



Peculiarities of professional culture development in modern youth in Ukraine

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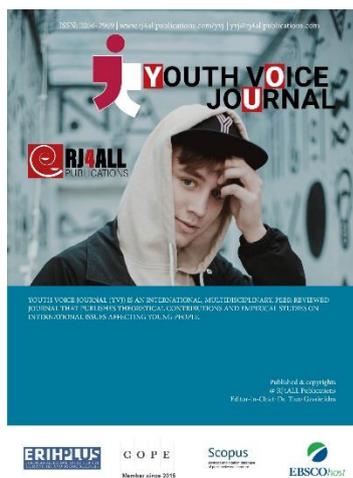
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Annotation

The article is designed to describe the features of the formation of the professional culture of modern youth in Ukraine. We strive to reveal the value orientations, interests, and approaches to the choice of professions in our country. To study and analyze the experience of our country, especially in the western region, in the formation of future professionals. This experience will take into account the impact of this issue on the formation of guidelines for professional culture in a changing and dynamic world. After all, not only in Ukraine but all over the world, it is difficult to predict which professions will be relevant in the future. It is even more difficult to predict what knowledge, skills, and abilities need to be formed in future professionals so that they are satisfied with their skills, their own professional status, see their prospects for development. The results of our survey were obtained on the basis of a direct survey of 60 students of Lesya Ukrainka Volyn National University, who are studying in the first and fourth years of the Faculty of Psychology and Sociology. Moreover, it was important for us to conduct a comparative analysis of young people's values and their characteristics, in particular, the volitional component, to understand whether values change during education and how much our young people are willing to take responsibility for their professional development and professional culture.

The methodological basis of our article is the provisions of psychological science, which relate to a greater generalization of the results of theoretical aspects of the psychological approach, namely: the essence and development of personality as an active subject of professional activity, features of professionalization of future professionals and their values.

We came to the conclusion that professional culture is a complex integrative factor that combines interdependent holistic phenomena, such as axiological (value), operational, and personal-creative.

The value of this article is that our study can help the Department of Youth Policy in Ukraine, what to look for when developing school curricula and what aspects of modern professional culture will allow young people to be effectively implemented professionally both in Ukraine and outside it.

Keywords: youth, professional culture, value orientations, the psychology of culture, professional formation.

The modern system of higher education in Ukraine needs to be reformed. Because it is, to a greater extent, only at the level of theory, declaratively, designed to create appropriate conditions for the training of a competent specialist. In a dynamic, rapidly changing world, in conditions of fierce competition in the labor market, the uncertainty of the relevance of certain professions, it is difficult for young people to plan their professional future. Therefore, a young specialist, in our opinion, should be focused on continuous professional development and self-improvement, which will provide him in the future with a high level of competitiveness, professional mobility, the productivity of professional activities. The young specialist should pay attention to his own values, personal beliefs, and qualities of character, which will influence the formation of his competitiveness as a specialist not only in Ukraine but also in the world.

Unfortunately, a significant number of Ukrainian youths, already entering a university or other vocational education institution, do not plan to work in their chosen specialty. Due to this situation, today in Ukraine, there is a shortage of a significant number of specialists. This phenomenon has been observed in Ukraine since the 1990s, since the beginning of our state's independence. The peculiarity of this phenomenon is based on the desire to obtain a diploma at any cost, but it does not take into account the true desires of the young man, his skills, and aspirations. Factors that currently prevail in the choice of profession among modern youth in Ukraine are fashionable popular areas of training, the financial capacity of the family, the desire to meet the expectations of parents or other important adults. The lack of a conscious choice of profession is a big problem for young people. In order to qualitatively change the situation in Ukraine, we carried out a theoretical and empirical justification of the importance of such factors as the formation of professional position, professional orientation, and professional culture of young professionals.

The dynamics of social change and social processes in the professional sphere, require not only mastering the necessary knowledge base and skills in accordance with the specifics of the chosen specialty but also professionally necessary qualities and practical skills, which is a prerequisite for effective professional functions at any stage of professional development and is the key to successful professional development. This process is difficult because it requires taking into account the specifics of student age as an important stage of personal development, identifying the essence of stages and determinants of becoming a professional in a particular field, determining the role and place of abilities, interests, motives and individual characteristics in the formation of professionally important qualities of a specialist, as well as optimizing the conditions for successful professional development.

That is why it is so important to form a professional position of a young person. This would be reflected in the attitude of a young person to a particular profession, as well as form a vision of themselves in this activity. The professional position must satisfy the future specialist both from the standpoint of value orientations, take into account the individual style and approach to work, material satisfaction from the activity, and satisfaction with their professional status. The specialist must understand that only his abilities and diligence - is the key to competitive professional development. That only the development of knowledge, skills, and abilities can contribute to his professional growth and career growth. Having provided such competitive conditions on the labor market, it is possible to form a different approach and attitude to the choice of profession by modern young people in Ukraine.

As a result of a theoretical review of the problem in the psychological literature, it was possible to outline the main categorical and conceptual aspects of professional training. According to many researchers on this topic, this process should take place in a new personality-oriented paradigm, which will intensify and develop professionally important personal and professional qualities, create space for the development of practical skills, and allow self-realization, acquire a professional culture of communication. T. Kudryavtsev considers professional formation as a process of personal development from the beginning of the formation of professional intentions to self-realization in professional activities (Kudryavtsev, 1986). S. Rubinstein considers professional orientation "as a dynamic trend that determines human activity as a motive" (Rubinstein, 1999). From the point of view of O. Leontiev, orientation is a system of relatively stable motives (Leontiev, 1983). Professional orientation is also considered in the context of the general orientation of the individual, namely as part of professional development, and is interpreted as a system of personal qualities that determine a stable, conscious, active attitude to a particular type of work (Naumenko, 1997), as forms of student activity (Zakharova, 1991).

For effective professional development, it is necessary to give young people the opportunity to experiment, change, combine different activities, achieve goals. After all, if work is considered as a goal of a person's life, then, accordingly, the goals are constantly changing, they are different in content, they have different values and relevance. But that is the conscious life of man. And as the famous Ukrainian pedagogue and philosopher K. Ushinsky noted, without a purpose a person's life becomes small and empty. In his writings, he argued that by depriving a person of purpose, he will live, languish or raise his hands. This reveals, according to the scientist, the desire of man to conscious, purposeful activity, characteristic of its essence (Ushinsky, 1986).

Also, in the structure of the professional's personality, special importance belongs to the professional culture of the individual. It has its place both as a subject of study and as a factor

important for explaining, understanding the behavior of employees, and especially future professionals, as people with special knowledge and skills in any field, to be highly qualified professionals with broad erudition and high general cultural level in accordance with the global challenges of today. The phenomenon of professional culture has been studied by many leading specialists in the field of psychology, sociology of labor, economic sociology, and sociology of culture (N. Krylova, N. Lukashevich, D. Markevich, G. Sokolova, etc.). "In the second half of XX century. professional culture (as part of the general culture) is already considered not only as a form of human activity but also as the most important aspect of personal life, as a social activity consisting of interdependent holistic phenomena that are not limited to a certain set of knowledge, skills, and abilities" (Virna, 2003). However, studies of professional culture often provide a simplified definition, and there is no single point of view on the content and scope of this concept.

Researchers refer to the definition of professional culture in terms of the needs of society in the cultural level of people engaged in a particular professional activity. It consists of raising the professional activity of each person to the general norms of performing a certain type of work. Undoubtedly, being an important indicator of the social maturity of the individual, professional culture is a set of personal knowledge, skills, qualities that determine the readiness to realize their essential strengths in a particular field of social work. Understanding the concept of the significance of culture is much more difficult than measuring this significance. Therefore, in any study of professional culture, there is a problem of establishing a link between the external manifestations of culture and the values that underlie it. It is necessary to solve the problem of choosing the measuring indicators of professional culture to obtain objective information. Due to the fact that the process of forming the professional culture of a specialist is complex, it is impossible to find an indicator that would allow measuring this phenomenon in an integrated way. Thus, a set of indicators is needed (Druzhinina, 2011).

Under the criteria for the formation of the professional culture of the specialist are the essential features that indicate the achievement of a particular level of formation of professional culture. Level - is the degree of formation of professional culture, a certain result of development; criteria - level meters. There is a certain dynamic relationship between these levels, if you open it, you can develop the most optimal system of criteria. In modern research, the structural components of professional culture include: axiological (value), operational and personal-creative. In order to fully master all the components of professional culture, a specialist must develop throughout life. This approach, with its purposeful use, is gradually becoming a style of socially and professionally oriented thinking of the specialist, in the structure of which the values of a culture are actualized and

systematically organized. Possessing it, the future specialist acts as a carrier of progressive social consciousness, general and professional culture.

In addition, there are two aspects to the structure of professional culture: the first characterizes the way the subject interacts with the tools and the object of work, as well as the degree of his readiness for a particular activity. It includes such elements as professional interest, knowledge, skills, and abilities, including the style of professional thinking. The other side is an integral characteristic of the consciousness and self-consciousness of the subject of professional culture, moral and ideological, and aesthetic preconditions of activity. Professional consciousness is a kind of reflection of reality, which accumulates the whole set of algorithms, norms, values, and language inherent in a separate type of professional activity (Dudarenko, 2013).

According to the above material, professional culture can be considered at different levels of development. The initial level can be conditionally described as informational. Here the degree of formation of the system of professional knowledge and views is not yet wide enough, professional abilities are at the stage of formation. Attitudes toward work can be narrowed by utilitarian factors. The higher the level of knowledge and skills, the wider the experience, the more likely it is that a person in his work can reach certain heights. The higher level is characterized by a broad professional outlook, and a large amount of professional knowledge, interests, and skills, and a creative understanding of the production situation as a problem, and the ability to solve it productively, originally, effectively (Ilyin, 2011).

The high level of formation of professional culture is determined by two characteristics: general and special. The general professional culture of a specialist consists in the unity of conviction in the social significance of work and one's profession, a developed sense of professional pride; diligence and efficiency; entrepreneurship, energy, and initiative; readiness to efficiently, quickly, and efficiently solve emerging production problems; free possession of the norms of scientific organization of labor; knowledge of management theory and basics of social psychology; organizational skills; readiness and interest in mastering the basics of related specialties, in expanding professional experience. The special professional culture of specialists of different profiles includes qualities that differ significantly even within one profile. To reflect this set of qualities are narrow special sections of profессиograms (Hrytsiuk, 2013).

The foundations of both professional and general culture are laid by comprehensive training of specialists, which includes: fundamental methodological and ideological training; extensive humanitarian training; theoretical and practical training in specialized disciplines; creative training in the specialty; training in the field of research and development work, the formation of skills of

independent creative activity. These main areas of training include a number of interdependent, more partial forms of training: economic, mathematical, sociological, socio-psychological, pedagogical, managerial, legal, environmental, and others. Their scope and content are focused on the specialty and correlate with the needs of each industry in society (Zeyer, 2003).

That is, the functions of professional culture, which are due to its specificity and at the same time are a value manifestation: the formation of a sense of moral responsibility; strict adherence to the established positive stereotype of behavior; development of moral validity of official relations; readiness to perform official duties; developing a culture of professional action; prevention of professional deformation; warnings against bureaucracy. Thus, in the professional culture of a specialist, we trace the same structural chain or complex system of elements, namely: professional thinking, professional interest, professional knowledge, skills, abilities, professional experience, the degree of readiness of a person for a particular activity, professional worldview, professional skills, adaptability to the professional environment, professional morality, etc. The modern worker is required to clearly imagine the moral meaning, value, consequences of their activities, to have a holistic worldview, economically, ecologically developed thinking, to have a culture of communication, knowledge of the legal system of society, skills of organization of production (management) and others (Dutkevich, 2007).

Thus, we can conclude that professional culture occupies a special place in the structure of personality culture because in the process of professional activity personality culture acquires its comprehensive and effective implementation. Moreover, in such activities, all kinds of personality culture eventually accumulate. Elements of different types of cultures that are part of the professional culture of a specialist (as a subculture) have a certain hierarchy depending on specialization and professional activity, as well as on specific tasks solved by a specialist in a particular life situation (I. Sabatovska, 2011). Professional culture provides the necessary level of professional functions and the possibility of further self-improvement of the specialist. It is manifested through the unity of personal and professional qualities of the individual, the degree of mastery of his achievements and professional competencies, socio-professional mobility, which contributes to social and spiritual development in terms of entering the European educational space. Today there is a need to study, define and analyze this set of qualities that are formed in higher education and undergo further improvement, are applied and implemented in employment (Sabatovska, 2002).

A wide range of directions in the study of culture exists in modern scientific psychology: "psychology of culture in the structure of the humanities"; various aspects of the origin, formation and functioning of culture; the relationship between the processes of mental reflection and the creation

of cultural values; ontopsychoanalytical aspects of culture; creativity and self-creation of subjects as a source of culture; man as a subject and object of inculturation (formation of mental and personal qualities in the process of individual development of cultural heritage and the dependence of all activities on its mental regulators); the problem of "dialogue of cultures"; reasons for inadequate reflection of the forms and content of culture; mental health and integrity of the individual depending on the balance of the impact of the cultural environment; psychological substantiation of the need to improve the content and forms of mass communication; psychological conditions for overcoming the disintegration of personality value systems during a crisis of a certain type of culture "(Rybalka, 2003).

In the context of the development of professional culture, an important internal condition for the development of personality is its openness. The concept of "openness" is interpreted as a personal quality that determines the professional mobility of the specialist, the ability to creatively master various activities, the restructuring of existing stereotypes (Bondarenko, 1996). In this regard, there is an urgent problem of finding methods, forms, and tools that would promote the development of personal openness as a necessary condition for the formation of professional identifications of future professionals. The solution to this problem can be facilitated by the reorientation of higher education to the paradigm of personality-centered learning because it is personality-oriented education that can shape the personality, its inner readiness, and ability to self-development, self-improvement.

Developing a personal approach is a very complex theoretical and practical problem. After all, the humanistic approach makes it possible to perceive a person as an "open opportunity" for self-actualization. Within this direction, man is seen as unique integrity, which is characterized by a certain degree of freedom from external determination due to the values by which it is guided (Bondarenko, 1996). Of great importance is the implementation of the system of basic principles for improving the system of higher education and giving it a creative, humanistic, and advanced character. In particular, S. Markov identifies such aspects as a priority and imperative creativity, humanistic learning, democratic learning, the priority of fundamental and methodological knowledge, dialogic learning, problem-based learning, the variability of learning, individualization of learning, activation of independent work of students, pragmatic learning, application of the latest information technologies and technical means of education, culturological principle, valeological principle, development of the psychological culture of the higher school (Markov, 2003).

To practically realize all these stages of becoming a specialist, the future specialist must clearly and confidently navigate the social and natural phenomena, phenomena of science and culture. He must be deeply aware of the role and place of his activities and systems in the world cultural channel, in its historical patterns and ethnographic forms, in a combination of deep fundamental theoretical

knowledge and careful practical training that will promote the development of his professional culture. It is also necessary to take into account the culture of emotions, intelligence, behavior, communication, appearance. Remember that professional culture cannot exist in isolation without taking into account moral and aesthetic aspects. After all, they function interconnected, in inseparable unity. And another important factor that determines successful activity at today's stage of development is creativity. It is creativity, the ability to work in a team, to build effective interaction - increase the level of professionalism, and to some extent, psychological culture in society. The creative nature of culture offers all the components of communication, namely: modeling of the client's personality and the consequences of communication.

Based on the theoretical analysis of this issue, and to test the theoretical concept, we conducted a survey of students of Volyn National University, studying at the Faculty of Psychology and Sociology, respectively, in the first year (average age of respondents 18 years) and fourth-year students (average age - 23.5 years). The total number of respondents is 60 people. To ensure the ethics of the study, the survey was conducted in a confidential manner and subject to voluntary participation. The questionnaire concerned the actual value orientations of future specialists (Table 1) and their characterological features.

To achieve the goal and perform the tasks we used the following methods: theoretical (analysis, synthesis, comparison, generalization, systematization of scientific literature on the study of professional development and professional culture of future professionals); empirical (conversation, observation, testing with the use of methods "Diagnosis of the individual structure of value orientations of the individual" (S. Bubnova), to identify the real structure of value orientations of the individual and the method of A. Khokhlov (modernized M. Yantsur) "Methods of studying the volitional organization of personality."

Discussion of results. Based on a generalized understanding of value orientations, we can conclude that this is a selective attitude of the carrier to the value, which can be a real subject of meeting the needs of the individual or social community. The life experience of people accumulates in the value orientation. It is the presence of established value orientations that testifies to a person's maturity as a person. They are manifested in activities, including professional, and human behavior. They are a kind of indicator of hierarchies of preferences that a person gives to material or spiritual values in the process of his life. Value orientation, formed at the level of beliefs, is adequately manifested in real human behavior and activities.

Therefore, human activity is inseparable from the value orientation, which is based on value ideas. Value orientation is always individual. In contrast, value notions, although they seem to a person

purely individual, in fact, are always typical representations of certain social groups, which are represented by this individual. They are external to a particular individual and are only appropriated by him as a result of their assimilation. In this way, the mechanism of interrelation and interaction of the individual and society, individual and general, internal and external is provided. A peculiar model of the formation of a person's value orientation is his life plans, which are the prerogative of individual consciousness. They dialectically combine the immediate goals with a broad program of action for the distant future, the subjective world of man, his aspirations and ideals with real-life circumstances.

Objective conditions, which are primary in relation to subjective plans, force a person to build his future taking into account the real possibilities. Thus, life plans are a reflection in the individual consciousness of the dominant social relations, the specifics of the social state, the peculiarities of the microenvironment, and other factors that determine the probability of the real-life program of the individual. In another respect, life plans motivate a person to act in order to overcome the limits of their existing existence, because under the influence of the totality, it has formed certain aspirations, developed appropriate attitudes, etc. In this sense, life plans not only to reflect objective circumstances but to some extent create them.

Assessing his future activity, which acts as a carrier of value, a person establishes its significance, compliance, or non-compliance with their interests, tastes, preferences. Depending on the degree of conformity (inconsistency), the assessment can be expressed in various forms - approval or condemnation, consent or criticism, sympathy or antipathy, love or hate, and so on. In the most general form, the value properties of things and phenomena are denoted by the categories "good - evil", "usefulness - harm", "beauty - ugliness".

A person is always attracted by something more, something less, and something, in general, leaves him indifferent. Usefulness can apply to both material and spiritual values. Harmfulness is always a negative value attitude of a person to the object of value. In order for the acquired knowledge to become a conviction and motivate a person to action, he must comprehend its importance and necessity for his activity (Yankina, 2005).

Table 1

Comparative analysis of value orientations of freshmen and fourth-year students

Values (category)	Number of respondents	
	1st year	4th year
1. High material well-being	28 (93,4%)	26 (86,7%)
2. Pleasant pastime, rest	18 (60%)	15 (50%)
3. Communication	16 (53,3%)	18 (60%)
4. Recognition and respect of people and influence on others	15 (50%)	28 (93,4%)

We obtained, on the one hand, the expected result in terms of the importance of high material evaluation of work, both for students in the first year of study and in the fourth. High importance for the two groups of respondents, had a pleasant pastime and communication in a professional environment. Recognition and respect have become more important for final year students and will already have a bachelor's degree in psychology. At the same time, low scores on the value of personal health came as a surprise to us - 13% and 10% of respondents. Helping others, social activity, searching, and enjoying the beautiful - scored an average of less than 10%. The lowest interest in the two groups was found at the expense of the values of knowledge of the world, nature, and man - an average of 7% of respondents.

Given the fact that some values are more important for a person, others - less important, a hierarchy of values is formed. We are talking about such a system in which they are located depending on the extent of their importance. In this sense, we can talk about higher and lower values. The ratio of value orientations in freshmen and fourth-year students is almost the same, as can be seen in the diagram (Fig. 1).

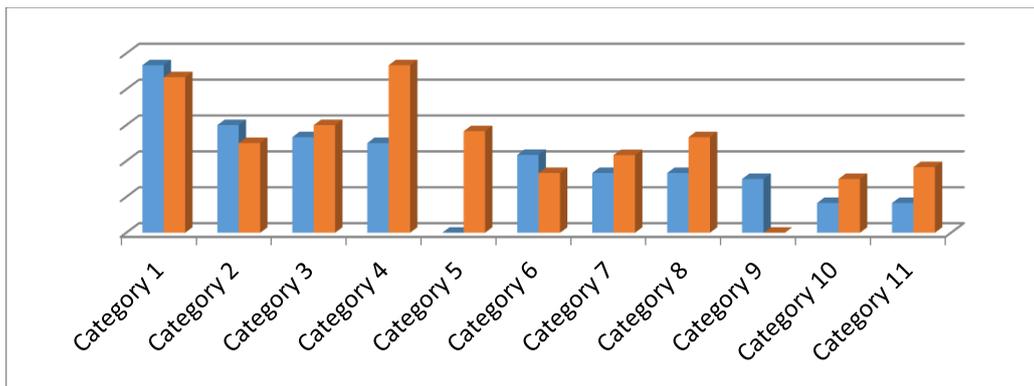


Fig. 1. Comparative analysis of value orientations of future psychologists

But the most important thing is the youth's awareness of their own self-worth and understanding of the same value as any other person. Demonstrations of respect for oneself and others, preservation of the integrity of one's own borders and the borders of other people. It is also about the conscious concept of one's own desires, the will to live one's own life, and not to satisfy the desires and interests of others, even the closest people. A person of truly high inner culture is able to harmoniously combine feelings of self-worth and respect for others.

The concept of absolute value applies to all people - regardless of age, gender, race and nationality, education, profession, occupation, and so on. Each person is valuable and interesting in itself, deserves attention only because it is. In the process of life, a person must be aware of their value and carefully protect it. She must be able, based on the hierarchy of values, to determine the highest goal of her life so that it meets both social needs and their own inclinations and aspirations; to go to this goal steadily, but as they say, not to "focus" on one thing, to have a wide range of interests.

The value attitude to reality (due, in turn, to needs and interests) is the unconditional and most direct factor that determines human activity. The value of this factor is expressed depending on the degree of activity, interest, beliefs, attitudes, orientations, and other subjective factors of man. It clearly manifests itself in various forms of activity - in economics, politics, ideology, and in the professional development of the future professional. After all, each sphere of activity is a unique system of values. People's activity is always aimed at the use, preservation, and development of values or what they can become. This is the essence of the value attitude to reality.

Values, to some extent, are determined by the nature of the individual. The content of character is determined by the social conditions of life and upbringing. A person's actions are always motivated by something, directed at something or someone. The ability to set goals, including professional ones, to achieve a goal is an important aspect that is part of understanding the professionalism of the future specialist. Man subordinates his goals, sets himself immediate

(immediate), which are a reflection of the more distant, to achieve which he will seek later. And here we used the method of studying the volitional organization of personality (Khokhlov, 1986). After all, the problem of the development of volitional behavior in ontogenesis remains relevant in modern psychological science. Its development allows us to reveal the mechanisms of the conscious activity of the individual, which is aimed at interacting with the outside world and regulating their behavior in it.

Having studied the level of volitional organization of the personality of future psychologists by the method of A. Khokhlov (modernized by M. Yantsur), we obtained the following results for freshmen on the scale of value-semantic organization of personality: in 60% of subjects volitional quality requires systematic development, its underdevelopment Volitional quality is sufficiently developed in 26.5%. Volitional quality is one of the leading in the structure of the volitional organization of the individual – only 13.5%.

On a scale of organization of activity: in 40% of the studied volitional quality requires systematic development. Volitional quality is sufficiently developed in 14 subjects, which is 26.5%. Volitional quality is one of the leading in the structure of the volitional organization of personality - the same, only 4 respondents (13.5%).

On the scale of determination: 43.4% strong-willed quality needs systematic development. Volitional quality is sufficiently developed in 10 subjects, which is 33.3%, respectively. Volitional quality is one of the leading in the structure of the volitional organization of personality - 7 respondents, which is 23.3% of respondents.

On the scale of persistence: strong-willed quality needs to be systematically developed, its underdevelopment prevents a person from achieving the set goal - 10 respondents, which is 33.3%. Volitional quality is sufficiently developed in 50% of participants in the experiment. Volitional quality is one of the leading in the structure of the volitional organization is 16.7% of respondents.

On a scale of self-control: in 53.4% volitional quality needs systematic development. Volitional quality is sufficiently developed in 36.6%. Volitional quality is one of the leading in the structure of the volitional organization of the individual - in 10% of respondents.

The results on the scale of independence: volitional quality requires systematic development, its underdevelopment prevents a person from achieving the goal - 9 respondents, which is 30%. Volitional quality is sufficiently developed in 14 subjects, which is 46.6%. Volitional quality is one of the leading in the structure of the volitional organization of personality - 7 respondents, which is 23.4% of respondents.

According to the general scale "Will", future psychologists obtained the following results: strong-willed personality qualities need training and development need more than half of the subjects

- 16 respondents, which is respectively 53.4%. Volitional personality qualities are sufficiently developed in 13 respondents, which corresponds to 43.3%. Only 1 respondent has a high level of volitional organization of personality, which is only 3.3%.

According to the results of this technique, we can conclude that first-year students, in most cases, have underdeveloped volitional qualities, which will require them to develop systematically. Although there are students whose volitional qualities are developed at a sufficient level, and the smallest number of those whose volitional quality is one of the leading in the structure of personality. Therefore, in order to become good professionals, to achieve the goal, first-year students need to work hard on their personal characteristics and professional capabilities. It is important to pay attention to such qualities as the ability to make decisions independently and be responsible for them, to overcome difficulties in acquiring knowledge, skills, and abilities. Such low results may be due to the value orientations of freshmen, as well as the complex adaptation process that they overcome in the first year.

We conducted the same method on a group of fourth-year students. After analyzing the questionnaires, we obtained the following results on the scale of value-semantic organization of personality: volitional quality requires systematic development, its underdevelopment prevents a person from achieving the goal - 10 respondents, which is 33.3% of respondents. Volitional quality is sufficiently developed in 18 subjects, which is 60%. Volitional quality is one of the leading in the structure of the volitional organization of personality - only 2 respondents (6.7%).

On a scale of organization of activity: 16.7% volitional quality requires systematic development. Volitional quality is sufficiently developed in 23 subjects, which is 76.6%, respectively. Volitional quality is one of the leading in the structure of the volitional organization of the individual - only 6.5%.

On the scale of determination: strong-willed quality needs systematic development, its underdevelopment prevents a person from achieving the set goal - 26.6%. Volitional quality is sufficiently developed in 17 subjects, which is 56.6%, respectively. Volitional quality is one of the leading in the structure of the volitional organization of the individual - is 16.7% of respondents.

On the scale of perseverance: strong-willed quality requires systematic development, its underdevelopment prevents a person from achieving the goal - is 33.3%. Volitional quality is sufficiently developed in 15 subjects, which is respectively 50%. Volitional quality is one of the leading in the structure of the volitional organization of personality - in 16.7% of respondents.

On a scale of self-control: volitional quality requires systematic development, its underdevelopment prevents a person from achieving the goal - is 6.5%. Volitional quality is sufficiently

developed in 66.6%. Volitional quality is one of the leading in the structure of the volitional organization of personality - in 26.4% of respondents.

Results on the scale of independence: volitional quality requires systematic development, its underdevelopment prevents a person from achieving the goal - is 13.4%. Volitional quality is sufficiently developed in 53.3% of surveyed students. Volitional quality is one of the leading in the structure of the volitional organization of personality - 10 respondents, which is 33.3% of respondents.

According to the general scale "Will", future psychologists received the following results: strong-willed personality qualities need training and development in 26.6% of respondents. Volitional qualities are sufficiently developed in 66.6% of young people in the fourth year. Only 2 respondents have a high level of strong-willed organization of personality, which is only 6.7%.

Having made a comparative analysis, it can be noted that fourth-year students have developed volitional qualities at a sufficient level. The biggest differences between the first and fourth-year students are observed on the scales of organization of activity, independence, and persistence. Thus, work on oneself, interest in the chosen profession, participation in many practical tasks give senior students the opportunity to develop such a characterological phenomenon as the volitional qualities of personality. It should be noted that such a characteristic will has the ability to develop and improve. This can be achieved through constant work on yourself.

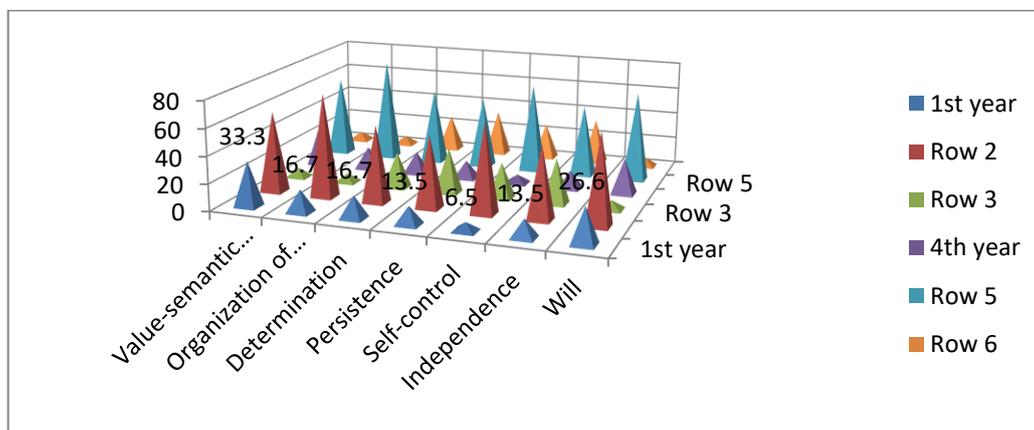


Fig. 2. Comparative analysis of the levels of volitional organization of future psychologists

Strength of character is manifested in active and persistent actions, activities, and the ability to complete a task or achieve a goal, despite obstacles. The true personality must have the unity of all components of its character. However, the unity of character does not preclude the fact that under different circumstances, the same person has different manifestations of these components and traits. At the same time, a person can be indulgent and overly demanding, steadfast and compliant, generous and stingy. At the same time, the unity of the components of character remains, and this is manifested. Each component of character has to some extent an integrative manifestation in each character trait,

as well as in the character as a whole. Therefore, we cannot talk about worldview, intellectual, emotional, volitional character traits. Character as a peculiar, constant, holistic attitude of the individual to various aspects of reality can be stable or unstable, complete, holistic, definite, or indistinct.

Conclusions and prospects. Professional culture is an individual set of personal characteristics and professional qualities. It is manifested through the level of mastery of certain achievements and practical skills and professional competencies, socio-professional mobility, which contributes to social and life development in terms of entering the European educational space. It is the professional culture that provides the necessary level of professional functions and the possibility of further self-improvement of the specialist. It is also important to take into account the level of material reward for the activities performed, as well as the formation or non-formation of the volitional component of the personality of the young specialist. We were able to determine that regardless of the year of study, the main value for future professionals is high material well-being, as well as the recognition and respect of people and influence on others. The strong-willed qualities of the respondents need to be systematically developed, which is provided by the institution of higher education. After all, the results of fourth-year students clearly show a much higher rate of development of this quality.

Value orientations and the volitional component can be the motivating factor that will contribute to successful professional realization. After all, they program a person's activities for a long time, determine the main line of the behavior of a person, act as a goal of life and the main means of achieving it, so they become important regulators of socio-professional behavior of the future specialist. Developed volitional factor - implies the fact that the individual is ready to make every effort to achieve professional and life goals. In particular, the ability to choose a profession requires the ability to make decisions, aware of professional self-determination, professional culture, and the value of the chosen activity.

In the general context, professionalism can be defined as a creative synthesis of high-quality professional knowledge and practical experience of the individual, characterological constructs, which determines the choice of optimal strategy and tactics and ensures high efficiency of its implementation. We consider the improvement of the criteria of the complex of qualities of a professionally successful, effective, in-demand specialist to be prospects. Improvement of the education system, development of the program of development of qualities of the future professional which are formed in higher school and undergo the further improvement, are applied and realized in labor activity of youth in Ukraine.

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