

1.9. Conceptual foundations of the development of personality's psychological well-being as a factor of future specialist's professional stability

1.9. Концептуальні засади розвитку психологічного благополуччя особистості як чинника професійної стійкості майбутніх фахівців

In recent decades the issue of psychological well-being has increasingly become the subject of psychological research. This happens due to the urgent need in psychological science and practice for the identification of things, which provide the foundations for the personality's internal balance, his or her psychological health, its components, emotional and evaluative relations underlying it, its role in the regulation of behavior, ways of providing a personality with a help in solving the problem of well-being. The urgency of this issue research is based on the fact that psychological well-being is a psychological phenomenon that embodies the natural human desire for inner balance, comfort, happiness, and, most importantly, for the psychological health. The modern person's pace of life can be characterized as a potentially emotiogenic one. High emotional tension is caused by the presence of a large number of stressors, which are constantly present in modern life. These are such features of life as high dynamism, lack of time, work overload, complexity of emerging life situations, role uncertainty, social evaluation, uncertainty of life, etc. This phenomenon negatively affects the psychological well-being, physical health and efficiency of the personality.

The theoretical basis of the concept of "psychological well-being" was laid by the research, done by N. Bradburn, who defines this issue as a balance between two sets of emotions, positive and negative, which have been accumulated throughout life (more precisely it is positive and negative affect). M. Yahoda, M. Argyle, M. Seligman, A. Meneghetti, D. Leontiev, I. Dzhidaryan, L. Kulikov, V. Pankratov have been researching this phenomenon through the understanding of the subjective nature of happiness, well-being, life satisfaction. They have also determined its sources and factors. As a result of these scholars' intensive research such concepts as "well-being", "happiness" and "life satisfaction" have been introduced into active scientific vocabulary [1]. In Ukraine, the study of this phenomenon and its factors dates back to the last decade of the 20th century and is associated with the names of N. Bakhareva, O. Bocharova, G. Puchkova, P. Fesenko, O. Panina, N. Rastrigin, A. Sozontov, M. Grigorieva, L. Kulikov, D. Leontiev, M. Sokolova. They were researching this issue in the context of external factors: degree of basic needs satisfaction, nature of interpersonal relationships, etc.; and internal – tolerance, value orientations and behavioral strategies, self-actualization, awareness of value of life, sovereignty of personality's psychological environment, level of demands and self-esteem, life strategies [3].

"Psychological well-being" as a holistic subjective experience is of great importance for the person himself or herself, because it is associated with basic human values and needs, as well as with everyday concepts such as happiness, happy life, life

satisfaction and self-complacency. In this situation, a person experiences a subjective emotional self-evaluation, evaluation of one's own life, as well as aspects of self-actualization and personal growth. These two aspects are most successfully synthesized and characterized in K. Riff's six-component theory of psychological well-being. K. Riff views psychological well-being as "the completeness of human self-realization in specific living conditions and circumstances, finding "a creative synthesis" between meeting the requirements of social environment and development of their own personality" [5]. Based on the point of view of humanistically and existentially oriented psychologists, the scientist interprets the achievement of psychological well-being as an outcome of personality's full-fledged positive functioning and self-realization. According to Riff, psychological well-being reflects a person's assessment of the quality of their functioning in the society and life in terms of realizing their potential abilities and capabilities. K. Riff highlights the following components of psychological well-being: self-acceptance – agreement with a majority of aspects of one's own personality; it means not only understanding of one's own actions, motives and feelings, but also having self-respect, which is broader than self-esteem (including individuation, self-realization, fullness of functioning), it is self-knowledge and acceptance of one's own strengths and weaknesses; positive relationships with others – warm, trusting relationships with other people, empathy, openness and care for them; willingness to share one's own time with them; autonomy (independence) means freedom of choice and independence of opinion in all circumstances; ability to resist social pressure and take responsibility for one's own choices and actions; it is also the ability to rely on oneself; environmental control (environmental competence) – a sense of competence in environmental management, effective use of available opportunities, which depends on a person's understanding that not all life circumstances can be changed, but the person himself or herself has some power to control and use these chances, in addition a person has to be able to accept things, which are impossible to change, by changing one's own attitude to the circumstances, and, finally, to change what is possible; aim of life – it gives a reason to strive for something, to be aimed at achieving life goals, to experience eudemonic happiness, a feeling of satisfaction with what has been achieved; personal growth as a constant process of development, but not as the achievement of a fixed-final state; it is an adaptation to the good and bad sides of life; openness to new impressions, awareness and realization of one's own potential [2].

Analysis of different scientific approaches has allowed us to identify the main components and factors of psychological well-being:

1. Life satisfaction as an integral cognitive-emotional estimate.
2. Functional status – mental and psychophysiological state, i.e. absence of negative experiences and states that have negative consequences for the body and psyche, so it is a necessary component of well-being.
3. Value-motivational sphere as a general awareness of life and individual system of priorities, coordinates system.

4. Ability to use existing opportunities to achieve significant goals, as well as the overall consistency of needs and opportunities [4].

5. Social well-being requires social support, openness in relationships, absence of conflicts, favorable social environment, as well as well-being of close and significant people, directly related to the breadth of self-image.

6. Self-esteem and attention to oneself, including confidence in one's own abilities in overcoming negative circumstances, taking personal responsibility for one's own life, absence of internal conflict.

7. Self-efficacy, achievement of certain goals and presence of meaningful prospects.

Considering psychological well-being through the prism of professional stability, special attention should be paid to the research done by P. Fesenko and E. Diner, who have emphasized that psychological well-being is associated with experiencing the content and meaning of life as a whole; well-being is a means to achieve personal goals. E. Diner has noted that research of psychological well-being should take into account not only directly measured level of well-being in general, but also the internal, individual coordinates system, including motives, values, attitudes, which set necessary individual specific coordinates of the person's significant environment. All these factors are important for the research of well-being. It is a value-motivational factor that distinguishes such a parameter of well-being as its breadth, which is considered by a personality as a significant one. The breadth of the concept of well-being, integration of success of life and human activity in various fields leads to necessary flexibility and adaptability as a condition of adequate and successful behavior in different situations of professional activity. The evaluation of "well-being", in scholars' opinion, affects all aspects of human life, as it is a multifactorial construct of complex relationship of social, psychological, physical and spiritual factors, and is caused by the impact of genetic predisposition, environment and individual development [6].

The issue of stability is a general scientific issue and it is connected with a fact that research of the object in any science is not possible without its, at least, temporary stability. The instability of the system is usually equivalent to the destruction or absence of the research object. For different objects, the concept of stability is significantly different, and sometimes it is difficult to formalize it.

In psychological literature the concept of "stability" was researched in the works of V. E. Penkov (features of stability and type of human activity that determines its stability, have been identified), V. E. Chudnovsky (levels of stability of personality have been described), K. M. Levitan, N. A. Podimov. Peculiarities of professional stability have been addressed in the works of A. Ya. Chebykin, K. K. Platonov, E. M. Kovalchuk, Z. N. Kurliand. Some aspects of professional and personal stability are studied by V. G. Aseeva, L. I. Bozhovich, F. E. Vasyliuk, G. L. Gavrilova, L. P. Grymak, E. F. Zeer, P. B. Zilberman, V. S. Merlin, A. G. Morozov, N. A. Podymov, P. E. Reshetnikov, V. E. Chudnovsky [7].

On the basis of such division V. E. Penkov has identified two types of human activity in psychological structure of personality that define its stability: passive-adaptive in relation to social circumstances and one, which actively transforms these circumstances [7]. Thus, O. Ya. Chebykin emphasizes that the same person in different conditions can demonstrate different levels of psychological stability. First of all, it depends on the type of activity, performed by this person. If a person has sufficient knowledge, skills and abilities of professional work, external factors will have a less negative impact than when such knowledge, skills and abilities are absent [1].

K. K. Platonov views professional stability as "...a feature of personality, which is characterized by the intensity, effectiveness and stability of professional orientation. Professional stability is characterized by employee's commitment to their profession, when professional activity has become their professional dominant (leading component of working life content)" [8].

Muddy's theory of a special personal quality of "hardiness" is a quite interesting practical issue in terms of research of future practical psychologist's professional stability development [7]. This theory arose as so-called side-effect while the scholar had been researching the issues of creative potential of personality and stress management. From his point of view, these issues are most logically connected, analyzed and integrated within the framework of the concept of "hardiness", developed by him. By means of deepening the attitudes of inclusion, control, and challenge (accepting the challenge of life), which are labeled as "hardiness," a person can simultaneously develop, enrich his or her potential, and cope with the stresses of his or her life. In Ukrainian scientific literature it is agreed to translate "hardiness" as "stability" or "resilience" (D. A. Leontiev). From the point of view of S. Muddy and D. Koshab the concept of "hardiness" reflects psychological resilience and effectiveness of a person, and it is also an indicator of mental health. The personal feature of "hardiness" is supported by attitudes that motivate a person to transform stressful life events. A person's attitude towards changes, as well as his or her ability to use available internal resources for their effective management, determines the extent to which a person is able to cope with everyday difficulties and changes, as well as identify which of them are extreme ones. According to S. Muddy, the first characteristic of attitude "hardy" is "commitment" – an important characteristic of self- and world perception and the nature of interaction between them. It gives strength and motivates a person for self-realization, leadership and healthy thoughts and behavior. It gives people an opportunity to feel themselves meaningful and valuable enough to be fully involved in life and professional tasks, despite the presence of stressors and changes. "Hardy" is an attitude, tentatively called "control". It motivates a person to find the ways to influence the outcomes of stressful changes, as opposed to falling into a state of helplessness and passivity. This concept is very similar to the concept of "locus of control" offered by Rotter. In contrast to fear for these changes, "hardy" is an attitude, called "challenge", as it helps a person to remain open to the environment and society. Person views any life event as a challenge and a trial for him or her. Summing

up, we can say that "hardiness" is a special pattern of attitudes and skills that allow a person to turn changes into opportunities. This is a sort of operationalization of the concept of "courage to be", introduced by P. Tillich [7]. Apart from attitudes, "hardiness" includes such basic values as cooperation, credibility and creativity.

"Hardiness" is a personality trait that allows him or her to cope with distress effectively, which always leads to personal and professional growth. Thus, in the context of professional stability development, based on the theory, offered by S. Muddy, in the process of specialist's training it is important to use stress-resistance, creativity and desire for self-actualization of internal potential as a dominant pattern of personality.

As part of theoretical and methodological analysis of the issue of future specialist's professional stability, we have identified the following main components:

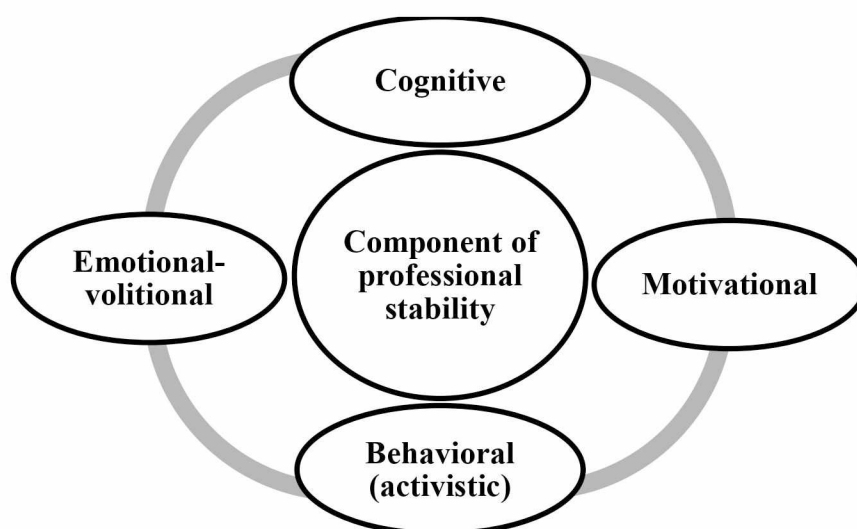


Fig. 1. Structural components of future practical psychologist's professional stability according to acmeological approach

The empirical block of the research was conducted on the basis of Bohdan Khmelnytsky Melitopol State Pedagogical University (Ukraine) among students of the 1st-4th years of study, specialty "Practical Psychology", "Social Pedagogy". Practical psychology".

Technique "Personality Orientation" helped us to find out the prevailing trends in future counseling psychologists' personal orientation.

Based on the data obtained, we can see that students are more dominated by self-orientation, i.e. meeting their own goals and needs without taking into account the interests of others, the desire for reward and avoidance of failure. This egocentric orientation has a manipulative and consumer character. Orientation for task, interest in the success of work and cooperation have a low degree of expression.

By means of "Strategy of Self-Affirmation" technique we have identified coping strategies of the behavior of the subject of activity in the process of solving professional tasks.

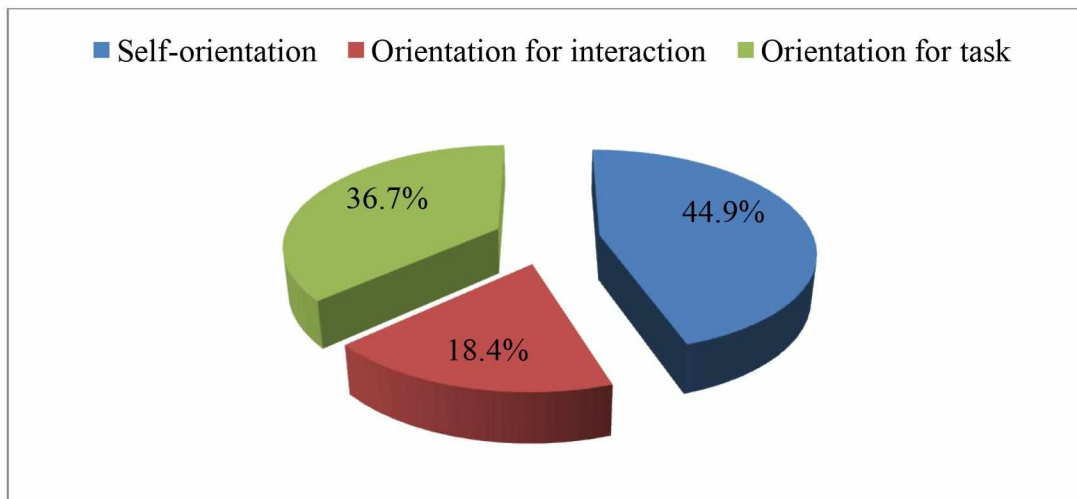


Fig. 2. Identification of future psychologists' orientation level

It has been found out that a leading strategy of self-affirmation is a strategy of dominance (45.4%). In coping reactions it is manifested in the form of verbal aggression, creation of artificial barriers and state of frustration, related to them. This strategy is expressed in a great desire for dominance in interpersonal relationships. Students with this strategy prefer to keep a stable self-esteem through a mechanism of projection. They demonstrate a medium level of values according to the factor of self-disclosure and high level of self-realization. Quite a high level is observed on the scale of "strategy of self-suppression" (27.9%), which can be seen in a conformist attitude towards the group, search for a strong leader, manifestation of hyper-responsibility, etc. Representatives of this group are dominated by a mechanism of denial. The desire for self-disclosure and self-expression is low. The low level of the strategy of constructive self-affirmation indicates the low rate of the development of elements of constructive behavior and lack of skills of effective self-realization.

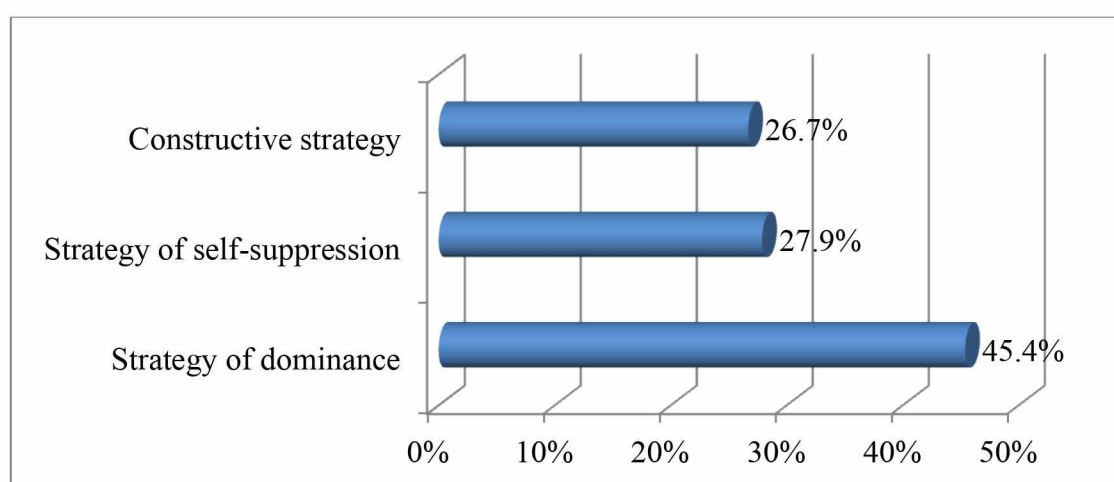


Fig. 3. Identification of dominant strategies of future psychologist-counselor's self-affirmation

As a result of processing the data, obtained by means of use of technique ("Motives for choosing a profession"), we have got the following percentage rating.

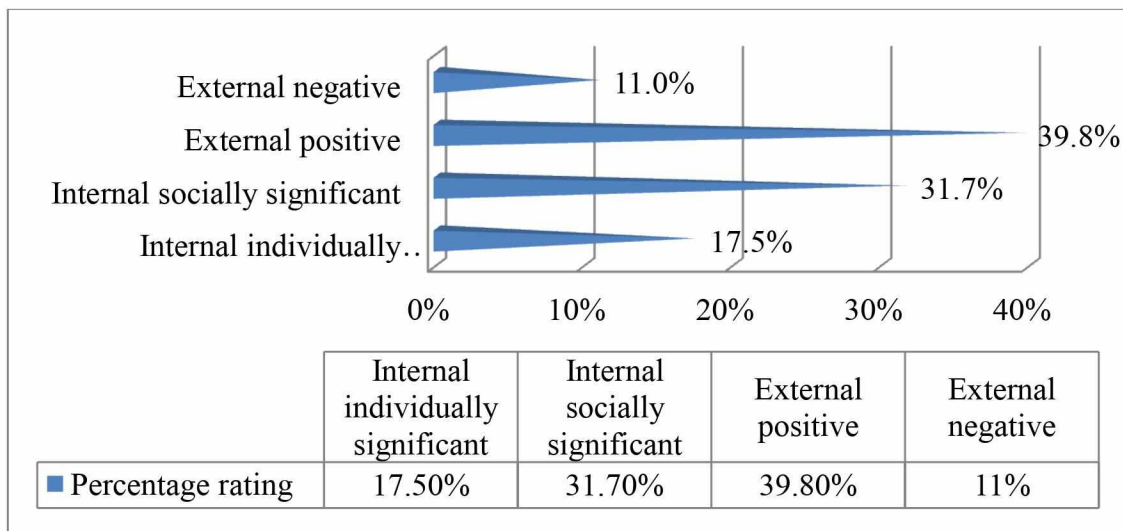


Fig. 4. Identification of motives for choosing a profession by psychologist-counselor

The dominant motive for choosing a profession is external positive motive (39.8%), i.e. recommendations of other people, impact of the prestige of profession and social demand when choosing a profession. High percentage rating of internal socially significant motives indicates a desire to grow professionally, to help people in order to gain social significance. These motives are characteristic features of this age group of respondents and their desire for self-affirmation and autonomy. The low level of internal individually significant motives (17.5%) allows us to say that students aren't focused on the content of activity; don't have skills of self-development and self-knowledge and don't want to gain professional and personal experience.

Technique "Life-Resilience Test" helped us to find out a level of formation of life-resilience components of personality, the extent to which they are able to resist stress, maintain internal balance without reducing the success of professional activity.

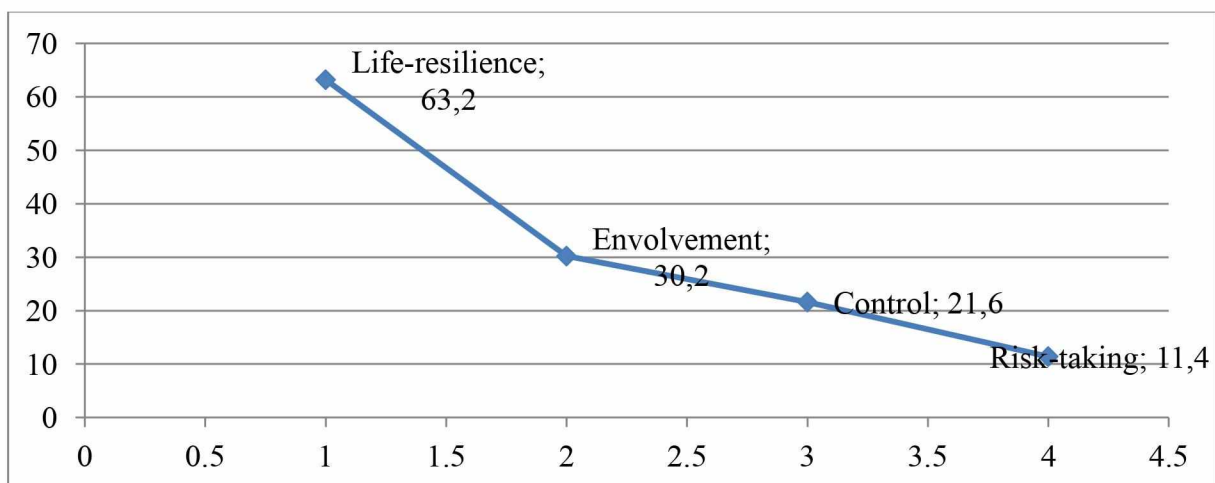


Fig. 5. Identification of the level of development of life-resilience components

According to the data obtained the following conclusions have been made:

- low degree of the category of "involvement" (30.2) indicates that future professionals at this stage of competence development do not enjoy their own activity, and it creates a sense of neglect and a sense of being "out" of life;
- low level of control indicates that most students do not have the developed skills of self-control, self-regulation and time management, and it violates internal harmony, can cause negative mental reactions – anxiety, frustration, aggression, rigidity;
- low score on the scale of "risk-taking" (11,4) indicates that students do not have the skills of experience and knowledge internalization, do not view life as a way to gain experience, as a way to find comfort and safety.

In order to identify the degree of influence of various negative factors on the development of professional stability of future psychologist, we offered students a questionnaire in which they had to choose the main, in their opinion, difficulties in the professional activity of psychologists from the proposed list. Seventeen proposed factors were divided into four groups: factors, related to the personal qualities of the subject of psychological activity; factors, referred to the level of theoretical training on special disciplines; socio-psychological factors; factors, related to professional competence. Relevant groups of factors act as certain blockers of psychological well-being of future specialists.

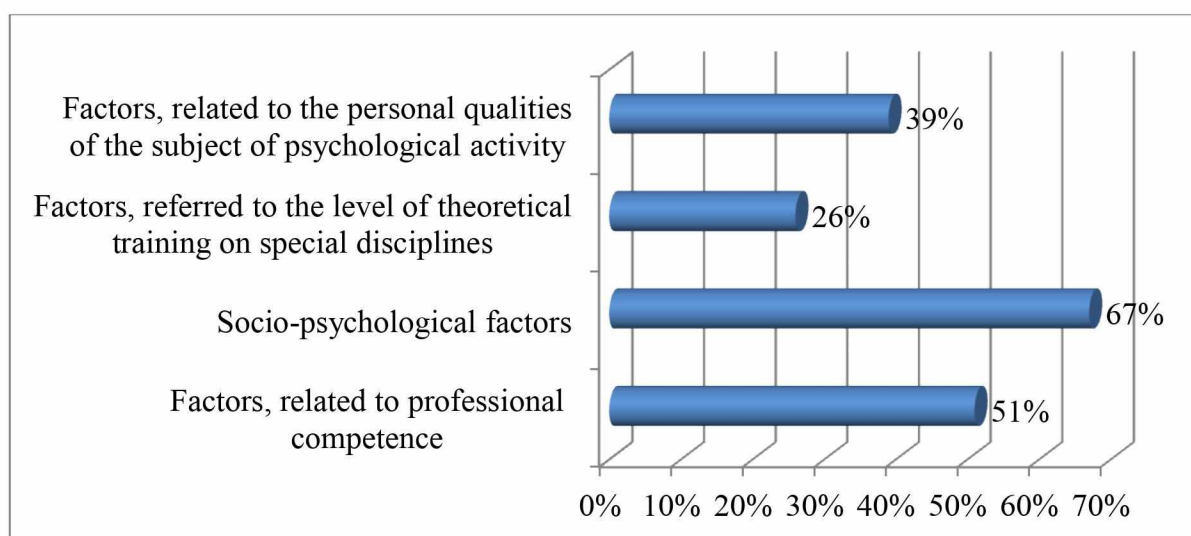


Fig. 6. Peculiarities of negative factors impact on the development of future practical psychologist's professional stability

The largest number of respondents believes that main difficulties in psychological activity are caused by social living conditions (67%). They are followed by factors, related to the level of professional competence (51%), then – personal qualities of a student (39%) and the last place in a number of reasons that create difficulties in psychological activity is occupied by the factors, referred to a lack of theoretical knowledge on special disciplines (26%).

Analysis of the survey results has revealed the following:

1. Among a number of psychologist's personal qualities 34% of respondents have emphasized a lack of orientation for the activity; 17% – unwillingness to communicate with children; 6% – psychological tension because of self-doubt; 5% – inability to regulate their own emotional state.

2. Among difficulties, related to the insufficient level of theoretical training on special disciplines, the first place is given to a lack of knowledge on the basic subject (22%). It is followed by a lack of systematic views on the subject as a science (12%), inability to practically solve psychological and pedagogical problems (7%).

3. Among socio-psychological conditions, the greatest difficulties, according to respondents, are a lack of equipment (38%), difficult financial situation (32%), overloading (42%).

4. Last group of factors includes insufficient level of psychological skills development and low level of development of communicative and organizational skills (22% each); inability to practically apply the acquired theoretical experience (18%), ignorance of the psychological characteristics of students (9%).

It is impossible to have a significant impact on the social living conditions of students, but there exists a fundamental opportunity through a purposeful work to stimulate positive and limit negative factors, which affect the development of future psychologist's personal qualities, their level of knowledge, skills and professional position. Thus, the process of development of professional stability is based on the dialectics of static and dynamic forms of its manifestation: static form is turned into a dynamic one, and then, denying itself, returns to the static form, but at its highest level. Manifestation of both forms of stability, their dialectical interaction can be carried out only in the process of its subject's activity. The feeling of psychological well-being is defined as an integral mental phenomenon, a holistic experience that reflects personality's success in social environment, accompanied by a favorable emotional background, functional state of body and psyche, positive attitude and trust to the world. It can also be stated that psychological well-being is one of the important components of professional stability of a person who has a certain amount of psychological strength, allowing him or her to productively overcome life's difficulties and cope with everyday stresses and difficulties while performing professional functions.

References:

1. Bocharova E. E. Relationship between Subjective Well-being and Social Activity of a Person: a Cross-Cultural Aspect / E. E. Bocharova // *Social Psychology and Society*. – 2012. – № 4. – P. 53-63.
2. Oleksandrov Yu. M. Self-Regulation as a Factor of Psychological Well-being of Student Youth: Abstract of PhD thesis: Specialty 19.00.01 "General Psychology, History of Psychology" / Yu. M. Olexandrov. – Kharkiv, 2010. – 23 p.
3. Panina E. M. Relationship between the Sovereignty of Personality's Mental Place and Mental Well-Being: Abstract of PhD thesis: Specialty 19.00.01 "General Psychology,

- Psychology of Personality, History of Psychology" / E. M. Panina. – Krasnoyarsk, 2006. – 187 p.
4. Puchkova G. L. Subjective Well-being as a Factor of Self-Actualization of Personality: Abstract of PhD thesis: Specialty 19.00.01 "General Psychology, Psychology of Personality, History of Psychology" / G. L. Puchkova. – Khabarovsk, 2003. – 17 p.
 5. Ryff C. D. Happiness is Everything, or Is It? Explorations on the Meaning of Psychological Well-being / C. D. Ryff // *Journal of Personality and Social Psychology*. – 1989. – Vol. 57. – P. 1069-1081.
 6. Sheldon K. The Independent Effects of Goal Contents and Motives on Well-being: It's both What You Pursue and Why You Pursue It / K. Sheldon, R. Ryan, E. Deci, T. Kasser // *Society for Personality and Social Psychology*. – 2004. – Vol. 30 (4) – P. 475-486.
 7. Shevchenko S., Varina H. Development of Personal Well-Being in the Conditions of Modern Transformations / Svitlana Shevchenko, Hanna Varina// *Psychological Resources of the Individual under the Conditions of Modern Challenges*. Editors: Jozef Kaczmarek, Hanna Varina. Monograph. Opole: The Academy of Management and Administration in Opole, 2020; ISBN 978-83-66567-06-1; pp.232, illus., tabs., bibls. – P. 91-98
 8. Varina H., Shevchenko S. The peculiarities of using the computer complex HC-psychotests in the process of psychodiagnosis of the level of development of future specialists' mental capacity *E3S Web of Conferences* 166 10025 (2020).