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## **PROFESSIONAL SELF-APPRAISAL AS A MECHANISM FOR THE PROFESSIONAL FORMATION OF FUTURE SOCIONOMIC SPECIALISTS' PERSONALITY AT PRESENT STAGE**

*In the article the professional self-appraisal as a mechanism of professional formation of future socionomic specialists' personality has been grounded. It is established that professional self-appraisal is a central component of professional self-consciousness of a personality that is associated with a valuable attitude to personal "Me", to professional qualities and results of future socionomic specialists' professional activities. It is summarized that the professional self-appraisal is formed under the influence of the professional activities and results, achieved in these activities, individual traits of the personality, as well as the peculiarity of the quality being appraised. The main parameters of the professional self-appraisal are established to be the degree of adequacy, criticalness and measure of stability of a personality.*

**Key words:** *professional self-appraisal, professional formation, personality, future specialists of socionomic professions, image of "Me-professional", "Me-concept" of the personality, professional self-consciousness, professional activities.*

**Actuality of the research.** Nowadays needs and demands of the times predict the future and future development. In the course of the European development of Ukraine there are opened great opportunities for the development of higher education which is increasingly taking on the characteristics of humanistic orientation. The basis of present-day education is the formation of a positive "Me-concept" of a personality, which first of all encourages the full development of a personality.

Polish researcher Marek Paluch notices that the present-day education should be understood as a process of personalities' formation, characterized by openness towards others, initiative, creative imagination, creativity and the ability to appraise and self-evaluation of behavior. The conditions created for the development of personalities should provide a system of education in the broadest sense, with the participation of various educational and out-of-educational institutions, the local environment, parents, Cathedral and organizations.

The main goal in implementing educational changes is to eliminate the drawbacks of the educational system functioning while preserving its advantages [4, p.74-75].

Current educational and scientific implementations are intended to: equal opportunities for education; the improvement of society culture level by means of receiving secondary and higher education; meeting the educational aspirations of society; helping to improve the quality of education, understood as an integral process of education and formation; rational use of resources allocated to education; establishing correlation between the system of vocational education and labour market [5, p.17].

The theoretical and methodological principles of professional identity of future specialist's personality are based on the studies of K. Albuhanova-Slavaska, R. Burns, V. Bibler, B. Bratus, I. Kohn, K. Levin, O. Leontiev, S. Maksymenko, J. Piaget, V. Rozin, V. Stolin, D. Super, S. Chystiakova, V. Yadov and others.

**The aim of the research** is the theoretical and methodological grounds of the problem of professional self-appraisal as the reflection mechanism of the future socionomic specialists' personality professional formation.

**Theoretical and methodological basis** of the study includes the following principles:

- the image of "Me-professional" as a component of "Me-concept" of a personality (V. Andronov, W. James, Y. Klubov, N. Kuzmina, A. Markova, S. Maksymenko, Y. Pavliutenkov, E. Prokopieva, A. Rean, Y. Strelkov, N. Chepelieva and others);

- the professional self-appraisal as a reflection of professional formation of a personality (A. Rean, F. Hoppe);

- the features of a professional psychologist's formation in a higher educational establishment (H. Abramova, I. Andriichuk, R. Ihnatenko, T. Ivanova, K. Nediapkova, L. Umanets, N. Chepelieva and others).

**The basic material research.** The problem of self-appraisal is widely studied in the psychology, because of the importance of this psychological problem for life and human development. One of the most important elements in the structure of the professional "Me-concept" or image "Me-professional" is a self-appraisal of professional abilities, knowledge and achievements. Let's consider the issue of professional self-appraisal in detail, based on the problem of general self-appraisal and place in its structure, which is reserved for the personality's professional self-appraisal.

The concept of "self-appraisal" is understood as evaluation of itself by a personality, its features, qualities and place among other people, values that are attributed to itself, or separate parts of a personality. According to the definition of V. Abrahamova, self-appraisal is a level of consciousness development that is manifested in the ability to treat to itself critically, to match its capabilities with the results of the activity in accordance with the opinion of others, and according to the requirements to itself. Self-appraisal reflects the degree of self-esteem development, sense of personal values and positive self-attitude.

Self-appraisal helps to realize the following functions: regulatory, due to which the personal development problems are solved; protective which provides a relative stability and independence of a personality at the time. Self-appraisal affects criticality, strictness to oneself, relationships with other people, relations to achievements and failures. Thus, self-appraisal influences the efficiency of activities of the person and the further development of his personality.

According to V. Stepanov the self-appraisal is divided into the following types:

1) predictive self-appraisal means the subject's appraisal of his capabilities and determining his attitude towards them (the construction of the appraisal of the personality's future achievements);

2) actual self-appraisal means the appraisal of actions must be done in the process of activities and the construction of remedial activities on the basis of this appraisal. The basis of this kind of self-control is the phenomenon of self-control, i.e. the assessment of personal capabilities today;

3) retrospective self-appraisal means the personality's appraisal based on the achieved levels of the development, the results of activities and personal actions. In this kind of self-appraisal a degree of criticality, i.e. assessment of "yesterday's" achievements is formed.

According to the researcher A. Rean, the professional self-appraisal is a human notion about personal value as a specialist, i.e. evaluative component of professional "Me-concept". Professional self-appraisal is considered as an important element in the structure of "Me-concept". Professional self-appraisal is a system unity, which is a form of expression of the individual reflection himself as a special object of cognition, it represents the accepted meanings of professional activity, the measure of focus on the social requirements for the professional activities. Professional self-appraisal operates in two interrelated forms: general and separate – the general accumulates total-neutral individual knowledge about himself as a subject of professional activity, and separate reflects appraisal of specific mental and physical manifestations and qualities [1].

Professional self-appraisal is a central component of a personality's professional self-consciousness that is associated with a value attitude to his own "Me", to the professional qualities and results of professional activities. Self-appraisal as a mechanism of self-regulation is involved in all areas of professional activities.

A human self-esteem depends on the level of requirements. The level of requirements of a personality, which reflects the complexity of the goals set by a human, is closely connected with self-appraisal, including professional. If a person sets goals that he can not perform because of certain circumstances, the level of his self-esteem is reduced. In order to raise the level of self-esteem, it is necessary in this case to reduce the level of requirements. The researcher F. Hoppe distinguishes in a structural level of requirements two strategies that contradict each other: to maintain self-appraisal at a high level and reduce the level of requirements to avoid failure, in order not to reduce self-appraisal [1, p.55-62].

A special type of requirements – professional requirements, which refers to the desire of the personality to achieve a specified level of professional activity are distinguished in the professional field of a personality. For an

adequate level of professional requirements the peculiar is a confidence in the own success, readiness to take responsibility for their work, perseverance, the desire for a reasonable risk, satisfaction from the work process and the obtained result. While inadequate level of professional requirements there are peculiar opposite trends, namely, the production of categorical judgments, the low level of acceptance of responsibility for their own professional activities, targeting own experience as a source of information for others. The level of requirements is formed with the help of self-appraisal as a professional in the past, present and future.

Professional self-appraisal is influenced by the content of professional activities, the results achieved in this work, individual personality traits and properties of a quality being assessed. An experienced professional employee's self-appraisal is not coming from the opinions of others about him, and from the personal previous experience. Therefore, professional self-appraisal is a more reliable indicator that allows us to predict our efforts, necessary to be done, and the results of our work in the case where praise is not dependent on the efficiency of the activities.

There are the following parameters of the professional self-appraisal: the degree of adequacy, criticalness and measure of stability of personality. These parameters are quantitative and qualitative characteristics of self-appraisal. The adequacy of self-appraisal is characterized through the correspondence of self-appraisal or discrepancy with the actual extent of appropriate quality as the subject's self-appraisal. Thus, an important criterion for the adequacy of self-appraisal is the comparison of own self-appraisal with the appraisals of others through the reflective analysis. In this respect, self-appraisal may be adequate, understated or overstated.

The employees with low self-appraisal have the disposition to self-justification in case of failure in the performance of work tasks. They draw conclusions about their personalities after unsuccessful tasks' doing. Low professional self-appraisal does not allow to develop cognitive human activity. They are more concerned about their own feelings and expectations of failure and reactions of others.

In contrast, a worker with high self-appraisal is more confident in himself as a professional. They make general conclusions about their personalities after achieving positive results. A high self-appraisal makes it possible to focus on the process of solving problems on the task. Overstated self-appraisal leads to a decrease of the results of staff's work, to the formation of a complex of self-importance.

The second criterion of self-appraisal, stability is a positive characteristic of self-appraisal, if it is combined with dynamic, which is the personality's ability to change the height of self-appraisal based on the criteria of analysis of the results of personal activities and behavior, and the effect of objective changes in the requirements of others or his own requirements to himself [2].

Some scientists identifies in the professional self-appraisal the following two aspects: operational-activity and personal. Operational-activity aspect of self-appraisal is associated with the assessment of himself as the subject of professional activity and is expressed in human assessment of his professional level (skills formation) and the level of competence (knowledge system) [3, p.99]. The personal aspect of professional self-appraisal is reflected in the appraisal of personal qualities in

relation to the ideal image of “Me-professional”. Meanwhile, inconsistency of self-appraisal in these two aspects affects the professional adaptation, professional success and professional development of the personality.

In the structure of professional self-appraisal the researcher A. Rean identifies two components: self-appraisal of the result associated with the assessment of achieved success and reflected satisfaction or dissatisfaction of own achievements, self-appraisal of the potential, connected with the assessment of personal professional capabilities and reflects self-confidence and confidence in own forces [3, p.235].

The study enables to distinguish personal reasons for low self-appraisal of the professional effectiveness of the personality. The first reason is related to extremely excessive demands to oneself. Excessive demands to oneself is showed by the personalities who want to achieve hundred percent results in all areas of professional activities. The second reason is setting for a quick result. In the absence of such quick results the personality is disappointed and does not feel good enough worker.

**The conclusions.** On the basis of the theoretical and methodological analysis of the problem of the image of “Me-professional” as a component of personality “Me-concept” there has been grounded the professional self-appraisal as a mechanism of professional formation of a personality of future socioeconomic specialists. Based on the findings of contemporary scientists it is noted that professional self-appraisal is a central component of professional self-consciousness of a personality that is associated with a valuable attitude to personal “Me”, to professional qualities and results of future socioeconomic specialists’ professional activities. It is proved that the professional self-appraisal is formed under the influence of the professional activities, results, achieved in these activities, individual traits of the personality, as well as the peculiarity of the quality being appraised. The main parameters of the professional self-appraisal are the degree of adequacy, criticalness and measure of stability of a personality.

Taking into consideration the peculiarities of the formation of a positive image of Me-professional, there are distinguished the following main stages of this process in the students-future specialists of socioeconomic professions:

- the formation of the future socioeconomic specialists’ ideal model of a “professional” with the help of the professional

interpersonal relationships in the form of the transmission of the personal and professional experience of the teacher;

- focusing future socioeconomic specialists personalities’ attention on the comparison of their real and ideal images of Me-professional using interpersonal relationships in the form of a dialogue between teacher and future professionals;

- stimulating personal growth and self-improvement of future specialists of socioeconomic professions to achieve an ideal image of Me-professional.

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### ПРОФЕСІЙНА САМООЦІНКА У СИСТЕМІ ПРОФЕСІЙНОГО СТАНОВЛЕННЯ ОСОБИСТОСТІ МАЙБУТНІХ ФАХІВЦІВ СОЦІОНОМІЧНИХ ПРОФЕСІЙ

Обґрунтовано професійну самооцінку як механізм відображення професійного становлення особистості майбутніх фахівців соціономічних професій. Встановлено, що професійна самооцінка є центральним компонентом професійної самосвідомості особистості, який пов’язаний із ціннісним ставленням до власного Я, до професійних якостей та результатів професійної діяльності майбутніх фахівців соціономічних професій. Узагальнено, що професійна самооцінка формується під впливом змісту професійної діяльності і результатів, досягнутих у цій діяльності, індивідуальних властивостей особистості, а також властивості якості, яка оцінюється. Встановлено, що основними параметрами професійної самооцінки виступають ступінь адекватності, критичність і міра стійкості особистості.

**Ключові слова:** професійна самооцінка, професійне становлення, особистість, майбутні фахівці соціономічних професій, образу Я-професіонал, Я-концепція особистості, професійна самосвідомість, професійна діяльність.