

**PSYKHOLOHICHNI RESURSY PROFESIYNOHO SAMOZDIYSNENNYA  
MAYBUTNIKH FAKHIVTSIV SOTSIONOMICHNYKH SPETSIAL'NOSTEY**

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**Abstract.** *The article examines the issue of psychological resources for professional self-realization of future specialists in socio-economic specialties. It is noted that professional self-realization is a form of life self-realization, which is characterized by a high level of revealing the personal potential of a specialist in the chosen profession, the development of his abilities, professional qualifications, and extensive use of professional experience. Selected types of professional self-fulfillment (extra-professional and intra-professional). The signs of personal self-fulfillment are outlined: the presence of one's own project (strategy) of life and a firm intention to implement it; the need for self-improvement; achievement of set life goals and disclosure of her personal potential; recognition of a person's personal achievements by the social environment; constant setting of new goals. Indicators of professional self-realization include: extra-professional and intra-professional. Methods of professional self-realization are outlined, such as self-expression, self-determination, self-realization, self-transcendence. The article defines the structural elements of a person's professional self-realization: organizational, activity-creative, subject-personal, result-professional. Generalized indicators and criteria of professional self-realization of future specialists in socio-economic specialties are formulated, and the levels of professional self-realization are characterized: adaptive-reproductive, activity-creative, subject-personal. The personal qualities that determine the success of professional self-improvement are singled out. The existence of a relationship between personal characteristics and the success of professional self-improvement is confirmed. The opinion is expressed that self-realization of the individual takes place during all stages of professional development: selection, educational and professional training, professional adaptation, primary and secondary professionalization, and the stage of professional mastery. It is characterized by professional destruction in the structure of professionogenesis, which leads to changes in the formed structure of activity, negatively affects work productivity and interaction with other participants of this process, as well as the development of the individual himself. The characteristics of the levels of professional destruction of the personality (general professional, special professional, professional-typological destruction and individual deformations) are given. Types of professional and typological destruction of specialists in socio-economic specialties are outlined and their causes are determined. The article suggests ways to prevent the emergence of professional destruction of specialists in socio-economic specialties.*

**Key words:** professional self-realization, stages of professional formation, professionalization, professional mastery, professional destruction, professionogenesis, specialists in socio-economic specialties.

**Introduction.** Every individual a constant striving for self-improvement. A throughout his life realizes his existence as clearly expressed desire for self-

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development becomes the starting point for the manifestation of a transcendent desire for its realization in active action. The movement forward to self-realization occurs most fully in the chosen professional activity, when the individual fulfills professional duties. The latter, as a dynamic sphere of the individual's existence, as a source of awakening of "potentials" in the specialist, ensures not only their realization, but also the development of newly formed ones, which reveal the fullness of professional self-realization in the highest possible relief.

**Analysis of recent research and publications.** The question of self-realization as an important component of realization in life in general was dealt with by a large cohort of researchers and scientists, in particular such as: E. Holovakha, O. Kokun, G. Kostyuk, O. Kronyk, D. Leontiev, G. Lozhkin, S. Maksymenko, A. Gewirth. Thus, the best-known modern foreign researcher of the problem, A. Gewirth, interpreted self-fulfillment as the realization of a person's deepest desires or most worthy abilities. He notes that the search for a dignified human life is a search for self-realization.

The tendency to translate one's own capabilities into reality in various spheres of life and at the same time a process based on the transformation of human potential into potentials that take a person beyond the limits of his existing being in those points, sectors, segments of the life world in which the environment corresponds to the capabilities of the individual and signals about it by the emergence of new (value-meaning) dimensions (V. Klochko).

According to S. Maksimenko, although the concept of self-realization is close in meaning to the concepts of self-realization or self-actualization, self-realization is only a moment of self-realization.

**Purpose.** Goal – to carry out a study of the psychological resources of professional self-realization of future

specialists in socioeconomic specialties and to analyze the ways of revealing personal potential, taking into account professional abilities, professional qualifications, and the wide use of professional experience.

**Methods.** Methods – the method of analysis of sociological, psychological and pedagogical literature is applied; study of dissertation studies; generalization method; selective survey; psychodiagnostic methods of research into the factors of professional self-realization of specialists.

**Results.** Socionomic (those that help) (from the Latin society – society) are professions that in the process of activity are based on "person-to-person" communication. A person or a group of people for representatives of socioeconomic specialties is not the social environment of the production sphere, but the subject of professional activity. According to this statement, socioeconomic professions are associated with the study and explanation of social relations, social development of society, influence on social processes at various levels of social interaction [4]. That is why we consider L. Burkova's definition appropriate: socioeconomic professions - "these are professions that solve professional tasks related to social relations in society, the content of which is focused on their development, regulation, research of social laws and trends, preservation, transformation of historically determined and forms of culture and traditions accepted in society at all levels of social interaction ... psychologist, teacher, social pedagogue, social worker, journalist, political scientist, sociologist, legal professions" [1, p. 72].

Before talking about the professional self-realization of specialists in socioeconomic specialties, it is worth generally characterizing the process of self-realization - the conscious self-development of a person, in the process of which his potential opportunities in various spheres of life are revealed, the result of which is the constant achievement of personally and socially significant effects, the formation of his own "space of life".

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Among the signs of personal self-realization, the following are distinguished: 1) having one's own project (strategy) of life and a firm intention to implement it; 2) the presence of a pronounced need for self-improvement; 3) achievement of set life goals and disclosure of her personal potential; 4) recognition of a person's personal achievements by the social environment; 5) relentlessness – constant setting of new goals in accordance with an adequately defined field of exerting one's own efforts and growing opportunities; 6) the presence of a specific contradictory state, in which, on the one hand, there is a combination of satisfaction with existing life and personal.

Direct professional self-fulfillment is one of the most important forms of life self-fulfillment, characterized by a high level of revealing the personal potential of a specialist in the chosen profession, the development of his abilities, interconnection with the profession, constant demand for his professional qualifications, wide use of his professional experience and achievements by other specialists. Types of professional self-realization include:

- external professional – achievement of significant achievements in various aspects of professional activity;
- intraprofessional – professional self-improvement aimed at increasing professional competence and developing professionally important qualities.

In order to understand the level of professional implementation or implementation in a certain field, you need to be familiar with their indicators. Depending on the type of self-realization, the indicators corresponding to it are distinguished. External professional ones include: achievement of set professional goals; recognition of the specialist's achievements by the professional community; use of professional experience and achievements by other specialists; disclosure of personal potential and abilities in the profession; showed a high level of creativity in professional activity. And to

intraprofessional indicators: the need for professional improvement; availability of a personal professional development project; satisfaction with one's professional achievements; constant setting of new professional goals; formation of one's own "life and professional space".

An important element in the study of professional self-realization are its methods. Having analyzed the works of scientists [2, 5, 7, 8], we can single out four main ways of professional self-realization: self-expression (self-expression and self-presentation), self-determination (awareness of one's desires and capabilities), self-transcendence (going beyond one's own "I" and serving "I » someone or something), self-realization (actualization of one's potential in professional activity).

The above-mentioned structure of ways of professional self-fulfillment, which have a psychological basis, form the corresponding levels, which are similar to the known modes of existence of humanity: ownership, social achievements and service. Accordingly, three levels of professional self-realization are outlined:

1. Adaptive-reproductive – a level that is characterized by the ability to repeat, according to a certain sample provided by a specialist in a certain field, the execution of individual executive acts or following the job description directly. For them, other people are only a way to achieve material benefits and they have a low level of self-realization.

2. Activity-creative – the level at which the specialist has a better idea of the activity and performs its larger elements. A hierarchy is already evident, but it is still quite vague and rather has a situational character. Sometimes this stage is also called the level of implementation of norms in society or social roles.

3. Subject-personal – the level when there is a transition to the idea of professional activity as a holistic education, at this level a complete idea of activity is formed, work brings joy and is a need, not an obligation. A creative approach and a

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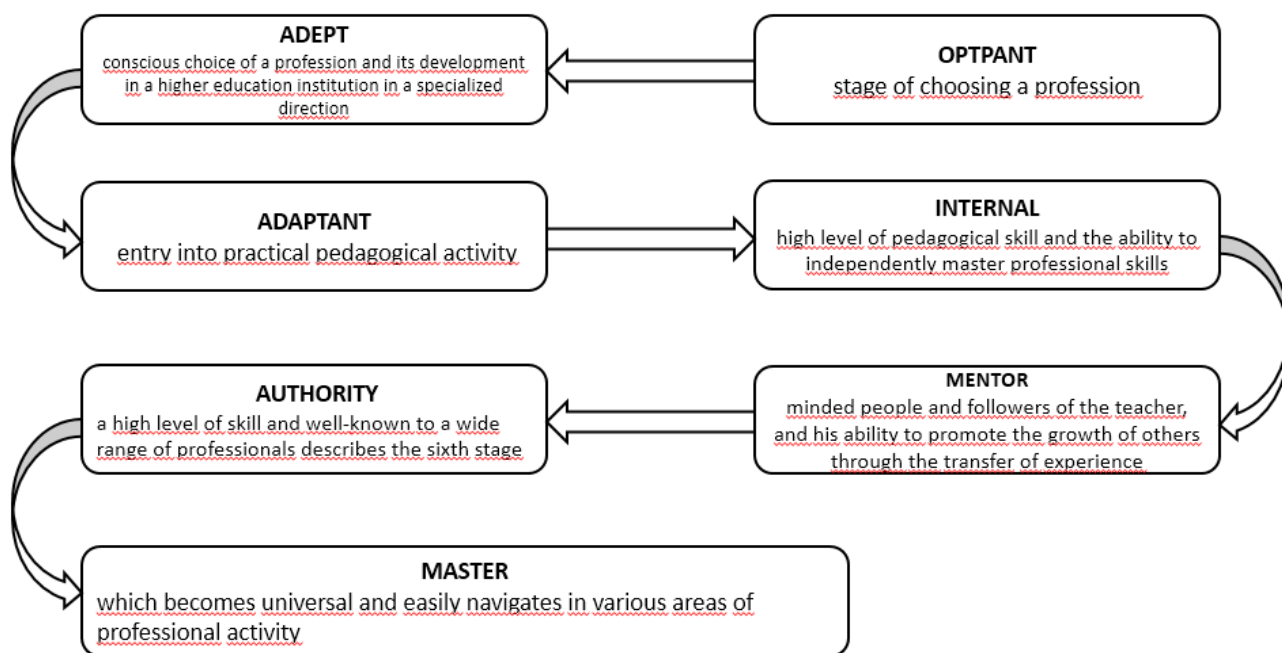
desire to work appear, thinking expands, a person accepts his problems and knows how to make decisions.

In order to successfully form a high level of professional self-realization, it is necessary to possess the personal qualities that determine them. By analyzing the literature, we identified a number of properties that are important for specialists in socioeconomic professions. Scientists (E. Holovakha, G. Kostyuk, O. Kronyk, D. Leontiev, G. Lozhkin, S. Maksymenko, etc.) confirm the existence of a relationship between success and the following personal characteristics: conformism / nonconformism, suggestibility, self-control, strong-willed qualities, determination, level of harassment, motivation to achieve, success, flexibility/rigidity, stress resistance, intelligence, features of thinking, ability to learn, ability to reflect.

We also considered the stages of professional self-realization of future

specialists in socioeconomic specialties, which is shown in Figure 1.

The first stage is the stage of choosing a profession (optpant); at the second stage, there is a conscious choice of a profession and its development in a higher education institution in a specialized direction (adept); entry into practical pedagogical activity takes place at the third stage (adaptant); the fourth stage is characterized by a high level of pedagogical skill and the ability to independently master professional skills (internal); characteristic of the fifth stage is like-minded people and followers of the teacher, and his ability to promote the growth of others through the transfer of experience (mentor); a high level of skill and well-known to a wide range of professionals describes the sixth stage (authority); the seventh and last stage, which becomes universal and easily navigates in various areas of professional activity (master).



**Fig. 1. Stages of professional self-realization**

The success of passing all stages of professional self-realization of future specialists in socioeconomic professions is influenced by the factors of satisfaction with the professional choice, which is shown in Figure 2.

The following main factors of professional self-fulfillment are a priority for specialists in socio-economic professions:

1. Resource environment – it includes relationships with colleagues and management, working conditions and the possibility of professional development.

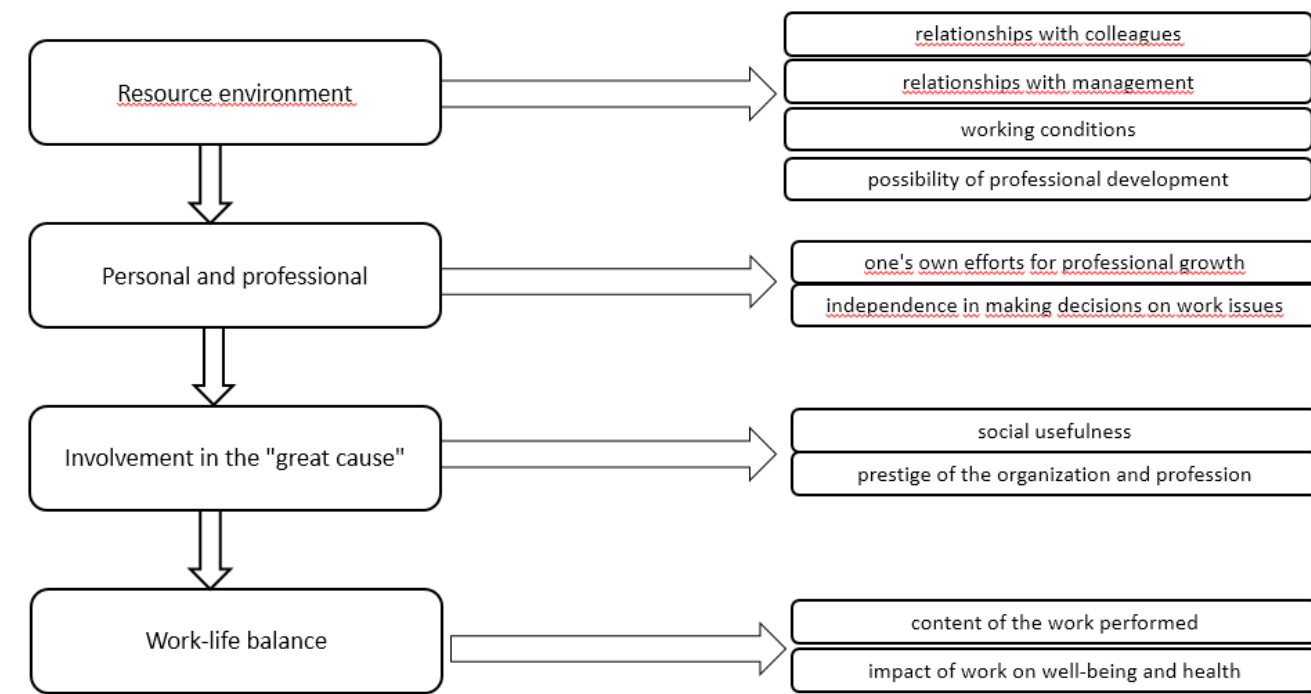
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2. Personal and professional progress – in particular, one's own efforts for professional growth, independence in making decisions on work issues.

3. Involvement in the "great cause" – social usefulness and prestige of the organization and profession.

4. Work-life balance – the content of the work performed and the impact of work on well-being and health.



**Fig. 2. Factors of satisfaction with professional choice**

In the context of consideration of the topic of professional self-realization, professional destruction in the personality structure of a specialist in socionomic specialties is also an important component. These are gradual changes in the formed personality structure, which negatively affect the success of work and interaction with other participants in this process, as well as the development of the specialist himself, gradually lead to the "distortion" of the psychological model of activity in the form of a violation of already learned ways of acting, the appearance of stereotypes of professional behavior, psychological barriers in the assimilation of new professional technologies, it is most often associated with transitional stages of professional formation, with age crises, physical and nervous exhaustion.

Several levels of professional personality destruction among specialists in

socionomic specialties are singled out [2, 5, 6, 7, 8]. General professional destructions are typical phenomena for employees of a certain profession. For example: for doctors – the syndrome of "pity fatigue" (emotional indifference to the suffering of patients); for law enforcement officers – the syndrome of "antisocial perception" (when everyone is perceived as a potential violator); for managers – the syndrome of "permissiveness" (violation of professional and ethical norms, the desire to manipulate subordinates). Special professional destructions appeared in the process of professional specialization. For example, the investigator has legal suspicion; operative worker – actual aggressiveness; a lawyer has professional dexterity; surgeons have cynicism; nurses have indifference; psychologists have social hypocrisy; teachers have pedagogical conservatism. Professional-typological destruction of the

imposition of individual-psychological characteristics of the personality on the psychological structure of professional activity. As a result, professionally and personally determined complexes appear: distortion of motives of activity, restructuring of value orientations, pessimism, skeptical attitude to innovations, role expansion, lust for power, "position intervention", dominance, indifference). Individual deformations excessive development of certain professionally important qualities, which leads to the emergence of accents: excessive responsibility, hyperactivity, work fanaticism, professional enthusiasm, obsessive pedantry.

It is clear from the above that there is a need to highlight the ways to prevent the appearance of professional destruction both in socio-economic and other professions. According to E. Zeyer, the ways are as follows:

1. Increasing socio-psychological competence and self-competence;
2. Diagnosis of professional deformations and development of individual strategies to overcome them;
3. Attending personal and professional growth trainings;
4. Reflection of professional biography and development of alternative scenarios for further personal and professional growth;
5. Prevention of professional maladaptation of a novice specialist;
6. Mastering techniques, methods of self-regulation of the emotional and

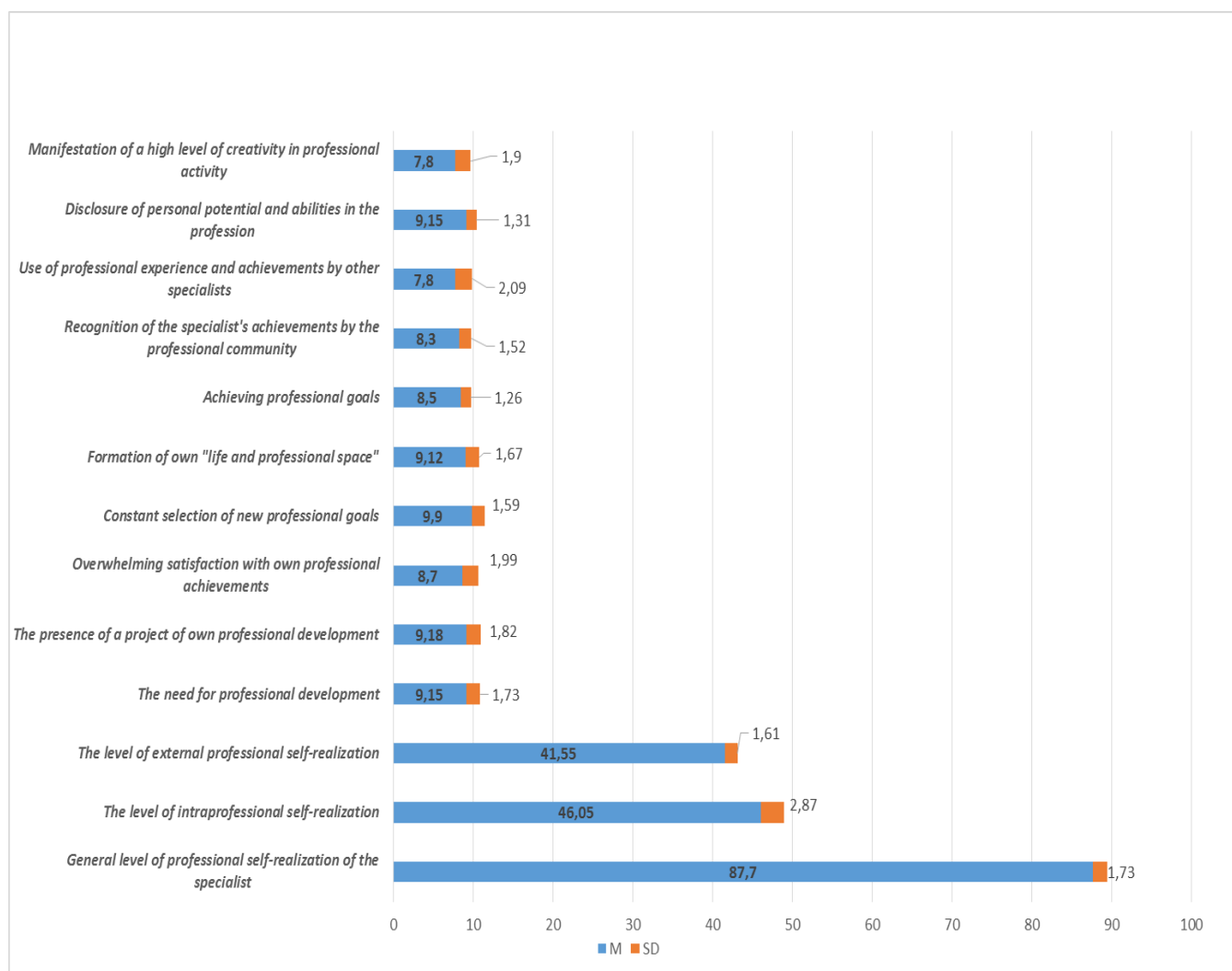
volitional sphere and self-correction of professional deformations;

7. Qualification improvement and transition to a new qualification category or position [3].

There are a number of psychodiagnostic methods for researching pronounced factors of professional self-fulfillment of specialists, among them: Self-actualization test by E. Shostrom - SAT, Questionnaire on professional "burnout" and deformation - MVI "Motivation of professional activity" (methodology by K. Zamfir modified by A. Rean), "Professional motivation" (methodology by K. Zamfir modified by A. Rean), Self-efficacy scale by R. Schwarzer and M. Jerusalem, Methodology "Study of satisfaction with one's profession and work", "Questionnaire of professional self-fulfillment" by O. M. Kokun and others.

We conducted a study using O. Kokun's "Professional Self-Realization Questionnaire", which is designed to determine the general level of a specialist's professional self-affirmation, as well as the level of expression of its individual components. Students of the National University of Bioresources and Nature Management of Ukraine, studying at the Humanities and Pedagogical Faculty, participated in the study. The total number of respondents is 176.

The results of the study of the peculiarities of professional self-realization of future specialists in socioeconomic professions are shown in diagram 1.



**Diagram 1. Professional self-realization of future specialists in socio-economic professions**

According to the results of the study, the general level of professional self-realization among students studying socio-economic specialties, which is  $87.7 \pm 1.73$  points, taking into account the confidence intervals, proves that this indicator can be attributed to the "above average" level. In our opinion, this is evidence that future specialists in socio-economic professions have a need for systematic professional improvement and a plan for their own professional development. Since the average and above-average levels of general professional self-fulfillment are typical for most of the subjects, the obtained results indicate a fairly high level of professional self-fulfillment of this sample.

### Conclusions and perspectives.

Professional self-realization of representatives of the socio-economic profession has its own characteristics. This issue was studied E. Holovakha, O. Kokun, H. Kostyuk, O. Kronyk, D. Leontiev, H. Lozhkin, S. Maksymenko, A. Gewirth, and others were engaged in the study of this issue. Scientists emphasize that the specifics of self-realization of an individual are determined by personal and subjective properties. Also, a significant part of them are interconnected and mutually conditioning and can affect the formal dynamic and content characteristics of self-realization. Changes in the cognitive and emotional-volitional spheres – this is how one can characterize professional



destruction in the personality structure of a specialist in socioeconomic specialties.

We note the need to investigate this issue in the future, in order to acquaint future specialists with the features of their self-realization, its stages, components, levels and possible destructions, as well as ways to prevent these destructions.

Our research showed that the general level of professional self-realization of our respondents can be classified as average, which raises the question of improving the forms and methods of its improvement.

We see the prospects for further research in the discovery of ways to prevent the appearance of professional destruction among specialists in socioeconomic professions.

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## ПСИХОЛОГІЧНІ РЕСУРСИ ПРОФЕСІЙНОГО САМОЗДІЙСНЕННЯ МАЙБУТНІХ ФАХІВЦІВ СОЦІОНОМІЧНИХ СПЕЦІАЛЬНОСТЕЙ

Яшник С. В., Прохоренко Я. С.

**Анотація.** У статті розглядається питання психологічних ресурсів професійного самоздійснення майбутніх фахівців соціономічних спеціальностей. Зазначається, що професійне самоздійснення є формою життєвого самоздійснення, яке характеризується високим рівнем розкриття особистісного потенціалу фахівця у обраній професії, розвитком його здібностей, професійною кваліфікацією, широким використанням професійного досвіду. Виділені види професійного самоздійснення (зовнішньо-професійне та внутрішньо-професійне). Окреслені ознаки особистісного самоздійснення: наявність власного проекту (стратегії) життя та твердого наміру його реалізації; потреба у самовдосконаленні; досягнення поставлених життєвих цілей та розкриття її особистісного потенціалу; визнання особистісних досягнень людини соціальним оточенням; постійна постановка нових цілей. До показники професійного самоздійснення віднесені: зовнішньо-професійні та внутрішньо-професійні. Окреслено способи професійного самоздійснення такі як самовираження, самовизначення, самореалізація, самотрансценденція. У статті визначено структурні елементи професійного самоздійснення особистості: організаційний, діяльнісно-творчий, суб'єктно-особистісний, результативно-професійний. Сформульовано узагальнені показники і критерії професійного самоздійснення майбутніх фахівців соціономічних спеціальностей, а також охарактеризовано рівні професійного самоздійснення: адаптаційно-репродуктивний, діяльнісно-творчий, суб'єктно-особистісний. Виокремлено особистісні властивості, які детермінують успішність професійного самоздійснення. Підтверджується наявність взаємозв'язку особистісних характеристик з успішністю професійного самоздійснення. Висловлюється думка, що самоздійснення особистості відбувається упродовж усіх етапів професійного становлення: оптація, навчально-професійна підготовка, професійна адаптація, первинна та вторинна професіоналізація й етап професійної майстерності. Характеризується професійна деструкція в структурі професіогенезу, що призводять до змін сформованої структури діяльності, негативно позначаються на продуктивності праці та взаємодії з іншими учасниками цього процесу, а також на розвитку самої особистості. Дається характеристика рівнів професійних деструкцій особистості (загальнопрофесійні, спеціальні професійні, професійно-типологічні деструкції та індивідуальні деформації). Окреслюються види професійно-типологічних деструкцій фахівців соціономічних спеціальностей та визначаються їх причини. У статті пропонуються шляхи запобігання появу професійних деструкцій фахівців соціономічних спеціальностей.

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**Ключові слова:** професійне самоздійснення, етапи професійного становлення, професіоналізація, професійна майстерність, професійна деструкція, професіогенез, фахівці соціономічних спеціальностей.