

Influence of University Professors on the Formation of Personal Maturity of Students

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Abstract: Psychological and pedagogical interaction in higher education is characterized by certain features, among which, the determining is the influence of the professor on the formation of students' personal maturity. Under the influence of internal (personal) and external (social) factors, meaningful personal formations arise, that characterize this phenomenon. The article explicates signs of personal maturity: at the individual level - adequate self-esteem, a high level of self-regulation, independence, and responsibility; within social interaction - the ability of the individual to be tolerant and empathic. The process of professor-student interaction in higher education institutions should be aimed at maintaining an enthusiastic attitude toward the future profession, and the development of relevant qualities and features necessary for the future specialist, which adds relevance to the study. An effective means of influencing the formation of students' personal maturity is psychological and pedagogical support for all participants of the educational process in higher education institutions, which corresponds to the natural concept of personality development in the dialectical unity of postmodern approaches to understanding the psyche. The result of such support lies in the preservation of moral, spiritual, and mental health, the promotion of emotional well-being of students, the development of natural potential, and the activation of internal resources that ensure the aspiration of a young person to self-development. The article outlines the peculiarities of the influence of university professors on the formation of students' personal maturity. The latter is activated due to the professors' readiness to create conditions for psychological and pedagogical support and effective organization of the education process. The prospects for further research lie in outlining methods for the development and formation of students' personal maturity within the process of professor-student interaction during distance learning and the subsequent testing of their effectiveness in the educational process.

Keywords: *personal maturity; self-development; self-regulation; postmodernism; psychological support; pedagogical support; psychological and pedagogical support.*

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Introduction

Globalization and integration of Ukraine into the world community are due to large-scale restructuring processes in all spheres of life (educational, legal, industrial, political, social, economic, etc.). External factors significantly affect the formation of personal maturity of an individual, determine the system of social expectations (Ananiev, 2001). Among them are: socio-economic, political, cultural, spiritual aspects of society, as well as the conditions of social environment in which an individual develops. The cumulative factors that determine the process of successful development of personal maturity include macro-factors (factors of vital activities), meso-factors (socio-cultural factors), and micro-factors (factors of the educational environment). Thus, the external determinants of the studied phenomenon are socio-psychological and psychological-pedagogical components, as a combination of levers of influence on the personality of a young individual.

In the current conditions, the higher education system outlines modern requirements for participants in the educational process. The professors' relationships with students acquire greater importance and are renewed; they are based on the principles of partnership that realize the students' right to be themselves, to show their abilities, to feel confident, to realize their own potential, etc. The purpose of such transformations is to enable students to be independent, and responsible, to implement innovative ideas, and a strategy of self-development. Focus on this type of transformation gives students the opportunity not only to master the qualities but also to become true professionals in the future.

Literature Review

Scholars consider the notion of “maturity”, distinguishing the following types: professional maturity (Karnaukh & Vetrov, 2014); psychological maturity (Klochkova, 2016; Leontiev, 2001); social maturity (Ananiev, 2001; Sukhobskaya, 2002). To our mind, according to the aforementioned views one can conclude about their unity in relation to psychological components of the phenomenon “maturity”. This is supported in the works by Shlyapnikova (2012). The scholar distinguishes the interrelation of implication (attachment), identification, and location that function on the same level.

Personal maturity, in terms of its orientation, belongs to the principle of indirectness, according to which all mental processes and phenomena are

personally conditioned. In accordance with this, we believe that personal maturity is group-centered, along with other types of general human maturity. It occupies a key position and is seen as a psychological construct that includes other types of maturity.

Depending on the scholarly vision of this phenomenon, we may consider its content. Thus, the semantic meaning of the concept "personal maturity" is revealed from a philosophical point of view, as human integrity, possessing spiritual heritage. Psychological foundations of the notion "personal maturity" are covered in the works of Asmolov (1996), Klochkova (2016), Kosheleva et al. (2008), Leontiev (2001).

The phenomenon of personal maturity in western studies is revealed within the theories of personality, suggested by Maslow (2000), Rogers (1994), Adler (1997), further discussed by Schultz & Schultz (2016), Möttus & Allerhand (2018). The scholars recognize the following features of personal maturity: a person's ability to be independent, self-regulative, have responsibility for himself and others, tolerance and empathy. The combination of the main features of personal maturity is highlighted in the psychological works of Bogdanova (2010), Brushlinskij (1994), Kotova & Maslova (2015), Leontiev (2001). From the other point of view scholars, consider "personal maturity" as self-manifestation, the implementation of man's inherent in nature, his spirituality.

The works related to systemic philosophical analysis of modern society (Nerubaska & Maksymchuk, 2020; Nerubaska et al., 2020), in terms of new potentials of creativity and talent, are also related to our study. Some of the aspects disclosed in this work have been revealed by Vaskivska et al. (2020), Zaverukha et al. (2022), Kondratska, et al. (2022), Onishchuk et al. (2020). Works on innovative activity, analysis of the characteristics and criteria of professional readiness, psychological and pedagogical problems that occur during the training of the future professionals are relevant for our research (Maksymchuk et al., 2020; Melnyk et al., 2019; Onishchuk et al., 2020; Palamarchuk et al., 2020; Stawiak-Ososinska & Olijnyk, 2022; Zhurat et al., 2022).

The aim of the article is to carry out a theoretical analysis of the problem of the professor's influence on the development of students' personal maturity, which is the basic continuum of the educator's scientific vision. In the process of analysis, it is necessary to outline its most general and fundamental characteristics. In particular, to identify the components of personal maturity and the conditions that affect the formation of the student's personality as a future specialist; as well as to disclose the factors of formation of personal maturity under the conditions of professor-student

interaction; to outline the content of psychological and pedagogical support of the students in the course of professor-student interaction.

Theoretical Analysis

The formation of personal maturity presupposes the presence of external (social) and internal (individual) factors. The latter include: formed worldview, a system of harmonious relations of young people with the world, with themselves and others, the desire for self-realization, the need for self-actualization (Maslow, 2000; Rogers, 1994), personal growth, realization of their potential opportunities (Bogdanova & Dotsenko, 2010), being in search of the sense of their lives (Leontiev, 2001). The path of personality development is the only one that leads to the achievement of personal maturity and full human existence. Hence it can be noted that personal maturity is not an age concept, but one that characterizes the path of life that a person takes (Morozov & Chernilevskiy, 2020).

From another point of view, according to Rogers (1994), a mature person strives to know himself, his own experiences, using his abilities. The scholar also argues that personal maturity stands for a high level of self-actualization, and acquisition, conditions under which a person has adequate self-esteem, i.e. the idea of the level of his own "self". It is a person's experience, a form that reveals his personality. "Self" is a versatile concept, each side of which was, at one time, the subject of study for many psychological schools and areas. The first side is the bodily or physical "self"; the other side is a social-role "self"; the third one is the psychological "self"; the fourth side of the "self" constitutes the feeling of being the source of activity, or vice versa, a passive object of influence, anxiety about his own freedom or lack of freedom, responsibility or alienation; the fifth side is related to self-attitude or the meaning of "self". The latter stands for the external manifestation of the attitude to oneself, a general positive or negative attitude (Morozov & Chernilevskiy, 2020). In a broad sense "Self" doesn't only serve to define the considerations about a person, but influences self-development of the personality.

Factors Influencing the Development of Self-Esteem and Stages of Self-Development

In relation to oneself, it is necessary to distinguish between self-esteem, self-acceptance, autonomy and independence from external evaluations, which leave an imprint on a person's entire life. It goes without saying, that positive self-esteem, attached to inner freedom, is formed due to the love of parents. Thus, the absence of love results in negative self-esteem

and leads to a lack of freedom. Consequently, a holistic self-attitude, which is the basis of responsibility, is formed by personal-passionate education; and chaotic, contradictory self-attitude, which generates lack of independence is formed by impersonal-formal education, etc.

The main goal for a person should be to maintain positive self-esteem and avoid negative, at all costs. In this case, self-esteem ceases to reflect the real state of life processes, as if obscuring the environment for a person; sometimes distorting it, if the true picture of the world threatens person's self-esteem. Human activity in the world, in this case, is only a means of maintaining high self-esteem. Related to this process is the concept of self-actualization, which embodies the desire to achieve life goals through the person's "self". It is the development, personal and professional growth of the individual, which is realized in the psychological and pedagogical interaction of professors and students.

Within the scope of effective psychological and pedagogical support to contribute to the development of students' personal maturity when interacting with professors, one should take in mind the following factors:

- the structure of training courses, which is focused on enhancing interaction within the framework of joint educational and cognitive activities;
- activation of independence during the educational activities carried out by students;
- professors' support of students in terms of the development of components of personal maturity.

The analysis of the problem leads to the supposition that the priority trend of modern higher education is to form a professional, who is capable of independent, responsible, competent solutions related to professional problems; the educational practice focuses on mastering and implementing technologies to develop and support personality, maintaining careful attitude to his individual characteristics.

Nowadays it is a necessary condition for the preservation of a holistic personality, his moral, spiritual and mental health, emotional well-being. First of all, such an orientation will encourage the disclosure of the natural potential of young people, promote the desire for independence, activate internal resources that ensure self-development.

To our mind, self-development is inseparable from the concept of "personal maturity", which is determined by constant steady development, the embodiment of which is the mastery of psychological properties that enable decision-making, regulate individual's behavior, ability to assess the situation, giving the opportunity to acquire internal evaluations and criteria.

The main factors of personal maturity are one's own efforts and the pains one takes, but it is not enough to fully implement the set tasks (for example, educational). In our opinion, this process can become full-fledged only with the direct participation of people around the person, acceptance of him as he is, liberation from prohibitions and stereotypes. The personality of an adolescent is still developing, in this regard, he needs communication, interaction, establishing contacts with others, including the professors with whom students can be open and natural and at the same time, more realistically, flexibly solve problems and interpersonal contradictions.

Many Ukrainian psychologists and educators have traditionally been studying the problem of student support on theoretical and empirical levels (Baksheeva, 2008; Girnyak, 2020; Karnaukh & Vetrov, 2014). In particular, Baksheeva (2008) noted that in the process of higher education, it is necessary to pay considerable attention to the professor-student relationship. The essence of interaction, is that some (professors) represent the degree of enlightenment and maturity of society, whereas others (students) - youth, aspirations, needs, directions, views, hobbies, passions, shortcomings of the society. Thus, the contact based on interaction, cooperation, mutual understanding should be established between the representatives of the educational process, where the senior is an educated, mature representative, being able to guide, inspire, evoke the desire for self-realization (Klochkova, 2016). Leontiev (2001) supposes, that the effectiveness of the education process should be based on positive subject-object interaction.

Pedagogical Aspects of Support in “Professor-Student” Interaction

An important role in the implementation of educational tasks belongs to professors who have a psychological influence on students. In this sense, the process of personal development of students appears to the professor, from a psychological point of view, first as a theoretical system, that should be viewed scientifically, and then as a real psycho-artistic action in the direct experiential embodiment of a previously created scholarly project (Girnyak, 2020).

In this regard, personal growth, development and actualization of internal resources of an individual are more constructively implemented within the framework of organized support. In other words, support should be organized in solving a specific task (in this case - the task to develop students' personal maturity), achieving a specific goal. This process must be organically combined with the general course of guidance of personal development during the learning process.

Thus, the theoretical analysis of the relationship between the categories of "attitude", "communication", "joint activity" allows us to outline their mutual conditionality, relationship and interdependence in the system of interpersonal interaction. Taking into account the above categories, it is necessary to focus on the principles of interaction in the dyad "professor - student". The parameters of these relationships are determined by indicators of objective assessment of social interaction and are closely related to methodologically differentiated components, determining the theoretical significance of the studied phenomenon. It is important to consider psychological features of pedagogical interaction in higher education. Obviously, the analysis of psychological peculiarities of pedagogical interaction in higher education institutions is crucial. Thus the structure of pedagogical interaction "professor-student" covers the motivational, cognitive, emotional and behavioral components (Table. 1) (Podolyak & Yurchenko, 2006).

Table 1 - Structural components of the professor-student interaction

Components of the structure of pedagogical "professor-student" interaction			
Motivational	Cognitive	Emotional	Behavioral
The level of interest in the partner (<i>stable, situational, absent</i>) and the need to deepen the relationships (<i>personal, business, avoidance of interaction</i>)	The level of understanding of the specifics and difficulties in the relationships (<i>deep, shallow, biased</i>), the ideas about the ways to improve the relationships (<i>adequate, unrealistic, pessimistic</i>). Awareness of the characteristics of the partner and the features of identification with him (<i>sufficient, insufficient, opposition</i>).	Level of relationship satisfaction (<i>high, ambivalent, stressful</i>). Feelings of psychological security and comfort, the level of reactive anxiety in relationships (<i>low, moderate, high</i>). Depth of sympathy and respect for the partner.	Behavioral style, its dynamism (<i>flexible, stereotypical, conservative</i>). Level of social skills and psychological culture (<i>high, medium, low</i>). The presence of barriers (<i>cooperation, hidden conflict, antagonism of relationships</i>).

Source: Authors' own conception

In educational process, the content of each of the components allows to create conditions for the development of students' personal

maturity, "transforming" it from an object of external educational influences into an authentic subject of life and self-development. In the context of this issue, it is important to mention that support is the basis for interconnection, and interaction during the educational process.

Professors' influence on students' personal development plays an important role as a vital aspect of the relationship. The concept of K. Rogers (1994) emphasizes the need to recognize the subjective freedom of a man, which challenges the professor to provide assistance to students in terms of their personal development. In this case, the educator must strive to become an advisor to the student, to accept him as he is.

In Ukraine the notion of "support" as a scholarly category was discussed in detail in the works of Gazman (1995), who used this term to describe the part of the professional activity of an educator in secondary education, which is aimed at assisting students, helping them solve their problems. Above all, Gazman (1995) connects pedagogical support with such a basic term for the pedagogical process as upbringing. It performs the function of transferring general, typical qualities, and the functions of support including the provision of assistance to an individual in terms of his self-development, i.e. the implementation of individualization in the education process. From the researcher's point of view, pedagogical support is a complex, high-tech, special pedagogical, but at the same time "psycho-intensive" activity. It is formed in a fundamentally new culture of education, which is based on inner freedom, creativity, true democracy and humanism in the relationships between an adult and a child.

The definition of psychological and pedagogical support provided by Gazman (1995), focuses on building preventive, direct assistance to the student, covering a wide range of personal issues related to physical, mental health, social and economic status, successes or failures in learning, the quality of interpersonal communication, life, professional and ethical choice. Slobodchikov & Isaev (1995) noted the need to support the subjectivity of the developing personality, namely the ability to productively transform his own life, as well as the development of the individuality, uniqueness (Misdi et al., 2013).

Within the framework of humanistic psychology, it is important to keep in mind an idea of the educator's personality, his professionalism, associated with the ability to inspire students for personal growth and development (Lisovskyi & Dmitriev, 1974). A professor who is able to fulfill these requirements acts as a facilitator of educational activity. These ideas about the professionalism of educators correlate with the position of Goldin (1998), who believes that pedagogical support is "the activity of the

educator, aimed at the joint analysis of student's educational trajectory, in order to help him with self-determination" (Goldin, 1998, p. 43).

Baksheeva (2008) believes, that pedagogical support is presented as a specially structured pedagogical activity that contributes to the disclosure of personal potential, which includes the organization of assistance to the person, that is aimed at overcoming social (including professional) and personal problems. The researcher identifies the main purpose of pedagogical support: it is an assistance in social adaptation, personal development and self-determination of an individual. Pedagogical support is detailed through a sequence of pedagogical steps: from joint identification of the problem and identification of potential and real opportunities that exist to the course of actions needed to overcome the problem in accessible ways that may lead to the development of potential opportunities. It is believed that pedagogical support is a special area of activity of an educator. It is focused on involving students in socio-cultural and moral values, aimed to create a personally developing educational space that provides self-realization and self-development of the individual.

Pedagogical support is inherent in the pedagogical process within the humanistic educational paradigm. It is of a deeply individual character (Gazman, 1995) and involves the strategy of the activities of professors, aimed at preventive and operational assistance to students in solving their personal problems. To our mind, pedagogical support is important for students, too. It includes the processes of participation in the course of vital self-determination of the student, preparation for the ability to make choices in a crisis situation, identification and removal of barriers to development, strengthening mental health, and assistance in a specific traumatic situation. These processes cover psychological issues and presuppose psychological support to the student at the stages of formation of his personality. In psychology, support is considered in the context of the introduction of innovations in the educational process and the development of psychotherapy of the "new" wave (Gazman, 1995; Kotova & Maslova, 2015; Krylova, 2000).

Pedagogical support can be considered from the productive position, which is reflected in the idea of helping, supporting, directing the learner, encouraging him to make decisions, boost his independence (Eliseeva, 2011). The provisions on pedagogical support are based on the principles of humane relations between the subjects of the educational process, which obliges the professor to create conditions for the harmonious development of the student's personality. According to Gazman (1995) generalization of positions of pedagogical support lies in the following: it is absolute

acceptance of the student's personality, open dialogue between professor and student, understanding student's needs and problems, effective guidance and full acceptance of his personality; help the student only when he really needs it; trustworthiness and openness in communication with the student (Eliseeva, 2011).

The deep meaning of psychological and pedagogical support is revealed in the researches of Kotova & Maslova (2015). According to the scholars, the support is aimed at helping people during the period of complex transformations that affect the core of a person - his personality. Development of personality must be accompanied by care, understanding, acceptance, use of special strategies and tactics of education, mechanisms, and means of self-development. The results of psychological support are manifested in the acts during this period and presuppose that the person, taking into account all external influences, should begin to think differently and set new goals, act not according to external stimuli but with internal motivations in mind.

In modern science, there are many studies dedicated to the problem of organizing the support of the personalities of pupils and students. A number of works interpret the concept of "support" as assistance in various spheres of life of the individual, and from a theoretical point of view provide the subdivision into types. Thus, in the works of humanistic psychologists, such as Brushlinskij (1994), Maslow (2000), May (1994), Rogers (1994) humanistic approach to understanding the notion of "support" is revealed. According to Adler (1997) there is a need to study the features of psychological support. In particular, self-support and emotional support of an individual. To our mind, relevant is the psychotherapeutic support, offered by Rogers (1994). Asmolov (1996), Baksheeva, (2003) detailing the concept of pedagogical support note that it should be determined by the level of development of students' social maturity. At the same time, pedagogical support includes knowledge about creating conditions for students to take not only an active, but also a proactive position in the educational process, not just to absorb the material, but to know the world by entering into an active dialogue with it, to seek an answer without lingering on what has been achieved. (Gazman, 1995; Kotova & Maslova, 2015; Sukhobaska, 2002).

Eliseeva (2011), studying social support, suggested the classification of its types taking into account resources involved in its implementation. The scholar singled out informational, emotional and real types of support (i.e. support received in the process of practical actions). Of course, any of

the types of support have specifics, but they all have commonality, which is the essence of the phenomenon under study.

The generalization of different points of view enables to provide psychological and pedagogical support for the development of personal maturity of students as a kind of professor-student interaction in the educational process aimed at helping students to set personal positions, increasing the level of self-realization, self-organization of their paths of life; harmonization of the relations with the world around and "self". Psychological and pedagogical support as an ideology is not new to the education system, but at the same time, educational institutions do not always successfully and consistently implement the practice of supporting the development of a personality in the educational process.

Thus, it is necessary to determine effective means and mechanisms for building psychological and pedagogical support for students in the course of development of their personal maturity when interacting with professors. The process should include elements that are logically constructed, systematically created, and have content, purpose, means of control. Such activities should create integral constructs, and the system itself should take into account the professional orientation and specifics of the educational institution. In this case, the direction of training future professionals should not be reduced to a specific specialty of the professor or the discipline taught.

Requirements for the model are: the adequacy of the original object, information proximity, the possibility of further transformation (development, refinement), reproducibility. Violation of these requirements makes the model invalid. The theoretical model of the phenomenon presupposes its approximate description, given in formal language, which reflects its various aspects so that it can give new knowledge. The model is a copy of the real object of study, which reproduces the most important characteristics and properties, principles of organization and functioning, which are decisive in relation to the results of the study (Krylova, 2000).

Based on the presented definition, within the model "professor-student" interaction we presuppose a certain ideal space within which and through which the predicted level of personal maturity of students should be achieved. Since any psychological and pedagogical object is a systemic and dynamic phenomenon, its modeling must be based on the methodology of systemic and activity approaches. Moreover, in most psychological and pedagogical works, these two approaches are considered as a unity. According to the aforementioned, and bearing in mind that professor-student interaction is a complex multifaceted creative process, it can be

argued that the creation of a statistical model of personal maturity of students in the process of interaction with professors is impossible.

When creating a model for the development of personal maturity of students in the process of interaction with professors, the following goals have been set:

- to create a basis for promoting the full formation and development of students' personalities;
- to organize help and support to students in the development of their personal maturity.

To achieve these goals, it is necessary to solve the following tasks:

- to provide assistance and support to students in the process of building an individual educational trajectory that promotes the development of their personal maturity;
- to establish constructive interaction with professors;
- to develop and monitor the educational process, which allows to take into account and predict changes that occur in a result of the use of new educational technologies, educational programs that promote the development of certain qualities, and personal maturity of students in general.

The creating of the model of psychological and pedagogical support for the development of personal maturity of students in the process of interaction with professors has been conducted step by step: first taking into account basic goals and objectives, then the selection of means and methods of implementation of goals and objectives, and finally the construction of a theoretical model and experimental verification of its effectiveness.

The first stage, analytical and prognostic, provided a conceptual justification of the main ideas and principles of psychological and pedagogical support for the personal development of students and designing technology for psychological and pedagogical support for the personal development of students in the process of interaction with professors.

At the analytical and prognostic stages, the following tasks have been solved:

- disclosure of features of the development of personal maturity of students during the period of study in higher education institutions;
- identifying the potential of subject-object interaction with professors in the development of personal maturity of students;
- creating the main directions and forms of psychological and pedagogical support for the development of personal maturity of students;
- defining the criteria and system of specific indicators of levels of formation of personal maturity of students.

At the second stage, content-technological, the content, forms and methods of psychological and pedagogical support for the development of personal maturity of students in the process of interaction with professors in higher education institutions have been tested.

The third stage, generalizing-reflexive, is represented by the development of a model of psychological and pedagogical support for the development of personal maturity of students in the process of interaction with professors in terms of structural, substantive and technological changes in the educational process.

It provides:

- professors' awareness of psychological and pedagogical prerequisites for new ways of interaction in the educational process;
- comprehension of value-semantic system-forming components of the personal-developmental educational process;
- awareness, analysis, and elimination of inefficient and unproductive methods of interaction with students and colleagues;
- reflective self-analysis of the process and results of professional activity, the rejection of outdated methods of interaction with students;
- change of value orientations, awareness and overcoming stereotypes about professional activity and thinking.

The main theoretical purpose of the model is to substantiate the directions and forms, methods of development of personal maturity of students on the basis of subject-object interaction with professors in higher education institutions.

Thus, in order to create a situation of support, one should care about the conditions and effectiveness of the supportive actions in the education process. All types of support are characterized by psychological components as a necessary condition for the effectiveness of the system of supportive action, which is built in the educational process. Therefore, the separation of such types of support into psychological and pedagogical is quite conditional, as many of the goals and objectives identified during their organization are interrelated. Since psychological support is considered within the framework of the humanistic paradigm of education, as well as in the content of the theory and practice of pedagogical support (Gazman, 1995; Kotova & Maslova, 2015), it can be fully considered as an element of the educational system. Despite the relative autonomy of each type of support, the existence of pedagogical and psychological types can be the subject of scholarly consideration.

The Content and Implementation of Psychological Support for the Subjects of the Education Process

Psychological support contributes to the development of personal maturity. Its main task is to create conditions under which the students with an initially high level of development of personal and functional components of personal maturity do not regress, do not lose interest in their own personal and professional improvement. The students with low scores would improve their performance and move closer to higher levels, respectively.

The study of the phenomenon of psychological support began within the framework of humanistic psychology in the works of Adler (1997), Maslow (2000), May (1994), Rogers (1994). Psychological support implements the main idea of humanistic psychology, associated with the recognition of the uniqueness of the individual as a holistic system capable of self-improvement and self-actualization. The conclusion of Maslow (2000) lies in the following: the provision of this support is possible only for a mentally healthy person. Adler (1997) characterizes psychological support as an opportunity to compensate for a person his inferiority and address his weakness through intensive training. Murray (2003), highlighting the basic needs of the individual, stressed the need for support as a desire to satisfy a person's needs in compassion and help of a loved one, care from others, the desire to be loved, protected, supported, forgiven, comforted, given advice and managed; urge to always have support from a close person. The scholar concluded that a person can be psychologically healthy only if the need for support and understanding is satisfied.

As it can be traced, in western science psychological support is presented as a constructive factor that helps to overcome stressful situations with the least loss for a person and mobilize his internal resources in critical periods of life. In Ukrainian psychology, the problem of psychological support is revealed within the study of the phenomena of socialization and individualization. Its practical implementation took place in the system of humanization of education, which has been widely implemented in recent decades.

Asmolov (1996) considers psychological support as a process of joint activity together with the development of personality. The combination of both components, in his opinion, is the starting point in the development of a person, the creation of a person's image of the world around. The construction of functional-role relations between professors and students is the prerequisite for joint action, which later turns into a personal-semantic attitude of the growing individual, involving the world around him and others.

In the context of this issue, it is necessary to consider support from a psychological point of view. In particular, Asmolov (1996) developed a scheme of the development of personality: joint acts - joint action - support - self-control and self-organization. Psychological support is considered to be one of the leading factors in improving the relationship between a growing individual and an adult. To our mind psychological support allows a young person to believe in himself, in his own abilities, enables him to avoid mistakes, helps him overcome life obstacles, makes him focus on strong points in order to increase self-esteem. The center of personality development, according to Asmolov (1996), is not the individual himself, but compatible acts of behavior, actions that embody the situation of personality development. In general, the support of an individual in the educational process is viewed as an aid in self-realization of the individuality.

When analyzing the views suggested by Brushlinskij (1994) we see the problem of psychological support as relevant in connection with the need to overcome the totalitarian, authoritarian, technocratic traditions which had been frequently utilized in the past. Education, carrying out "active overcoming of the past traditions", is genuinely interested in the development of physically and mentally healthy personality, by means of educational systems, methods, tools.

Kaplinskiy (2015) interprets psychological support as interpersonal interaction aimed at psychological assistance to the person. The result of such interaction is a positively colored feeling of self-confidence. There is a personalization not only of those who receive psychological support, but also of those who provide it. When outlining the purpose of psychological support, the author refers to the creation of a situation of personal development, in which the individual is represented by the subject of his own life, being able to withstand the difficulties that arise, to overcome life problems.

It goes without saying, that in modern conditions of functioning of educational systems, the problems of providing self-help and self-support to participants of pedagogical process acquire great importance, as well as the development of the ability to ask for psychological help.

In general, the main views on the phenomenon of psychological support can be formulated as follows:

- support is a process of purposeful interaction, within which the motivation for self-development and adequate self-esteem are formed;
- support is a positive prognosis of life and a positive emotional background for relevant human activities;

- support is an aid in the development of the person's ideas about his own significance, uniqueness, self-efficacy, his ability to develop, use his resources;

- support is a professional activity of a psychologist, educator, doctor, social worker in cases where the subjects of activity are constructive transformations of personality;

- support is a subjective state that acquires the status of a source of self-support.

Thus, the feature of psychological support of the subjects of the educational process is purposeful, active support to form a mentally healthy and developed personality.

Among the main provisions of the theory and practice of psychological support there may be outlined the following:

- concentration on the positive sides and strengths of the student's personality, reducing attention to his drawbacks;

- maintaining the student's belief in his own abilities;

- leveling the feeling of psychological discomfort in a situation of failure;

- application of techniques of personal developmental interaction (advancement, transaction strategy, implementation of psychological protection, expected assessment of personality, etc.).

According to the analysis of contemporary works, the main task of psychological support is to develop the psychological personality of the individual, to build meaningful personal formations (the formation of "self"), to encourage the pursuit of personal growth, in times of life crisis, inner search, and decision-making.

The purpose of psychological support is not restricted to the solution of a specific personal problem, it aims at the development of personality, his uniqueness. The main areas of psychological support include:

- psychological prevention, which promotes the harmonious development of personality, relationships in small groups and teams, prevention of possible personal and interpersonal problems, overcoming unfavorable psychological periods and socio-psychological conflicts;

- development of recommendations for improving the socio-psychological conditions for self-realization of the individual, taking into account the relations formed in a small group (in terms of socio-psychological aspect);

- psychological counseling, which includes the assistance of the individual in the process of self-understanding, establishing adequate self-esteem, adaptation to real life conditions, the formation of the value-

motivational sphere, overcoming the crisis situations, the development of emotional stability;

- promoting continuity of personal growth and self-development;
- psychological correction, which is an active psychological and pedagogical influence and helps to eliminate deviations in mental and personal development, contributes to the harmonization of personality and interpersonal relationships.

We believe, that methods of psychological support are relevant to utilize when dealing with the content disclosure and interpretation of psychological components of support. They also help to overcome negative thoughts, feelings, and states, get rid of negative features, and acquire new components for personal growth and development.

The main methods of psychological support are:

- psychological education;
- psychological and psychoprophylactic counseling;
- psychological diagnostics;
- psychological training;
- psychological correction.
- other individual and group methods of psychological work.

Thus, psychological support is possible in the situation of interaction, when it is natural and does not require additional time and resources. Any communication can potentially acquire features of psychological support. Despite the division of psychological and pedagogical support, as well as the recognition of the concept of psychological support as an element (part) of pedagogical support, this work favors the inextricable use of these concepts, implying two independent, but at the same time interdependent processes. This opinion does not contradict the above scholarly and practice-oriented studies, but at the same time proclaims the equal status of pedagogical and psychological support in the development of personality in the educational process.

Discussion

It is important to emphasize the fact that the theoretical analysis and methodological approaches to the problem of the professor's influence on the personal maturity of students indicate the relevance and correspondence to the conceptual ideas of person-oriented, axiological, activity-oriented, dialogical approaches in the psychological and pedagogical interaction of participants of the educational process. Thus the authors of the article have come to the following results: the content, structure, and the peculiarities of the development of personal maturity of students have been theoretically

defined; the notion of “personal maturity” has been revealed based on the existing views of scholars; the sides of the personal maturity have been disclosed, where the realizing the role of “Self” is crucial; main structural components of personal maturity of the students (self-regulation, independence, responsibility, sociability, empathy) have been clarified. We have disclosed individual and social factors of personal growth, and conducted the analysis of the factors that influence the development of self-esteem and the stages of self-development. The model of sustaining the development of student’s personal maturity has been characterized from pedagogical and psychological perspectives. The components of psychological guidance of educators aiming at enhancing social maturity of students in the course of interaction have been outlined.

Conclusions

Understanding the process of formation of students' personal maturity allows us to reveal its conceptual ambiguity of meaningful and structural components, conditions and factors of its development. Within the framework of domestic scientific views, personal maturity is perceived as a special formation of a personality, the basis of which is formed by: the "Self", the desire for self-development, self-knowledge, self-regulation, independence; sociability and empathy. In western psychology, the following features of a psychologically mature person have been defined: autonomy, internal freedom, creativity, emotional positive stability, value attitude to oneself and others following a holistic life philosophy.

It should be noted that the understanding of the problem of the formation of personal maturity in students during the professor-student interaction corresponds to postmodern views on the organization of the modern educational process as a whole, as well as implementation of the principles of humanism, dialogization and personification during the professor-student interaction. The professional training of students in the conditions of personal-oriented education in higher education institutions, as a structural and meaningful, and technological basis for the development of personal maturity of students are of particular importance.

The presented analysis of modern theoretical psychological and pedagogical views makes it possible to draw the following conclusions:

- actualization of the problem of professors' influence on the formation of students' personal maturity is considered in the psychological and social plane; to solve this issue one should consider the set of factors that determine the process of successful formation of personal maturity, namely, individual or personal (internal) and social (external) conditions of

the educational environment; the dependence of the level of development of student's personal maturity on the attitude of the professor, in the course of their interaction;

- the personality neoformations that determine personal maturity have been distinguished: personal (formation of the self-concept, self-development, self-knowledge) and functional (self-regulation, self-reliance, responsibility, positive attitude to the world);

- taking into account the factor of heterochrony in the tempo of personal development one can determine psychological and pedagogical means of support, that will ensure the proper development of students' social maturity.

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