing the reflective, regulatory, and instrumental functions of the human psyche. Consciousness arises and forms in the process of regulation of social activity and allows a person to set himself a certain goal, to isolate himself from the outside world, to determine his attitude to the objects and phenomena of the outside world. The objective necessity of successful socio-economic development of Ukrainian society, the task of formation of a law-governed state, implementation of a complex of measures related to the implementation of legal reform led to an increase in the role of professional attorneys, their responsibility for the results of their activities [10].

Theoretical foundations

According to NF Shevchenko, "studying the consciousness of the person is now among the most important scientific problems because consciousness is not only fundamental, but also the limiting concept in the system of psychological research. Representatives of various scientific schools have developed a set of concepts of consciousness, but for a long time the notion of consciousness had no clear definition and mechanism of understanding "[13, c. 98].

In modern psychology, the problem of consciousness is widely discussed by various scholars. Yes, O.M. Leontiev believes that

consciousness is a picture of the world, which opens to the subject, in which he included himself, his actions and states. In his opinion, at first consciousness exists only in the form of a mental image, and at a later stage, the subject of consciousness becomes activity, aware of the actions of other people, and through them the actions of the subject [9].

By BG Ananiev, the individual development of consciousness is carried out through the transition from the consciousness of individual moments of action to purposeful planned activity. He believed that consciousness, as an active reflection of objective reality, is the regulation of the practical activity of man in the surrounding world [1].

According to O.R. Ratinov, in the structure of the personality's sense of justice, each of the functions correspond to the following blocks: legal knowledge; legal assessments; legal guidelines. The necessity and amount of legal knowledge of the individual are due to the extent to which it is involved in the system of legal relations. Acquisition and assimilation of legal knowledge is carried out with the help of social and legal experience of the individual. Passing through the consciousness of the individual, legal phenomena cause a value-for-yourself attitude: evaluated as legal knowledge, and legal reality in terms of this knowledge. There is a process of not direct reproduction in the actions of the individual of the knowledge gained, but there is a redefined version, correlated with views on legal obligations. After that, a legal guideline is drawn up that reflects readiness for certain legal behaviour. The block of legal guidance also contains a tendency to assess legal phenomena, based on the direction of legal behaviour. It affects both the regulating (instructive) and the cognitive (cognitive) and law-creating (value) functions of justice [11].

Thus, according to E. M. Kurslayev, consideration of the functions of professional consciousness must be carried out according to the following distribution: cognitive (informational); estimated; Regulatory Cognitive (informational) is aimed at obtaining certain professional knowledge, including information about the current legislation, the practice of its implementation. The evaluation function allows to evaluate legally significant events, facts, circumstances, documents based on comparison of them with the values adopted in society or the perceptions of individuals about them. The practical implementation of

such a function determines the legal guideline of the attorney, which in turn determines the legal orientation, representing an internal program of action in a legally significant situation. In choosing an option of behaviour an important role is played by the legal orientation of the attorney, his value relation to the law. With the help of regulatory function, a certain mechanism for regulating behaviour or actions is made, considering legal guidance and legal orientation. The result of the regulatory function is the behavioural reaction (position) of the attorney in the form of lawful or unlawful behaviour [8].

Presenting main material

The professional consciousness of attorneys is a special phenomenon of modern reality, the study of which is possible only with a thorough analysis of it as a theoretical and legal construction. Proceeding from the approaches developed in psychological science, in some cases, this kind of consciousness can be regarded as a set of views, ideas, theories, representations and feelings of a group of people with a certain status of an attorney, with respect to the law, the current and the desirable. In others - as a "reflection of legal reality" by attorneys in the process of carrying out their professional activities. Features of the content of professional consciousness attorneys should be analysed, based on the following elements: professional knowledge, attitude to the profession, skills of professional behaviour. There is no doubt that knowledge of the current legislation in attorneys is the most complete, voluminous, and deep in comparison with other citizens, because it merges with professional knowledge. Moreover, the knowledge of attorneys is not only more thorough, but they also reach the expert level, and given that in the professional consciousness of attorneys, in addition to the practical, there is a theoretical level, one can speak of a deeper penetration of the right into their consciousness.

In this regard, it should be noted that professional consciousness covers not only the sphere of positive law, but also law as a philosophical category. Attorneys, on the one hand, in their practical activities are dealing mainly with the norms of written, current law, on the other, have the necessary training to rise to the level of abstract comprehension of positive law. This, in our opinion, allows them to be

not just attorneys, but attorneys in the absolute best meaning of the word, that is, to feel right. In some cases, this circumstance will be the sole basis for distinguishing an attorney from a person who knows certain provisions of the current law (due to the peculiarities of professional activity or for other reasons). Such knowledge, as already noted, is unsystematic and is related to one or another legal situation.

As the main functions of forming the professional consciousness of attorneys can distinguish epistemological, law-making, regulatory, legal-law functions. These functions of professional consciousness most fully express its social role and purpose in the system of professional activity. Each of the functions is due to objective practical goals, tasks and is aimed at servicing human rights practice.

STRUCTURE OF PROFESSIONAL LIABILITY OF THE ATTORNEY

PERSONAL QUALITY
Cognitive, emotional-volitional, motivational, communicative, organizational, reflexive, social maturity

PROFESSIONAL CULTURE OF THE ATTORNEY
Psychological culture, communicative culture, professional legal morality
ethical, moral, legal, legal provisions

REFLEXION
• rethinking professional experience
• rethinking, restructuring your own professional activity
• reorganization of representations about a professional skill and competence
• rethinking and rebuilding your interaction with judges, prosecutors, victims and witnesses
• the reflection of the means of labor in the legal environments

SUBJECTIVE CATEGORIES OF PROFESSIONAL LIABILITY OF THE ATTORNEY

Humanistic orientation in professional activity, awareness of the problematic aspects of law enforcement, awareness of the effectiveness of the strategy and tactics of the defence in court, assessment of a protective speech, awareness of dialogue and compromise, balance, initiative, moral support to the client, objectivity, and impartiality in the protection of rights, freedoms, and legitimate interests. Client, comprehension of features of categories of professionalism and image
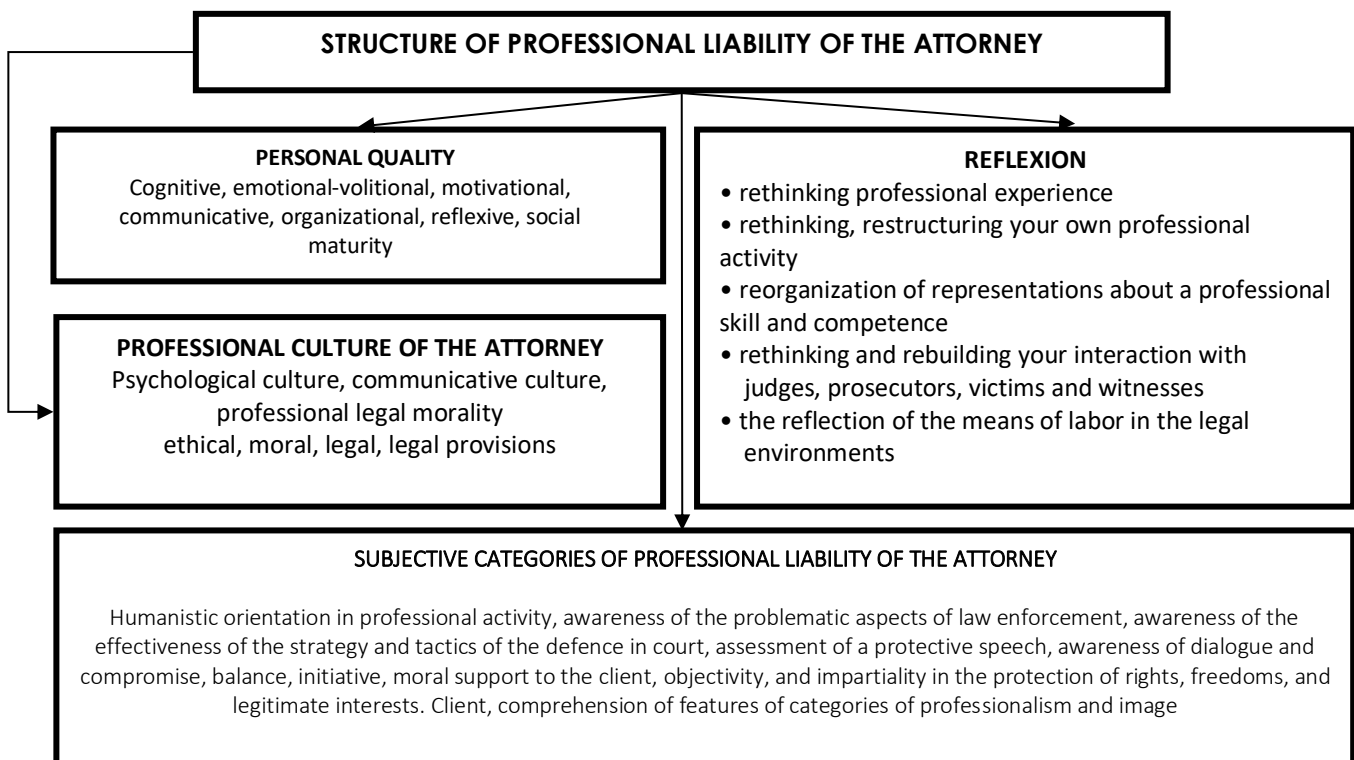
Fig. 1. The structure of the professional consciousness of the attorney

In psychological literature it is customary to distinguish, as a rule, two levels of social consciousness: everyday (empirical) and scientific (theoretical). The result of the reflection on the first of them - the knowledge of phenomena, on the second - the knowledge of entities. The level of social consciousness of the individual - an indicator of the

depth of knowledge of nature and society, measures of practical human activity. It is associated with a specific character, degree of reflection of the surrounding reality, as well as with the features of the social function.

Successful implementation of protective activities requires an attorney of high moral qualities. This is explained by the fact that in the activity of an attorney is much more and more acute than in any other legal activity, situations arise, the correct solution of which depends on compliance not only with legal norms, but also with moral principles.

As P.P. Baranov [2], professional consciousness is a complex system of education, which contains various elements that form its structure, and consideration of which is important in connection with the changes that have experienced the current professional activity of attorneys (Fig. 1).

The professional consciousness of several scholars tends to be regarded as a complex system, the content component of which contains rational, emotional, informational, evaluation and volitional elements [4; 5;].

The professional consciousness of a modern attorney and its main components are distinguished by the ability to continuously develop and improve in the process of legal activity, the ability to overcome the difficulties in one or another section of such activities, which contributes to the creative activity of an attorney. Hence, readiness for a certain type of legal activity is not only the previously acquired specialized legal knowledge, skills, skills, legal settings, mental qualities of a specialist, but also the actualization of these components, their active use to enable the implementation of specific legal actions at this moment. Such an internal attitude of the attorney for concrete actions, the mobilization of all components of professional consciousness for the implementation of active and appropriate law enforcement actions can be called situational (temporary) readiness for enforcement activities [7].

Applying structural-functional analysis in relation to investigation of legal consciousness of G.P. Klymova, the researcher concluded that it is multicomponent and concentrates rational-ideological, emotional-psychological and instructional-behavioural elements [6]. The first element of the scholar includes legal knowledge, values and ideological principles, a set of legal ideas, theories, views, which in a

conceptual, systematic form reflect the legal reality in the semantic categories and subjective representations in the consciousness of the individual, and here it is possible to include traditions and norms of law system and its institutions. The second element includes a set of legal feelings, which have their manifestation in the form of confidence in the fairness of human rights, impatience to their violation, experience, mood, habits, which are formed under the direct influence of the legal life of society. Given that it is a question of subjective-psychological peculiarities of the process of reflection of legal reality, we note that components included in the emotional and psychological element of legal consciousness have different degrees of dynamism at once. Nevertheless, these phenomena are orienting the person, is a connecting link between consciousness and its behaviour, between the ideal desired goal and the practical embodiment of it.

Instructive-behavioural component of professional consciousness are legal guides and appropriate stereotypes of behaviour that promote the transfer of ideas and values to the plane of practical implementation.

The behaviour of attorney's reveals the real meaning of their professional consciousness. As a result, in the structure of professional consciousness advocates it is expedient to identify behavioural components that make up their value orientation and readiness for activities in the field of legal regulation.

Depending on what ideas, feelings, ideas, assessments, thoughts dominate now, one can judge the state of the professional consciousness of the attorney. Thus, the state of professional consciousness of attorneys is not just a set of ideas, views, ideas and feelings, emotions, beliefs, assessments, motives of activity, and their position, when one of them dominates, defining their behaviour.

The professional consciousness of attorneys is among the forms of social consciousness, brought to life by the need for a special kind of regulation of the nature of communication between people. In the structure of society's life, social consciousness in any form performs certain social functions. All forms of social consciousness are forms of reflection, therefore, of the knowledge of social being. That is, social consciousness fulfils the social function of cognition of social being, the function of cognitive, epistemological. This determines the peculiarities

of the exercise of professional consciousness as cognitive, and practical functions [3].

CONCLUSIONS

Thus, professional consciousness is the most advanced form of consciousness of attorneys. It is a form of specialized consciousness that reflects the specifics of the socio-legal reality with which attorneys deal in the process of carrying out their professional activities. The elements of professional consciousness are professional knowledge, feelings, value orientations, legal settings, stereotypes of socially active lawful conduct and professional experience, are objectively characterized by goals, tasks, the nature of advocacy and the working conditions of attorneys.

System analysis of the structure of professional consciousness of attorneys proves that this is a multilevel hierarchical entity, in which consciousness is a component of the higher socio-psychological level of organization of professional activity and behaviour of the personality of a human rights activist. In constant interaction with other levels of personality development as a holistic functional system, the professional consciousness of an attorney acts as a psychological mechanism for motivating and self-regulating his professional activities. For the practical level of professional consciousness an attorney is characterized by higher forms of social activity - law-making. In the process of this activity, the formation of such important structural structures of professional consciousness as professional skills such as professional skills, habits, traditions, proposals for the improvement of human rights practice are formed in the attorney.

Studying the structure and content of professional consciousness of attorneys allows you to know its essence, meaning and role in the legal culture of society. The importance of research into the content of professional consciousness is due to the ability to outline the main directions, to develop measures to prevent the inertia of thinking, bureaucracy, formalism in work and corruption in human rights activities.

The development of the professional consciousness of attorneys is conditioned by the constant interaction of two factors: the objective

(socio-economic structure of society, the level of social justice, the norms of morality and law existing in society, the system of general and professional legal education) and subjective (the system of acquired legal principles, norms morals and rights on which the psychological structure of the professional activity of the attorney is based).

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Content

Innovations in applied occupational psychology: the challenges of our time

Monograph

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