



## The conceptual model of self-realization of future clinical psychologists

V.V. Mosiichuk

G. S. Kostyuk Institute of Psychology of NAPS of Ukraine, Kyiv, Ukraine

### Article info

Received 14.12.2016

Accepted 13.04.2017

G. S. Kostyuk Institute of  
Psychology of NAPS of  
Ukraine,

Pankovska Str., 2, Kyiv,  
03001, Ukraine

Tel.: +38-093-084-59-22

E-mail: [akad\\_mv@i.ua](mailto:akad_mv@i.ua)

Mosiichuk, V.V. (2017). The conceptual model of self-realization of future clinical psychologists. *Fundamental and applied researches in practice of leading scientific schools*, 20(2), 23–30.

*We emphasize once again that the phenomenon of self-realization is a complex and multidimensional education, which is characterized by inconsistency and ambiguity. Therefore, the study of the manifestations of self-realization is faced with the methodological difficulty of finding valid instruments that would allow recording quantitative and qualitative parameters of realization of a subject. It is necessary to state: we at the stage when is the search for this Toolkit. And our work is one of attempts to study the process of self-realization.*

*Therefore, in our research we adhere to the main provisions of humanistic approach to the study of personality, namely the personality is unique and holistic; personality is an open system; personality is an active system in which there are two types' interactions each other forces: one type of power comes out of protection and reliability (this force is prone to regression, and attachment to the past: a man is afraid to take risks, she's afraid to hurt what is already is); the second type of forces directs us forward to wholeness, to the uniqueness of the individual, to the full functioning of all his strength, to trust to the outside world, where you can open your existing deep identity (Maslow, 1999; Fadiman, 1994). In the study we also draw on basic principles in the study of the process of development and formation of personality: unity of consciousness and activity, determinism, development of consciousness and personality in operation.*

*Key words: self-realization, humanistic approach, personality, future clinical psychologists.*

### Introduction

The study of the processes of self-realization gives you the ability more clearly structured as applied and theoretical aspects of the problem of professional training in higher education, the most important of which is the formation of readiness of the young person into the labor market. It should be noted that in recent times there is the enrichment, deepening and clarification of various terms, describing the process of self-development. This applies to this construct as "self-realization". In general, development of categorical apparatus can serve as an important to create a new holistic theory of human psychology and personal growth. But let's not forget that the breeding of different concepts relating to self-development occurs only at the level of theoretical analysis. In life, different aspects of self-development act as a single unit. It concerns such concepts as "self-actualization" and "self-realization". Therefore, before presenting our approach to the empirical study of the process of self-

realization of students-psychologists, again, pay attention to the features of these processes.

### Materials and Discussions

First of all, recall that the theory of self-actualization K. Goldstein (who, incidentally, first used the term "self-actualization") has become a powerful impetus to the development of the whole direction in psychology – humanistic psychology. After all, self-actualization the founders of this direction K. Rogers (1994), A.Maslow (1999) and others, were promoted to the role of the main motivational factors (Frankl, 1990). So, according to Maslow, self-actualization is the desire to become all that is possible: it is based on the need for self-improvement, to realize their potential. According to Carl Rogers, self-actualization – a definition the force that causes a person to develop at various levels – from mastering fine motor skills to the highest of creative highs. So, the most common in

**Volume 20, Number 2, 2017**

psychology is the interpretation of self-actualization as a conscious effort of the individual to the fullest possible disclosure of its human potential with a view to its realization in practical life for the benefit of society. Note that humanistic psychology is developing a theory of personality in the structural-dynamic plane, which covers the whole period of human life. The importance is given to the description, the construction and development of the internal experience of the individual, as he is in human consciousness and thinking. Some of the fundamental provisions defining the humanistic approach to understanding personality identify the most significant external and internal relationships of the personality that characterize self-actualization and self-realization.

Therefore, in our research we adhere to the main provisions of humanistic approach to the study of personality, namely the personality is unique and holistic; personality is an open system; personality is an active system in which there are two types' interactions each other forces: one type of power comes out of protection and reliability (this force is prone to regression, and attachment to the past: a man is afraid to take risks, she's afraid to hurt what is already is); the second type of forces directs us forward to wholeness, to the uniqueness of the individual, to the full functioning of all his strength, to trust to the outside world, where you can open your existing deep identity (Maslow, 1999; Fadiman, G1994). In the study we also draw on basic principles in the study of the process of development and formation of personality: unity of consciousness and activity, determinism, development of consciousness and personality in operation.

Important for us is the position that personality development is determined not only by the personal qualities and the conditions that shaped society, but the natural, individual characteristics and potential capabilities of the person (L.S.Vygotsky, B. G. Ananiev, G. S. Kostyuk, A.M.Leontyev, S. L. Rubinstein). As already stressed, the operationalization of the concept "self-realization" cannot be achieved without consideration of a methodological approach to the study of the phenomenon of self-actualization, which is characterized by inconsistency and ambiguity. A vivid illustration of the above is the structure of the questionnaire of personal attitudes POI (Personal Orientation Inventory), which was created E.Shostrom (Section 1).

1. Self-actualization - this is a comprehensive and continuous development of creative and spiritual potential of the individual, this maximum realization of human capabilities, that adequate perception of the world and their place in it, the richness of the emotional sphere and high level of mental health. Thus, generalized self-actualization is defined as "...the desire for self-fulfillment, the tendency to actualize what is contained as potentials. This is trend can be called a human desire to become increasingly what he is capable of becoming" (Vahromov, 2006). As shown by the analysis of the psychological literature on the problem (implemented in section 1), the vast majority of psychologists in their studies do not distinguish between "self-actualization" and "self-realization". But the logic of the development of science requires differentiation of these categories. And in modern psychology more and more scientists note that these concepts are not completely

identical: they have some substantial differences. In fact, now there is a new understanding of the concept of "self-realization". In particular, to clarify the relationship between the concepts of "self-realization" and "self-actualization" attention was drawn to an accurate translation of these terms because psychology they were brought from the English language. Actualization (actualization), on the interpretation of the Oxford dictionary of current English for students (1984), refers to the action as a process, waste of energy, which has a real result. And the implementation (realization) is, first and foremost, the awareness, the thinking (cognitive) activity. That is, the mapping "self-realization" and "self-actualization" occurs in the coordinates of human activity - internal and external. As you know, two forms of activity - the external (material) and internal (theoretical work) is allocated by the criterion of "nature of work". External and internal forms of activity are interlinked and cross each other in the processes of internalization and exteriorizes. This implies that the concept of "self-realization" means mental, cognitive aspect of theoretical work, work in domestic plan or domestic activities. In this context, is a very accurate statement E. Erikson (1996): "Identity develops gradually transition from one stage to another is seen by the readiness of the individual to move towards further growth, expansion of conscious social circuit radius of social interaction". The subject of activity with the help of his mental abilities, in the process of active interaction with objective reality (nature and society) is purposefully aware of some peculiarities of their own mental activities, namely: past performance (is the formation of the concepts of the past); aware of the vital strategies and tactics; develops purposefully (rebuilds, adjusts) life meanings and goals (the process of goal setting); finds a sense of activity and life (both past and future); designs and builds life path. All the energy of self-realization is directed on disclosure and use of his mental capacity. This is a significant feature of self-realization. The ideal of self-realization is the fullest possible actualization of their capabilities and abilities, which leads to the development of harmonious and fully functioning person. It is clear that this ideal can only draw near through the knowledge of yourself and your inner experience. Based on the above - self-actualization precedes self-actualization, the acts of which he is master, to a certain extent, completed the building. Self-actualization means the practical aspect of activities that are aimed at fulfilling the life plan of the individual (which is discussed in processes of self-realization). The act of self-actualization is a set of actions performed by a subject on the basis of deliberately set us in the course of fulfillment of objectives and strategies to achieve them. Thus, self-realization and self-actualization are the two inseparable sides of one process - the process of personal development and growth, the result of which is a person who in self-actualization, or in other words, the person who made the most and used their human potential. It is clear that for a more complete disclosure of the concept of "self-actualization" we need to define the concept of "potential". As we have emphasized an essential feature of the self is what all human energy directed at the disclosure and use of his mental capacity, and therefore ideal self is the most comprehensive update their capabilities and skills and goal fulfillment is the disclosure and use of his mental potential in

life, and particularly in education and careers. That is, the notion of "self-realization" focuses on the development of potentiality of the individual, on the disclosure and use of psychological potential.

Potentiality of the concept of "self-realization" and underlines the General motive which underlies it – the desire to improve, to grow (C. Rogers, A. Adler, A. Maslow, etc.), which is the motivation to improve themselves, to develop their ability, their potentiality. Moreover, the desire to improve A. Adler is innate in the sense that "... its part of life, the desire or need, without which life would be unthinkable" (Fadiman, 1994). So self-realization is a psychological category, which applies to the recognition and disclosure of his mental capacity. A rather important theoretical and methodological note on the potential (in the context of the overall ability to develop) makes L.I. Antsiferova. It allocates trigram abilities that are included in the overall ability to develop. The first is the ability to retain, to preserve all the positive content of its history, and accumulate the results of development. Second is the ability to update the potential content of his consciousness to include it in the relevant respect, to have sensitivity to past performance, which did not arise arbitrarily, accidentally, spontaneously. The third is the ability to create something new in the world and in oneself extending the sphere of potential. In our opinion, the second and third abilities accurately reveal the psychological content of self-actualization as an important aspect of self-development (which is essential for real personal development). The most complete, in our view, the definition of the psychological potential of the person we find in the T. A. Burova: it is a system of psychological properties that determine the possibility of successful human activity in different spheres of life and activities (Kucerovsky, 2006). Groups of properties from which to derive psychological potential are:

- Total activity (energy): initiative, general achievement motivation;

- Vector activity: focus on human achievement in a particular area of life or a certain type of activity (in particular, a strong motivational readiness for self-realization in the chosen professional path); The ability, cognitive, sensory, sensorimotor, humanitarian, etc.

- Regulatory quality: self-esteem, neurons-mental sustainability, system values, volitional qualities. So, the psychological potential of a person is an important factor in effective and successful: what it is, the higher the success of the individual. As we have said, self-actualization is a psychological category, which applies not only to the processes of the disclosure of the identity of his mental capacity, but also (primarily) to the processes of realizing this potential. Self-realization is not possible without man's awareness of himself, of his abilities, opportunities, needs; self-acceptance, your self-image; its role and status affiliations, their psychological (intellectual, emotional, volitional). This active self-awareness consists of self-awareness, self-knowledge, and self-assessment of their own mental potential. As we know, self-development, change and progress start with internal awareness. From a deeper consciousness implies the ability of man to control his life. As you can see, self-actualization, of course, is a definite aspect of self-awareness, self-knowledge, self-identity, that

is, inner-personal, individual process in which a person compares himself not with others but with myself. Improved knowledge about their capabilities is most intense in the process of acquiring new experience in the process activities. It is generally accepted that in the course self-discovery is changing "meaning images I" (which make up self-concept). The content of the images I in the actual mind of the individual are represented, mainly, values, motives, personal traits, beliefs. That is, according to some scientists, indices (exponents) of the process of self-awareness are: value orientation, the real and the ideal images of "I", life goals, personal strategies of self-affirmation, the level of self-actualization, images of interpersonal relationships and others<sup>ii</sup> (Pfetiskin, Kozlov, Manuilov, 2002). Recall that internal psychological factors (which represent the content of images I) along with external, situational factors determine the behavior of a particular individual. The process of self-realization means the realization and constant correlation between different ideas about themselves (for example, conscious values, desires, motives, aspirations; his mental capacity; conscious of the past performance; lucid and objectives); to develop strategies to achieve goals on the basis of a correlation of ideas about themselves and the demands of society. In his gradual self-development as in the development of self-realization (as part of the self), the identity moves in the direction of further growth, we understand social area. As we have stressed, the expansion of views about their opportunities the most intense is in the process of acquiring new experience in the process activities. Therefore, the level and "size" of awareness can be an indicator of a level of self-realization. That is, the processes of self-realization (as an activity internally) to heavily included (or service) in the process of self-knowledge, of self-determination. As the need for self-determination is, to a large extent, need to form a specific sense, the term "self-determination" in our research, we understand the process of purposeful elaboration of a person's life meanings and purposes, life strategy and tactics. Self-determination characterizes the life of man as the subject of his own life, which develops its strength and abilities, sets the mode of the intellectual, physical and emotional stress. The result of self-identification-the first man to walk on the goals, directions and methods of activity, adequate to his individual abilities, as well as the formation of the spiritual self-worth, ability through focus to independently realize their purpose.

Regarding the process of professionalization is a more accurate interpretation of self-determination as an independent stage of socialization, the individual acquires the average readiness for independent creative activity on the basis of awareness, and relating the "want-can-yet-need" and is able to make independent decisions on vital goals". An important aspect of self-realization is the ability to predict the future in the form of goals and strategies to achieve them. Naturally, predicting the future is built on recognition of past performance and the present, that is, the future stands out as a particular projection of modernity. Pay attention to the fact that goals and expectations have more effect on behavior than past experience. That is, the target (as designs by which people are guided in life, as certain expectations from the future) organize and present systematize personality and are important determinants of

human behavior. Each person develops their own specific purpose in life, which are the concentration of her aspirations and achievements. Life goal particular person is influenced by his personal experience, her values, attitudes, characteristics. Life's purpose, consciously or unconsciously necessarily arise: as long as man lives, he constantly sets himself goals, the implementation of which allows her to understand the meaning of his life. They set the trend of development of the individual; determine the formation of a life plan. And that means realizing and attaining your goals, changing life plan, the person discovers himself, learns to govern him by circumstances, takes over her time, and reaches the identity. That is, goal-setting and realization of goals is not only the highest form of anticipatory reflection of reality (which allows man to overcome "chaos future" according to A.Adler), but also a significant factor in self-development and content of self-realization as an internal activity.

By the way, self-conscious and build the prospects of its development in certain employment activities (goals, plans), responsibility for its activities and experience in own professional self-efficacy manifests the subjectivity of the individual. Therefore, if we talk about the development of the subject of work, first of all, you need to talk about the development of his ability to make sense of their activities, to find the meanings of these activities and look for ways to improve myself in this activity. And this is the content of self-realization as a phenomenon of existential being. We want to emphasize that the subjective approach at the center of scientific attend ton makes the internal activity of the individual (S. L. Rubinshteyn, B.G.Ananiev, G. S. Kostyuk, S.D.Maksymenko et al.), Is very important to understand the essence of the processes of self-realization. Indeed, the very activity of the individual is the basic condition for fulfillment process, with it, the activity is not only (and not only) as a characteristic of temperament and character, and her position in life.

Active position in life (as a partial view of the total activity of the individual) is the result of interaction between objective process ("other definitions") and the subjective internal (self-determination process). Although, in our view, the emphasis in the fulfillment of its internal, cognitive aspects, more precisely to talk about selective activity, personality mobilization, willingness to subjective, internal activities, which focuses on disclosure and use of his mental capacity, developing goals, objectives and strategies to achieve them. This activity meets the above needs of the individual. As we have noted, the process of self-actualization are often seen as not only active, but creative response to various impacts, which occur in a person's life. So A. Adler believed that the self of a person that guides and directs individual responses to surrounding reality, is, in fact, the creative power of the individual. Accordingly, the processes of formation of life goals, strategies to achieve them, lifestyle is also, in fact, creative acts. A person actively and creatively interprets the information and experience that she receives in the course of life. Actually, is according to psychologists, the individual response of a person to the reality always creative. Thus, the scientific analysis of psychological sources, which reinterpreted and deepen the processes of self-identity, to determine the process of self-realization as a focused awareness, mental (cognitive) aspect

of which is shown, in construction, adjustment and restructuring "concept I" (including the "ideal I") world view, life plan, goals activities; in search of meaning; in recognizing the results of past activities and more. In the process of self-realization a subject consciously puts before itself aims and to produce strategies of their achievement. And self-actualization (as the other, inseparable from self, side, self-development) is a practical aspect of the activity, a set of actions aimed at the implementation of the life plan (goals) of the individual, which is supplied in the course of self-realization.

Self-actualization manifests itself in various forms: in the construction, adjustment, restructuring the "I-concepts" of the image I (including "I - ideal"), life plans, goals and strategies of their achievement, in recognition of past performance (the past of concept).Self-realization is also targeting expansion and value-semantic content of individual consciousness. This is revealed, in particular, through the understanding of their values (which have gone internalization, assigning external values and understanding them as their own) and the grounds in search of meaning. That is, as already mentioned; the level of awareness can be an indication of a level of self-realization. Study self-realization as one of the aspects of personal development (namely the expansion area informed of its capabilities, potentials, and abilities) is particularly important for the realization of personality-oriented paradigm of modern education. Although self-realization can act as a static goal of education: its deployment is possible only in the dynamics of self in the process of training and professional self-employment. In our research we adhere to the model (the development of activities and of individual students) G. V. Ikrin, according to which in the process of professional training (in accordance with its three stages – primary, basic, final) there are three leading activities: educational, educational-research, educational and professional These types of students are characterized by specific goals, objectives, and ways of implementation activities. In particular, teaching and professional activity (professionally-oriented educational activities) leads to the following basic psychological neoplasms in this age: ability to reflect, the formation of "self-concept" and the life of the program. Within the educational-professional activities is of the emerging elements of the future professional activity.

In our opinion, the most common forms of self-realization in educational and professional activities means the desire to carry out complex training and professional activities, which is interesting for the student is a requirement) at a high level possibilities. In our study, we define educational-professional self-realization as an individual solution of complex issues: finding yourself in the future profession; with the definition of their professional capabilities (abilities and aptitudes); the definition of the desires and expectations of the chosen profession; determine its place in the profession (professional identity); with the definition of the vectors of their professional growth. In the process of educational-professional self-realization is essential to their own choice person of high professional ideals and values professional and personal growth, constructive and moral behavior. Such choice acquires the special meaningfulness for the specialists of socioeconomic professions, as their individual properties

influence (in particular, through communicative cooperation) on forming of personality those, who they work with.

We believe that the most important for future psychologists are the aspects of training and professional fulfillment, reflecting the attitude of the people, in particular: implementation in the professional activities of General humanistic values (the good, help the weaker, altruism, etc.) and professional values such as serving others (orientation to cooperate duties and responsibilities); orientation to help (cooperation, mutual assistance, attention towards clients and the others).

In a complex process of self-realization are of young people experiencing and especially the experiences of crises of professional formation (which we discussed in Chapter 1). In their study, we understand the concept of "experience" in its core values, which are described by Vasilyuk (1984):

- Experience - is any emotive aspects of reality, which is directly represented in the mind of the subject and appears to him as an event of his own individual life;

- Experience - this desire, desire, desire that directly represent the individual consciousness in the process of choosing the motives and goals of which is made subject; these aspirations, desires, desires thereby contribute to understanding the relation of the individual to events that occur in her life;

- Experience is an activity that occurs in a situation of impossibility of achievement by the subject of the leading motives of his life, the fall of ideals and values; this activity is manifested in the conversion process of the psychological world, aimed at rethinking of its existence.

Refine these values. In the first the broad meaning of the term experience is accented by such features of experience, as immediate reality, and the affiliation of the content of consciousness of the subject. Limitations occur when mixing of experiences to a predominantly affective condition, a sharp isolation from knowledge of reality, as well as in the study of experiences outside the context of the real activity of the subject. Characterization of a fact as the experience indicates the rootedness of this fact in the individual human life (Vasilyuk, 1984).

The second value reveals the function of such special experiences as aspiration, desire, and volition in the regulation of life of the individual. These forms reflect in the mind the dynamics of the struggle of motives, selection or rejection purposes to which man aspires. A motive that is subjectively expressed in the experience directly they contain. This creates the impression that the experiences themselves motivate individual behavior. In reality, feelings are like internal signals that are understood by which personal meanings of events. Consciousness selects a possible motive and the regulation of the dynamics of individual behavior (Leontief, 1977).

The third meaning of the term experience captures it as the special activity which occurs in critical situations), using which man is able to move, as a rule, heavy events, to regain the lost meaning of existence. For example, this kind of activity takes place when is not external conversion situation, no new knowledge of it cannot return to man the meaning of life (loss of a loved one).The product of such activities is an experience that comes as a result of the reevaluation of values, their place in the world, gaining a

sense of its existence. The development of this faces the problem of experience allows us to implement the idea that human consciousness not only reflects the objective world, but creates it. Because in the process of experiencing aspects of reality that are directly presented in consciousness, emotionally charged, it is necessary to briefly review the scientific understanding about the interaction between emotional and conceptual reality. After all, in the language of experience "broadcast" their assessment of the human emotions, feelings, States which constitute the world spiritual experiences and interested and devastate assess the validity.

Recall that in psychology there is a fundamental position product of passion and intellect in personality development, because these two psychological systems (emotional and cognitive) are parts of one whole consciousness (L. S. Vygotsky, A. V. Zaporozhets, V. P. Zinchenko and others).Emotion and cognition are in a contradictory dynamic relationship and interplay and provide uniform regulation of behavior and activity of the individual. Note that scientists admit the possibility of different variants of generation cognitions and emotions (which is primary or secondary), most importantly, again, the fact of their unity, integrity, mutual generation and mutual influence. This unity is the basis of psychological mechanisms of integration of the experience that may be acquired in the process of life and manifested in its properties and individual style of behavior and activity. "Breeding" emotional and cognitive psychological phenomena is done only for the sake of scientific analysis.

D.A.Leontiev believes that emotional and conceptual systems describe the terminology in psychology the same phenomena and therefore, to a large extent, substitute each other. The differences between them: emotions are concepts that are less generalized and more descriptive. Clear distinction between meaning and emotional phenomena has: emotional relationships are the basis of semantic entities, and the notion of sense serves only for specific conceptual interpretations of these relationships. This interpretation emphasizes, primarily, the particular development that the phenomenon of the emotional nature gets in the system of consciousness.

Different authors agree that emotions are a form of mental reflection of subjective reality. Emotion confirms the integrity of consciousness, when viewed in existential terms, man's reality. And meaning is a specific semantic reality. Emotions are rooted in sensory analysis and have temporal, spatial, and modal and tensions characteristics. And features of the semantic phenomena quite another.

Like emotions so and rational methods of cognition provide orientation in the world. Emotions do not just accompany the processes of rational processing of information, and is a way of organizing behavior, which in some aspects complements the rational, and some is an alternative to the latter. Summarize the main features of emotional analysis of situations compared with rational:

- Emotions - a way of processing global information and develop responses to this information. Emotions rating system allows a person to: assess the safety/danger situations; see pleasant/unpleasant consequences. So, the emotional analysis differs from rational analysis, where the

situation is broken down into the elements of which then constructed structure;

- Emotional evaluation of reality, actions, behavior, etc. (unlike cognitive) is very fast;

- Emotional system has a way to respond: it gives the general vector that points to a behavioral repertoire, which happens with the choice of a particular form of behavior;

- On an emotional level analysis of the situation analysis of the expected value, the significance of an object, it experiences pleasure / trouble. It is important that this sense of values can motivate to action that may be the motive. But motivation can only be values that recognized the personality, rather than imposed on it. So, emotions and feelings not only enrich the reflection of objective reality, but also due to the needs and interests are human motives to work, regulators activity.

The specifics of the situation dictate the optimal way of information processing: in some situations, it is optimal analytical processing of information and in other global emotional processing, which always gives an approximate answer, but very fast, with much less cognitive cost. Therefore the emotional processing of information is most optimal: 1) at the deficit of time; 2) in very difficult situations at that the analytical decision of problem is impossible. Social situations behave exactly to such situations. Therefore for their understanding a most value is acquired by the emotional system. In contrast to the emotional processing of information, its analytical treatment allows to achieve maximum precision of the response, but requires large amounts of material for information processing and, consequently, time. Note that emotions affect the perception of the surrounding world (events, phenomena and people); affect all cognitive processes (memory, thinking, imagination); affecting everything that makes a person (without emotion there is no action, actions, activities, behavior); helps to conclusions on how to behave in a particular life situation like. That is, the social development of man is motivated by emotion, which she associated with her social environment, emotions a person experiences to other people orient its social behavior, contributing to its accuracy, speed, and adequacy. That is, the emotional and social aspects of development are in constant interaction and interdependence. Emotions experienced person to other people orient its social behavior, contributing to its accuracy, speed, adequacy. Therefore, the crises and conflicts play a vital role because the quality of their decision may determine the future line of development of the person, favorable or unfavorable to self-realization. In our work we rely on scientific research O.A.Stolyarchuk (2010), examined the characteristics of professional learning at the university and developing the thesis of scientists (in particular, Povarenkov Y. P., Podolyak, L. G., Yurchenko V. I.) on the students experience multiple crises of vocational training, in addition to the crisis of adaptation (which is traditionally regarded as the first crisis of vocational training), there are also crises:

- approbations (that begin on the third course and stipulate passing the student of active pedagogical practice);

- to professional readiness (that is characteristic for the students of final course and related to the prospects of

handing over of state examinations and to beginning of professional activity).

In particular, we explore the psychological characteristics of educational and professional fulfillment of future psychologists in crises and testing of professional readiness. These crises (to adaptation, approbation, professional readiness) are the variety of crises of the professional becoming. The normative character of these crises manifested in the fact that, according to research they appear in most of future work.

Studying the psychological characteristics of professional development experiences crises reveal the severity of these crises emotional experiences. Indicators (indicators) of crises are: lack of enjoyment from the study and future professional activities; the feeling of "bad luck" (which explains, in particular, the fact that it is not "my" profession "is not my" goal and the like); a loss of inner integrity, inner balance (a measure of problems in value-semantic sphere of the personality); subjective experience fatigue (low capacity); low interest in the future of the profession; feelings of discontent; psychological discomfort; small increase feelings of anxiety, fear and sometimes depression; temporary inability to volitional action.

In the work we used the "most influential" indexes of crisis of professional readiness, that were distinguished in research of O. A.Stolyarchuk (2010), namely: level professionally directed frustration; alarm, anger, fear and boredom as displays of negative emotional accompaniment of the vocational training. As you know, the main task of mastering - to provide and maintain a certain level of mental and physical health, satisfaction with them, their activities, behavior, work. In his study, we proceed from the fact that mastering the strategy (in other words, to overcome the difficult and stressful situations) - is an individual way of interaction with the situation according to its logic, relevance to today's man and his capabilities. The strategy itself mastery is a direct action aimed at solving painful problems, or at least the collection of specific information about the possibility of such actions. Therefore, we believe that mastery / overcoming difficult life situations is important, first, the idea of this situation (such as approval of what the problem really is); Secondly, the idea of how to overcome it (including a plan for its solution); Thirdly, the process of capture - direct action aimed at solving painful problems (or at least collect specific information about the possibility of such action). On the ground of the pilot study and literature data formulated assumption that middle and low level experiences regulatory crisis of professional readiness contributing to high and medium levels of educational and professional fulfillment of future psychologists, as a moderate experiencing crisis creates conditions which contribute to the need for self-realization of potential to-date and expand the space conscious. But an intense experience of the normative crisis is not conducive to constructive teaching and professional self-actualization (the highest level). Verification of this assumption arose as a separate objective of the experimental work. Research of features of educational-professional self-realization of future psychologists and the influence of crises of professional training on this process is described in the next section.

Thus, the analysis of psychological and pedagogical literature gives you the opportunity to summarize the scientific views on the phenomenon of self-realization:

- Self-realization - a selective activity mobilization, the willingness of the individual to internal activities aimed at the disclosure and use of his mental capacity, develop goals, objectives, strategies to achieve them;

- Self-realization generated the following basic requirements: a self-development (improvement in self-actualization); in recognizing itself; to self;

- A prerequisite is self-conscious person setting the goal of the activity; fulfillment processes deployed mainly as a result of purposeful activity (including professional) identity;

- Self-realization (as an internal process of expanding space conscious aspects of his mental capacity in particular, their values, motivation, abilities, etc.) means active consciousness, which consists of self-awareness, self-knowledge, self-assessment of this potential;

- The aim of self-realization is the discovery and use of his mental capacity in life, and, in particular, in training and professional activities;

- Self-realization is structured by the values and meanings;

- The ideal of self - realization is the fullest possible actualization of its own possibilities and abilities;

- The main object of the subject with self - own "I"; personal growth occurs primarily through the development of subjectivity "I", expand ideas about themselves (self-concept), the implementation of reflection;

- Actuators self-realization are: reflection, goal-setting (motivation through goal setting) of sense, ensuring the development of existential-semantic, motivational and goal setting individual components;

- Self-realization manifests itself in different forms, so its empirical research should use different approaches and methods; including self-representation is found in individual perceptions of himself as an activity that, for example, consist in the minds of students during university training;

- The essence of self-realization (as part of the self) - is the expansion of awareness; it is clear that the development of self-identity moves towards further growth, the expansion of conscious social space. Therefore, we can say that the composite index of a level of self-actualization is the level and "size" is the awareness of that space;

- Improved knowledge about their capabilities is most intense in the process of acquiring new experience in the process activities;

- An important aspect of self-realization is the ability to predict the future in the form of goals and strategies to achieve them. It is based on recognition of past performance and the present.

Some extend the argument those self-fulfillment manifests itself in different forms. Indicators of self (and, consequently, the spokesman of the process of self-awareness) is a set of ideas, about their goals, life plans, concepts of the past (the realization of the results of past performance) values and values, motivation, self-concept (real and ideal image of "I"), outlook, strategies of behavior, interpersonal relationships and more images. The wider,

deeper, adequate these views – the more space we understand in this person. Clearly, one study is not able to cover the entire spectrum of manifestations and forms of educational and professional fulfillment. Therefore, in our work we studied those components of training and professional fulfillment, which according to the literature and in our previous studies with the most significant contribution to the present psychological phenomenon and are essential for future psychologists, including: motivational, cognitive and behavioral target. An additional argument in favor of these parts of the educational-professional self-realization is that they contain the same groups of properties, which make up the psychological potential of the individual: regulatory quality, motivation, vector activity, etc.

### **Conclusions**

So, on the basis of generalization of theoretical positions and psychological research on the problem, we determined the following components of academic and professional fulfillment future psychologists:

- 1) Motivational component - self-motivation (egg, desire to know themselves, the total commitment to self, commitment to action, activity); desire to become a good specialist (including selection of high professional ideals) general humanistic orientation (interested people); interest in the profession; internal training and motivation of professional activity (professional, educational, judicial); professional values (service to others, focus on cooperation, assistance, attention to the client, the values of professional and personal growth).

- 2) Cognitive-target part - of the features of selected professional activities (which do); ideas about how in high school can prepare for future careers, ideas about their professional perspectives (availability of professional plans, intentions, specific targets in the near and distant future, ideas about the means and ways to achieve those goals); ideas about how to overcome internal and external obstacles to achieving these goals.

- 3) Behavioral component – responsibility and internal locus of control; constructive and harmonious types of communication; the ability to accept and understand others; a low level of conflict; behavior that is useful for solving problems in difficult and stressful situations.

All dedicated components of the educational-professional self-realization are in a relationship of mutual influence and relationships. Accordingly, criteria have been formulated for the development of educational-professional self-realization of future psychologists:

- 1) positive internal motivation of educational and professional activity, motives of self-development, professional values;

- 2) the formation of professional perspectives and conceptions about the peculiarities of preparation for future professional activity;

- 3) constructive and moral behavior in social situations (related to communication) and in difficult and stressful situations.

We emphasize once again that the phenomenon of self-realization is a complex and multidimensional education, which is characterized by inconsistency and ambiguity.

Therefore, the study of the manifestations of self-realization is faced with the methodological difficulty of finding valid instruments that would allow recording quantitative and qualitative parameters of realization of a subject. It is necessary to state: we at the stage when is the search for this Toolkit. And our work is one of attempts to study the process of self-realization.

### **References**

- Rogers, G. K. (1994). Perspective on psychotherapy. The development of man. Moscow: Progress. [In Russian]
- Maslow, A. (1999). New frontiers of human nature. Moscow. Smysl. [In Russian]
- Frankl, V. (1990). Man's search for meaning. Moscow: Progress. [In Russian]
- Fadiman, G. (1994). Personality and personal. Moscow: Publishing house of the Russian open University. [In Russian]
- Vahromov, E. E. (2006). Self-actualization specialist manager in professional work: challenges and opportunities Retrieved from: <http://hpsy.ru//public/social>. [In Russian]
- Erikson, E. (1996). Identity: youth and crisis. Moscow: Progress. [In Russian]
- Kucerovsky, N. A. (2006). The Concept. Journal of the practicing psychologist, 12, 109-121. [In Russian]
- Pfetiskin N. P. Kozlov V. V., Manuilov G. M. (2002). Socio-psychological diagnostics of personality development and small groups. Moscow: Publishing house of Institute of Psychotherapy. [In Russian]
- Vasylyuk, V. F. (1984). Experiences Psychology: An Analysis of overcoming critical situations. Moscow: Moscow University Press. [In Russian]
- Leontief, A. N. (1977). Activity. Consciousness. Personality. M.: Politizdat. [In Russian]
- Stolyarchuk, E. A. (2010). Dynamics of self-esteem of students in terms of experiences of the crisis the availability of professional. Actual problems of psychology: personality Psychology. Psychological assistance personality: collection of Sciences. Ave. In-TA psychology. G. S. Kostiuik of ANP of Ukraine, 11, 3, 389-396. [In Russian]