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The article is devoted to the study of the process of functioning of teenagers' emotional sphere. The system of diagnostics of impressive and expressive components of emotional construct of personality is presented. The indexes of emotional activity of underage convicts who are in an educative colony and their yearlings who are not infringers are analysed. Differences are certain in functioning of emotional sphere, on the basis of which it is necessary to build correction influence.

Key words: personality, emotional sphere, emotional construct, impressive and expressive components, underage convicts, resocialization.

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PROFESSIONAL PROGNOSSES FORMATION by MEANS of SELF FUTURING TRAINING in ADOLESCENCE

У статті розглянуто особливості конструювання образу власного майбутнього як способу стимулювання процесу професіоналізації. Проведення психокорекційної роботи у форматі тренінгу професійного самофутурування зі студентами старших курсів спрямоване на формування їхніх професійних прогнозів, оптимізацію професійної самореалізації та перспективний розвиток стосунків із зовнішнім світом.

Ключові слова: самофутурування, професійний прогноз, професійна самореалізація, образ майбутнього, антиципація, життєвий шлях.

В статье рассмотрены особенности конструирования образа собственного будущего как способа стимулирования процесса профессионализации. Проведение психокоррекционной работы в формате тренинга профессионального самофутурирования со студентами старших курсов направлено на формирование их профессиональных прогнозов, оптимизацию профессиональной самореализации и перспективное развитие отношений с внешним миром.

Ключевые слова: самофутурирование, профессиональный прогноз, профессиональная самореализация, образ будущего, антиципация, жизненный путь.

Constructing images of personal and professional future is one of the modern approaches to stimulating the process of professionalization. Modern psychotherapeutic self-futuring technology is worked out by F.Melges. The author explains self-futuring as the process of the future opportunities visualization and carrying the expected picture of the future in the psychological today [6].

Using self-futuring technique, the subject is able to imagine his professional future and to identify practical ways to achieve it. The project and plan stimulate and organize specialist in his assertion. The availability of the aspirations and desires represents individual consciousness in the process of selecting the subject of motives and goals of their own activities.

In recent years many practical works devoted to the development and correction of life and professional anticipation appeared. The authors of these ideas are: I.Batrachenko (methods of improving communicative anticipation of a teacher; purposeful learning of autobiographical anticipation); O.Kronik (biographical training); O.Rehush (workshop on the development of predictive ability); O.Ryhalska (psychological training of vital anticipation and individual counseling)[1; 3;5].

However at present the status of practical use of self-futuring technology becomes increasingly important as this technology has such integrated element as vital subject program constructing. As a model of planned way of life, perfect and desired images of future results, vital program displays the main goals, life plans and ways to implement them in certain types of professional activities.

Lack of high-level future image formation, future life orientations, life purpose, necessitates correctional work realization with students of senior courses for the formation of an adequate image of their own future and the future development of adolescent relationships with the outside world in general. An effective way to optimize the image of the desired future, visions of the future career is

learning methods and forms active impact to manifest psychological mechanisms for the formation of the image improving them by means of psychological training.

Psychological treatment system of work directed on the future formation image is based on the optimal activation of psychological mechanisms for the future image and life purpose forming.

The training is aimed at improving the youth itself, especially the inner world of a young person. This method of correction has many objectives and allows students:

- help to learn themselves, their positive and negative individual qualities and characteristics;
- to overcome diffidence, to generate confidence in their strength and capabilities;
- to form an adequate level of self-esteem, respect and self-love;
- learn how to manage their internal world and show their individuality;
- realize themselves in different kinds of activities;
- self-determination on the future path of life, form their own life purpose;
- gain confidence in the future and opportunities to achieve their goals and implement their plans [4;5].

According to the analyzed data the author's professional training program has been worked out. It was entitled «self-futuring training», and the purpose of it was to broaden the definition of professional identity and the needs of personal and professional improvement; determining basic professional and life skills, acquainting with the basic goals of effective professional and life realization, constructing target profile of the future professional life.

The main part of the training consists of six stages, which are aimed at defining the problem, finding the solution and developing practical skills necessary to do so.

It is important to focus on the need to pass these basic steps of the future specialist professional and personal self-improving to assess the situation of the professional life of every partner of the training.

The whole work at this stage of training is divided into three parts:

- 1) the research context (analysis of the needs of the professional and personal self-improvement, diagnostics, setting goals and objectives, selection practices and approaches for professional and personal development);

- 2) the practical implementation of the chosen path;
- 3) evaluating the effectiveness of the realized plan of actions.

Training exercises have been done during training as well as in the form of home assignments which students receive after classes. It significantly expands the horizons of the learned material reflection.

Modern industrial and institutional areas of professionalism estimate not only the unity of professional attitudes and competences, but also the ability to realize personal potential efficiently, ability to adhere to the principles and rules of effective management. Understanding of that is important for the students at this stage.

Stage of business games aimed at playing and learning social and individual experience. Business game is an imitating experiment that reproduces the process of organizational systems based on simulation game, the content and form of joint professional activity in the form of role communication and interaction by the setting rules under uncertainty, contradictions and conflicts, competition and collision of interests for decisions to achieve organizational goals of the system.

In business game personality is realized effectively in all forms of professional activity. A game imitating certain process from reality models professional human relations and interaction. Conditional, playful nature of this relationship allows a person to separate two plans of his conduct by the coach. This in turn specifies the logic of professional activities in simulated business game. Conscious and adequately analyzed relations experience in the game gives the participants the key to understanding the objective conditionality of many professional situations. Each participant receives an objective ability to experiment with their behavior, using alternative solutions.

Prediction by participants of the professional vector of each participant development. Orientation of people in the field of possible predictions about their professional development allows certain critical assessment and determine the substantive content on projective activity in the formation of professional forecasts. This kind of intuitive retrieval transforming activity of each participant of the training, where a special role is played by the ability to operate with abstract images and imagination about their symptoms. In most cases, changing emotional background that is manipulation of an abstract mental images, serves to correct negative prognostications of the future.

Prediction of the trajectory of professional development, as well as any prediction is based on the modeling of real processes and requires a multifaceted development of prognostic tools. In the training group, the main forms of organization and content of the work were: the use of introspection methods, self-examination, emotional state correction, reflection of the states experienced in various types of organizational activity; intense training which is achieved by immersion of participants in problem solving; participation in the activities of the «living» which allows an entity to engage in long-term experience of the situation «here and now».

Stories about vision of the future and questioning participants of the group about life prospects and plans help to clarify subjective model of their own future, to find the gaps and weaknesses in it and outline the ways to enrich, correct and improve the picture of the future.

An important task is to develop in students a special «sense of the way» – a kind of «compass» to help better navigate in the circumstances that change, assess the significance of the events of the past, present and future, make better decisions in situations of choice, improve relationships with people of different groups on the further life way.

Building target profile of professional realization creates a favorable opportunity for a deeper understanding of their own personal desires, hopes, plans and expectations.

The following methods used in the program: psychogymnastic exercises, discussions, assignments in small groups, in pairs, home assignments, forecasting and logical problems solution, role play, mini lectures, relaxation techniques.

Classes structure included: greeting, exercises, workout, feedback, home assignment (creative achievements) considered at the beginning of the next class.

Self-futuring training involved 16 participants who made up the experimental group. These were 4-year students of the Lesya Ukrainka Volyn National University whose professional prognoses were unclear; they showed difficulties in image visualizing of their own future. The norm group consisted of 38 students who had clear image of the professional future, and their professional prognoses were well formed. The effects of training were assessed in the following way: observation of participants during their work, individual interviews with them, analysis of home assignments, collective summarizing, retesting in experimental group and in the group of norm.

After completion of training sessions repeated psychodiagnostics was carried out with the participants of experiment and diagnosed of the norm group. It provided an opportunity to reveal the effectiveness of teaching and practical training.

In particular, the following professional skills of the participants were transformed significantly: the ability to manage themselves and their time effectively (1), the ability to specify their personal values (2), the ability to influence other people (7) and the ability to learn new techniques and technology (8).

Table 1

Average distribution indexes of the students professional self-esteem competences in experimental and norm groups

№	Scales	X (average)			
		Experimental group		Norm group	
		before	after	before	after
1	ability to manage yourself and personal time effectively	3,36	4,5	4,00	4,00
2	ability to specify personal values	3,77	4,5	3,5	3,38
3	ability to define the objectives of educational and professional work	2,82	3,57	4,76	3,82
4	ability to maintain constant personal growth and development	3,31	4,0	4,0	4,00
5	ability to solve the problems effectively	3,00	3,81	3,2	3,2
6	ability to respond flexibly to changing situations, creativity	2,77	3,00	3,5	3,5
7	ability to influence other people	2,85	4,5	3,78	3,5
8	ability to learn new techniques and technology	2,5	4,0	3,5	3,5

Thus we can state the fact of the influences that changed the perspective lines of the students professional activity: self-assessment of professional skills (competences) showing tendency of innovation potential increase, which reflects the psychological readiness to reform activities in connection with orientation for new professional results and overcoming obstacles in their achievement, and enhance creative potential which includes the desire to use new professional technology combined with a focus on self-improvement as a future professional qualified and competent professionals.

These results required verification regarding definition of professional prognoses of the students, and then participants of both experimental and norm groups were offered to study the method of

individual life goals realization by N. Molochnikov. Indicators of percentage distribution of self-esteem ideas about future work and its objectives were for participants in the experimental and norm groups 100% availability.

The survey about students' professional development goals demonstrated clear orientation in the system of requirements of the future profession by means of operational efficient aspects of their future work. In this case 87.5% of students in the experimental group responded experiencing inspiration and are motivated to professional realization. At the same time respondents who are deprived of professional motivational intentions (12.5%) traced the idea that future work may help in dealing with other life goals. Control group demonstrated identical data: those concerned with the inspiration and motivation of professional realization (89.5%) believe that future work will help in dealing with other life goals; 10.5% of the respondents are of the opposite opinion.

Study of everyday life areas and self-realization in the social and psychological areas showed that it is important for the experimental group to have their own budget (81.2%), and so the probability of obtaining a loan (62.5%), which partly demonstrates personal certainty and consistency as experts in professional sphere; interest to issues and concerns of others (75%), ability to listen to others (62.5%), the ability to appreciate others (62.5%), self-employment (93.6%), having their own development plan (87.5%), and the ability to develop their own motivation (93.6%).

These data are close to the results that recorded in the norm group for the same parameters: availability of their own budget (84.2%), and so the probability of obtaining a loan (78.9%) interest to the problems of the others (92.1%), the ability to listen to others (73.7%), the ability to appreciate other people (73.7%), self-employment (89.5%), having personal development plan (86.8%), and the ability to develop their own motivation (94.7%).

So we may confirm that professional prognosis determines the nature of personal innovative and creative resources for the future professional realization of the youth; involvement of cognitive and reflexive identification methods to the training program gives an opportunity to optimize valuable professional self-realization in the future.

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The paper deals with the image of the future construction peculiarities as a way to stimulate the process of professionalization. Correctional work realization in the form of professional self-futuring training for the students of senior courses aimed at their professional prognoses formation, professional career optimization and future relations with the outside world development.

Keywords: self-futuring, professional prognosis, professional self-realization, the image of the future, anticipation, life line.

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Т.І.Щербак

Розвиток образу «Я» особистості через активізацію інтелектуальних дій

Стаття присвячена психологічним особливостям розвитку образу «Я», що активізуються завдяки інтелектуальним діям особистості. Висвітлено вплив інтелектуальних дій на всі структурні компоненти образу «Я». Виявлено взаємозв'язок та взаємозалежність між особливостями розвитку образу «Я» і репрезентативним інтелектом, як елементами в структурі особистості. Встановлено особливості розвитку образу «Я» через активізовані інтелектуальні дії асиміляції та акомодатії. Подано та обґрунтовано авторську розвиваючу програму «Розвиток образу «Я» через інтелектуальні дії».