

*UDC 159.922.8*

*[https://doi.org/10.52058/2786-4952-2025-3\(49\)-1089-1100](https://doi.org/10.52058/2786-4952-2025-3(49)-1089-1100)*

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## **DEVELOPMENT OF PSYCHOLOGICAL MECHANISMS FOR THE FORMATION OF PROFESSIONAL SELF-AWARENESS OF FUTURE SPECIALISTS**

**Abstract.** The article reveals the role of psychological mechanisms in the formation of professional self-awareness of future specialists, in particular teachers. Based on the generalization of the results of theoretical and applied research, two groups of mechanisms are distinguished – personal (reflection, identification, goal setting, personal maturity) and professional (professional orientation, pedagogical abilities), the first of which determine the overall development of self-awareness of adolescents, and the second – determined by the peculiarities of the teacher’s professional activity.

The assumption is made about the effectiveness of the development of professional and pedagogical self-awareness of the individual through the activation of its psychological mechanisms.

Based on the results of the practical implementation of the developmental program to improve the quantitative and qualitative indicators of personal and professional mechanisms by using one of the methods of parametric statistics presented in the computer package of statistical programs IBM SPSS Statistics 20 – Student’s t-test, the positive impact of the latter on the development of the professional “I” of future representatives of the pedagogical community is revealed.

It is empirically proved that the result of the testing of the training program “The Way to Professional Success” developed by us was the strengthening of the psychological mechanisms for the development of professional self-awareness of future specialists, which manifested itself in increasing the level of their pedagogical reflection, professional identity, goal setting, all components of personal maturity (motivation for achievement, attitude to one’s own “I”, sense of civic duty, life attitude, ability to psychological closeness with other people), professional

orientation, increasing the indicators of a high level of empathic and communicative abilities, and, ultimately, led to an increase in the overall level of professional self-awareness.

**Keywords:** motives of professional activity, personal and professional growth of a future specialist, pedagogical activity, professional self-awareness of a teacher, psychological mechanisms of formation of professional self-awareness, value orientations of an individual.

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## **РОЗВИТОК ПСИХОЛОГІЧНИХ МЕХАНІЗМІВ СТАНОВЛЕННЯ ПРОФЕСІЙНОЇ САМОСВІДОМОСТІ МАЙБУТНІХ ФАХІВЦІВ**

**Анотація.** У статті розкривається роль психологічних механізмів у становленні професійної самосвідомості майбутніх фахівців, зокрема педагогів. На основі узагальнення результатів теоретико-прикладних досліджень науковців виокремлено дві групи механізмів – особистісні (рефлексія, ідентифікація, цілепокладання, особистісна зрілість) та професійні (професійна спрямованість, педагогічні здібності), перші з яких визначають загальний розвиток самосвідомості представників юнацького віку, а другі – детерміновані особливостями професійної діяльності вчителя.

Зроблено припущення про ефективність розвитку професійно-педагогічної самосвідомості особистості шляхом активізації її психологічних механізмів.

За результатами впровадження на практиці розвивальної програми з підвищення кількісних і якісних показників особистісних та професійних механізмів шляхом залучення одного з методів параметричної статистики, представлених у комп'ютерному пакеті статистичних програм IBM SPSS Statistics 20, – t-критерію Стьюдента, розкрито позитивний вплив останніх на розвиток професійного “Я” майбутніх представників педагогічної спільноти.

Емпірично доведено, що результатом апробації розробленої нами тренінгової програми “Шлях до професійного успіху” стало посилення дії психологічних механізмів розвитку професійної самосвідомості майбутніх фахівців, що проявилось в підвищенні рівня їх педагогічної рефлексії,

професійної ідентичності, цілепокладання, усіх складових особистісної зрілості (мотивації досягнення, ставлення до власного “Я”, почуття громадянського обов’язку, життєвої установки, здатності до психологічної близькості з іншими людьми), професійної спрямованості, збільшенні показників високого рівня емпатійних і комунікативних здібностей, та, в кінцевому рахунку, призвело до підвищення загального рівня професійної самосвідомості майбутніх педагогів.

**Ключові слова:** мотиви професійної діяльності, особистісно-професійне зростання майбутнього фахівця, педагогічна діяльність, професійна самосвідомість педагога, психологічні механізми становлення професійної самосвідомості, ціннісні орієнтації особистості.

**Introduction.** One of the conditions for the harmonious personal and professional growth of future specialists is the proper development of their professional self-structure. By forming a system of ideas about professionally important qualities of a person, knowledge of the advantages and disadvantages of the chosen specialty, an adequate assessment of oneself as a professional, the ability to control one’s own behavior in the field of labor self-expression, professional self-awareness contributes to the unhindered entry of a person into the environment of any professional activity, including pedagogical one [1].

In view of all the above, it is quite obvious that raising the level of the individual’s “I” within the professional space will determine the success of the individual’s own professional duties.

Therefore, referring to our previous scientific research [1], it is worth noting that, along with the development of structural and functional units of a person’s professional and pedagogical self-awareness, one of the ways to increase its quantitative and qualitative indicators is to activate the psychological mechanisms of this formation – personal (reflection, identification, goal-setting, components of personal maturity) and professional (professional orientation of the future subject of pedagogical activity, his pedagogical abilities, primarily the ability to empathy, the ability to communicate, and establish interaction), the former of which determine the general development of self-awareness of representatives of the youth age, and the latter – determined by the peculiarities of the teacher’s professional activity.

**Analysis of recent research and publications.** At the same time, the importance of individual drivers in the formation of professional self-awareness of a future specialist is actively emphasized by representatives of psychological and pedagogical science, in particular T. Bilan [2], O. Hryniova [3], L. Dziubko [4], I. Donchenko [5], O. Nezhelchenko [6], L. Tereshchenko [4], and others.

For example, L. Dziubko and L. Tereshchenko, studying the conditions for the purposeful formation of professional identity of students, focused on training the mechanisms of reflection and goal setting (motivation through goal setting) [4].

I. Donchenko, working on the genesis of professional self-consciousness of a specialist and identifying the stages of its development, emphasized the importance of reflection, motivation of professional activity, motivation of professional self-development in its formation [5].

O. Nezhelchenko, revealing the psychological features of the development of professional self-awareness of future teachers, drew attention to the role of compassion, empathy, and communicative competence in the humanistic dimension of the professional self-structure of the individual [6].

The views identical to the previous considerations are reflected in the scientific work of O. Hrynova, who, defining the features of the formation of professional self-awareness of future teachers in the conditions of professional training with additional psychological specialization, pointed to the development of their pedagogical reflection and communication skills among the mechanisms of expanding the professional “I” of higher education students [3].

T. Bilan, analyzing the worldview aspects of the formation of the future teacher’s professional self-awareness, noted that value orientations are important mechanisms of its development [2].

In view of all the above, in order to increase the levels of professional self-awareness of future teachers identified in our previous empirical studies [1], we have developed and implemented in practice the developmental program “The Path to Professional Success” aimed, on the one hand, at developing the cognitive, affective and behavioral components of the phenomenon, and on the other hand, at activating personal and professional mechanisms of its formation [7].

**The purpose of the article.** The results of the training work on the development of these psychological mechanisms, which is the purpose of this research, are reflected below, in the next part of our scientific publication.

**Presentation of the main material.** The control experiment used the same methods of empirical research as during the ascertaining experiment, in particular observation, conversation, questionnaires, testing, a set of psychodiagnostic methods (methods for determining the level of formation of pedagogical reflection (O. Rukavishnikova), studying the status of professional identity (A. Azbel), tests and questionnaires of personal maturity (Y. Gilbukh), determining the level of professional orientation of students (T. Dubovytska), methods of diagnosing the level of empathy (I. Yusupov), assessment of communication and organizational skills of a person (V. Syniavskyi and B. Fedorishyn)) [1].

In addition to empirical research methods, to determine the degree of effectiveness of the forming effect and its stability, the accuracy of the discrepancies between the data obtained before and after the experiment was determined using one of the parametric statistics methods presented in the computer software package IBM SPSS Statistics 20, – t-criterion of Student [1].

In the control experiment, as well as in the formative experiment, which took place on the basis of Zhytomyr Ivan Franko State University, 60 bachelor students

of the first and third years of the Educational and Scientific Institute of Pedagogy, specialty 016 Primary Education, took part.

The control and experimental groups (30 people in each) included higher education students who did not differ significantly in the development of certain indicators of professional and pedagogical self-awareness. At the same time, at the initial stage of the forming experiment, the level of its development among students was medium and low [1].

In this regard, interpreting the empirical data of primary and secondary diagnostics of the respondents of the groups we have identified, it is necessary to point out statistically significant progressive changes in the structure of psychological mechanisms of formation of professional self-awareness in the respondents of the experimental group.

Thus, as a result of the training impact aimed primarily at activating the ability of future specialists to reflect, in particular pedagogical, using the methodology for determining the level of formation of pedagogical reflection by O. Rukavishnikova, significant shifts in the formation of this phenomenon were revealed, presented in Table 1.

Table 1

**Quantitative indicators of the levels of development of future teachers' pedagogical reflection before and after the forming experiment**

Level	Control group				Experimental group			
	Before the experiment		After the experiment		Before the experiment		After the experiment	
	AN	RN	AN	RN	AN	RN	AN	RN
High	2	6,7	3	10,0	1	3,3	4	13,3
Medium	16	53,3	17	56,7	19	63,4	22	73,4
Low	12	40,0	10	33,3	10	33,3	4	13,3

*Note.* AN is the absolute number of professionally important qualities, RN is their relative number.

As can be seen from Table 1, after the developmental work, the number of subjects in the experimental group with a low level of pedagogical reflection decreased by more than half (from 33.3% to 13.3%). From 63.4% to 73.4% and from 3.3% to 13.3%, the number of students in this group with medium and high levels of its development increased, respectively.

However, in comparison with the experimental group, there were no significant changes in the development of pedagogical reflection in the control group. And although the differences in the indicators of this formation in future teachers of the above group before and after the experiment are statistically significant ( $t=2.70$ ) at the level of  $p \leq 0.01$ , in the future representatives of the pedagogical community of the experimental group these differences are statistically significant ( $t=3.86$ ) at the level of  $p \leq 0.001$ , and therefore, are more pronounced and noticeable.

In our opinion, such data are the result of training work with the participants of the experiment, which, seeing one of its tasks in the development of their reflection, encouraged future specialists to purposefully turn to self-analysis, self-disclosure, and expansion of the system of knowledge about themselves, their self-image as a person and a professional. In contrast, we assume that changes in the control group's indicators are most likely the result of the impact of the educational process on the development of students' ability to analyze and evaluate their own qualities and actions, and to determine their place in the chosen field of professional interaction. However, as practice shows, this is not as active and productive as in the experimental group [1].

At the same time, revealing the nature of quantitative and qualitative changes in the formation of psychological mechanisms for the development of professional and pedagogical identity of a person, it is worth paying attention to a significant increase in the number of subjects of the experimental group with a formed professional identity, which was detected using the methodology for studying the statuses of professional identity by A. Azbel, shown in Table 2.

*Table 2*

**Quantitative indicators of the levels of development of future teachers' professional identity before and after the forming experiment**

Level	Control group				Experimental group			
	Before the experiment		After the experiment		Before the experiment		After the experiment	
	AN	RN	AN	RN	AN	RN	AN	RN
Undefined identity	11	36,7	8	26,7	8	26,7	2	6,7
Imposed identity	9	30,0	9	30,0	7	23,3	2	6,7
Moratorium	10	33,3	13	43,3	15	50,0	22	73,3
Formed identity	0	0,0	0	0,0	0	0,0	4	13,3

Thus, comparing the empirical data of the control and experimental groups obtained before the start of the developmental work, it should be emphasized that there are no significant differences between them, since all respondents, without exception, had more or less equally developed statuses of unformed identity. However, after completing the training aimed at expanding future teachers' perceptions of themselves as a person and a specialist, as well as developing their skills of adequate assessment of their own capabilities, potential and the degree of their compliance with the requirements of professional activity, developing the ability to put themselves in the place of their immediate professional environment and regulate their behavior on this basis, 13.3% of the subjects of the experimental group changed certain levels of unformed professional identity to the status of formed identity.

At the same time, a decrease in the rates of uncertain (from 26.7% to 6.7%) and imposed (from 23.3% to 6.7%) identity led to an increase from 50.0% to 73.3%

in the number of students in the experimental group with an inherent state of moratorium, after which some of them tend to move up a step, acquiring the status of a formed professional identity.

In the control group, based on the results of Table 2, similar changes also occurred, namely, an increase from 33.3% to 43.3% in the number of respondents in the moratorium group due to a decrease from 36.7% to 26.7% in the number of respondents with an undefined professional identity. However, in comparison with the experimental group, which recorded statistically significant ( $t=4.31$ ) differences before and after the experiment at the level of  $p \leq 0.001$ , in the control group such statistically significant differences ( $t=2.68$ ) were set at the level of  $p \leq 0.01$  [1].

Later, in order to determine the degree of effectiveness of the implementation in practice of one of the important areas of training work – consolidation of the internal position of a representative of the pedagogical community, readiness to work in the chosen specialty, and the ability to professional self-realization in future teachers – we conducted a survey with students of the control and experimental groups using our own questionnaire “Me and My Future Profession”, which provided for the disclosure of the peculiarities of the development of their goal setting, presented in Table 3.

Table 3

**Quantitative indicators of the levels of goal setting development of future teachers before and after the forming experiment**

Level	Control group				Experimental group			
	Before the experiment		After the experiment		Before the experiment		After the experiment	
	AN	RN	AN	RN	AN	RN	AN	RN
High	2	6,7	3	10,0	2	6,7	4	13,3
Medium	18	60,0	21	70,0	19	63,3	23	76,7
Low	10	33,3	6	20,0	9	30,0	3	10,0

As the empirical data in Table 3 show, after the forming experiment, despite a significant decrease in the control (almost doubled) and experimental (tripled) indicators of low-level goal-setting, as well as an increase in the numerical values of its high level among respondents of the outlined groups (from 6.7% to 10.0% and from 6.7% to 13.3%, respectively), the average level of goal-setting with a partial focus on pedagogical activity remained predominant in the majority of students.

This situation, in our opinion, is explained by the fact that future specialists who have relatively recently, but independently made their professional choice and are oriented primarily on the external attractiveness of the teaching profession, having encountered a number of difficulties during their professional training in higher education institutions (first-year students – primarily with problems of adaptation to studying at the university, third-year students – with the realities of pedagogical activity during internships), are still in a state of reflection on the

correctness of their own choice, are learning to critically evaluate all aspects of the chosen profession and make independent decisions related to their future, and take responsibility for all the events of their own lives.

However, taking into account the above considerations, it is worth noting that the appeal to the time perspective of one's life is more pronounced among students of the experimental (76.7%) than the control (70.0%) group, who, in the process of training exposure, acquired the necessary knowledge, skills, and abilities to determine specific life goals and became familiar with various ways to achieve them, internal and external resources that help to turn the plan into reality.

Tracing the changes in the development of future teachers' personal maturity, it should be emphasized that after the training, 3.3% of students with very high and high levels of this formation appeared in the experimental group, while at the beginning of the forming experiment there were no subjects with the highest levels of this formation. From 53.3% to 63.4%, the number of respondents in the group with a satisfactory level of personal maturity increased.

At the same time, it is also worth noting that after the developmental work, the number of students with an unsatisfactory level of personal maturity decreased significantly (by 16.7%).

Instead, in contrast to the experimental group, where  $t=3.02$  at the level of  $p \leq 0.01$ , the representatives of the control group did not show significant changes in the levels of personal maturity, which is confirmed by the numerical values of the Student's  $t$ -test ( $t=1.69$  at the level of  $p \leq 0.05$ ), which indicate the absence of statistically significant differences in this group before and after the experiment.

However, revealing the features of the personal maturity of the members of the control group, it is worth noting that the picture of the absence of cardinal shifts in its indicators is typical for almost all structural components of this psychological mechanism of the development of professional and pedagogical self-awareness [1]. To analyze the dynamics of changes in the levels of development of the professional and pedagogical orientation of the personality, we used the "Test-questionnaire for determining the level of professional orientation of students" by T. Dubovytska, the results of which are shown in Table 4.

*Table 4*

**Quantitative indicators of the levels of development of professional orientation of future teachers before and after the forming experiment**

Level	Control group				Experimental group			
	Before the experiment		After the experiment		Before the experiment		After the experiment	
	AN	RN	AN	RN	AN	RN	AN	RN
High	3	10,0	8	26,7	2	6,7	13	43,3
Medium	24	80,0	20	66,6	23	76,6	15	50,0
Low	3	10,0	2	6,7	5	16,7	2	6,7



Thus, as can be seen from Table 4, in the process of developmental work carried out with members of the experimental group, it was possible to significantly reduce the numerical values of the low (from 16.7% to 6.7%) and average (from 76.6% to 50.0%) levels of their professional and pedagogical orientation. However, taking into account the above, it is advisable to emphasize that as a result of the forming experiment, one of the leading tasks of which was to increase the level of this psychological mechanism for the development of professional self-awareness of future teachers, the percentage values of its high level underwent the most radical changes, which increased from 6.7% to 43.3%.

In the control group, there is a similar tendency to decrease the indicators of low and middle levels of professional and pedagogical orientation of future specialists, as well as an increase in the high level of its development. However, in comparison with the experimental group, which recorded statistically significant ( $t=7.11$ ) differences in the formation of the outlined formation before and after the experiment at the level of  $p \leq 0.001$ , in the control group these statistically significant differences are smaller ( $t=2.93$  at the level of  $p \leq 0.01$ ), which confirms that the development of professional orientation is more effective, efficient, provided that this phenomenon is purposefully influenced [1].

Later, tracing the dynamics of changes in the group of pedagogical abilities, in particular empathic and communicative ones, which are psychological mechanisms for the development of future teachers' professional self-awareness, we used the methodology for diagnosing the level of empathy by I. Yusupov and the methodology for assessing the communication and organizational abilities of a personality by V. Synyavsky and B. Fedoryshyn, presented in Table 5 and Table 6.

Thus, taking into account the empirical data of Table 5, it should be noted that as a result of developmental work aimed at increasing the ability of students to compassion and empathy, which is manifested in generosity, sensitivity of future specialists to the problems of their students, the number of subjects with high and medium levels of this formation in the experimental group has significantly increased; the number of respondents in this group with a low level of empathic abilities has decreased from 40.0% to 16.7%. At the same time, one member of the experimental group with a very low level of empathy changed this level to a low one after the forming experiment.

Table 5

**Quantitative indicators of empathy development levels of future teachers before and after the forming experiment**

Level	Control group				Experimental group			
	Before the experiment		After the experiment		Before the experiment		After the experiment	
	AN	RN	AN	RN	AN	RN	AN	RN
Very high	0	0,0	0	0,0	0	0,0	0	0,0
High	6	20,0	6	20,0	2	6,7	7	23,3
Medium	16	53,3	18	60,0	15	50,0	18	60,0
Low	8	26,7	6	20,0	12	40,0	5	16,7
Very low	0	0,0	0	0,0	1	3,3	0	0,0

In the control group, as well as in the experimental group, due to the decrease from 26.7% to 20.0% of the numerical values of the low level of students' empathic abilities, the percentage values of their middle level increased from 53.3% to 60.0%. However, in contrast to the experimental group, which recorded statistically significant ( $t=5.89$ ) differences before and after the formative impact at the level of  $p \leq 0.001$ , the control group did not show such statistically significant ( $t=1.41$  at the level of  $p \leq 0.05$ ) differences in the development of empathy, which, in our opinion, is explained, on the one hand, by the nature of empathy itself, which is a complex personal formation with a long genesis, and on the other hand, by the insufficient development of psychological and pedagogical education of this phenomenon among students [1].

As for the peculiarities of the development of future specialists' communication skills during the training, there are noticeable changes in both groups, presented in Table 6.

Table 6

**Quantitative indicators of the levels of development of future teachers' communicative abilities before and after the forming experiment**

Level	Control group				Experimental group			
	Before the experiment		After the experiment		Before the experiment		After the experiment	
	AN	RN	AN	RN	AN	RN	AN	RN
Very high	0	0,0	0	0,0	0	0,0	2	6,7
High	2	6,7	1	3,3	1	3,3	5	16,7
Medium	11	36,7	15	50,0	11	36,7	16	53,3
Below medium	10	33,3	8	26,7	9	30,0	4	13,3
Low	7	23,3	6	20,0	9	30,0	3	10,0

Thus, in the process of developmental work, the indicators of low (from 23.3% to 20.0% and from 30.0% to 10.0%, respectively) and below average (from 33.3% to 26.7% and from 30.0% to 13.3%, respectively) levels of their communication abilities decreased in the control and experimental groups.

Instead, while the above changes in the above levels of communication abilities are more pronounced in the students of the experimental group, there are no significant differences in the numerical values of the average level of this phenomenon among the members of these groups.

As for the next stages of development of future teachers' communicative abilities – high and very high, here the most cardinal positive changes were recorded in the experimental group (unlike the control group, where the number of subjects with a high level of communicative abilities was halved), in which, during a forming experiment aimed at improving the basic skills of verbal and non-verbal communication, active listening of future teachers, and their ability to establish deep, close, flexible contacts with others, it was possible to increase the number of respondents with sufficiently developed levels of communicative abilities by 20.1%.

In the future, referring to mathematical calculations that determine the degree of differences in the indicators of the levels of communicative abilities of future specialists of the groups we have identified before and after the experiment, it should be emphasized that the changes we have considered in both groups are statistically significant. However, in comparison with the experimental group, where  $t=6.17$  at the level of  $p \leq 0.001$ , in the control group such statistically significant ( $t=2.96$ ) differences are established at the level of  $p \leq 0.01$ , and therefore are less pronounced, noticeable [1].

**Conclusions.** Thus, summarizing the results of the comparative analysis of the indicators of psychological mechanisms of development of the professional I-substructure of future teachers, obtained before the beginning and after the end of the training, it is necessary to note that the psychodiagnostic sections we consistently conducted in the control and experimental groups allowed us to identify positive dynamics of significant changes in the levels of these formations in the students of the experimental group. This allows us to conclude that the program “The Path to Professional Success” tested by us in practice contributed, on the one hand, to the activation of personal and professional mechanisms for the formation of students’ professional and pedagogical self-awareness, and on the other hand, to the development of its individual structural and functional units, which affected the features of the manifestation of the latter in particular and the general level of professional self-awareness on the whole [1].

The conducted research does not exhaust all aspects of this problem. We see prospects for further scientific research in revealing the features of the development of the professional I-substructure of future teachers upon completion of their studies in higher education institutions in order to determine the psychological mechanisms of its formation and the socio-psychological factors of this formation at a new stage of the personality’s professional genesis.

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