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**Possibilities of Actualization  
of Human Mental Resources**

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# MENTAL RESOURCES OF PERSONALITY AS THE MEANS OF PROFESSIONAL UNIVERSE FORMATION

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The significant social reorganizations, which are specific to the present state of Ukraine's development in general and education in particular, necessitate a systematic search for ways and means of the specialists' training improvement. Such public requirement sets the task of modernization of higher education content from the perspectives of science, technology, culture, and art development. The successful solution of this task foresees the training of future specialist as the subject of productive activities with developed professional competence, orientation and self-consciousness. The process of professional training starts with the professional self-determination of the adolescent, while studying in college the intensive professional formation of future specialist takes place, and the final product is formed by professional universe.

We interpret professional universe as a psychological neoplasm of graduate's personality, which is shown as integrated complete image of the profession and a person in it. Professional universe combines student's readiness and ability to realize successfully like the subject of the future professional activity. The formation of the professional universe is strategically oriented integration of professional motivation, competence, self-presentation, flexibility and self-conception in the leading students' activity.

In modern psychological science the initial aspects of research of future specialists' professional universe in social and humanitarian sphere are produced. Main aspects foundation of professional students' training are implemented in works of numerous scientists: analysis of content, conditions and mechanisms of personality professiogenesis (V. Davydov, A. Dusavitskiy, S. Maksimenko, A. Markova, L. Mitina, Y. Povarenkov, N. Pobirchenko, V. Semichenko, O. Sergeyenkova, N. Chepeleva, T. Khomulenko, T. Yatsenko), acmeo logical approach to the establishment of personality as the subject of life (A. Derkach, M. Ivanchuk, V. Klimenko, N. Kuzmina, S. Markov, L. Orban-Lembrik, A. Rean, V. Tatenko, T. Titarenko, A. Fonarov). At the same time, there is a lack of works which disclose the complex nature of personality's formation and future specialist's identity as the subject of professional activity. On the other hand, professiogenesis of personality at the stage of his professional training is not always accompanied by adequate favorable formation of all professionally significant qualities and characteristics. Thus, the significance and insufficient investigation of theoretical and applied aspects of the foregoing problems determines the choice of research topic.

The aim of the article is the analysis of mental resources role in the process of formation of personality's professional universe.

Analyzing the content of "resource" concept we take the view of S. Khazova (Khazova, 2014, p. 48) that the resources of personality are his potential with the recognition of their importance. The mental resources in the subject's experience are regarded as perceived, categorized, interpreted and evaluated aspects of physical, social

and intrapsychic environment with personal significance and importance for the results achieved (Khazova, 2014, p. 49).

By applying this interpretation to the content of professional universe, we establish that information which comes from external social environment as the result of internal mental activity, is analyzed by personality in terms of future professional activity, interpreted and evaluated in terms of significance for the development of productive, successful professional. Processing of such mental experiment comes from professional characteristics and personal qualities layering, and from integrating the subject's own views and beliefs with social attitudes and requirements. Thus, transition of the initial resource into evaluative resource takes place (Hobfoll, 1989, p. 519). Under the initial resource in the context of professional universe formation of personality implies the potential for mastering the requirements of particular profession, which exists independently from the person's evaluation and attitude. In the process of professional self-determination and training the subject of future professional activity highlights the value, the importance of initial internal resource, transforming into evaluative resource, and becoming the basis for the professional universe formation. During the practical training evaluative resource is tested in terms of suitability for future careers, turning into involved resource. Meanwhile the significance value of the resources involved continues as the result of student's systematic reflection on his own career-oriented achievements and problems.

Professional universe contains the implicit or conscious mental experience accumulated on the mental resources basis of internal and external origin. A typical example of the mental resources internal content is the personality inclination, temperament type, intellectual qualities. External origin of mental resources is provided by the processes of personality socialization, corresponded by the guidelines of parents, requirements of teachers and professors, social characteristics of the profession. Reception and processing of these resources happens simultaneously with identification and analysis of internal mental characteristics of the subject. Their integral combination creates the content of personality's professional universe.

The use of mental resources in the context of professional universe starts on propaedeutic stage, the essence of which is a professional self-determination of senior pupil. On this stage the awareness and the initial activation of mental resources related to the future profession occurs. During the college training the requirements of teachers and methodologists increase the activation of mental resources. At the same time their evaluations lead to systemic reflection, causing the necessity for self-development and self-improvement. Professional competence and productive self-conception serve as personification of the ordered mental resources as a means of professional universe formation on the stage of high school education.

Mobilization of mental resources happens during the student's experience of professional training crises, turned to the constructive solution of contradictions. Ineffective use of personality's mental resources during the destructive crises experience can lead to their depletion.

Mental resources as the means of formation of personality's professional universe have a number of characteristic features:

- integration of internal mental qualities with its meaningful characteristics (image of the profession and a person in it) important to the profession;
- hierarchy (availability of information in different degrees of generality about the subject, his professional interests and opportunities);
- the relative stability (the result of the analysis and categorization of individual experience);
- dynamics (enrichment with the new mental experience as the result of self- development);
- connection with the activity (analysis of resource efficiency in activities and behavior)
- multifunctionality (the involvement of mental experience in all processes of professional formation of the personality).

Basing on the last feature, we can identify a number of mental resources functions for the formation of personality's professional universe:

- content-reflective (increasing competence of the profession and a person in it);
- adaptative (optimization of adaptation processes to the "introduction" to the profession processes due to the situation accepting and own possibilities in it);
- regulatory (reinforcement of self-regulation and self-control, including controlled behavior in crisis situations);
- activation (selection and implementation of professional self-development ways with the involvement and the new resources creation).

Realization of these functions during professional training starts with the action of content-reflective function on initial courses. The first round of student's adaptation to professional duties and regulatory function takes place in the process of practical training. Activation function involves due to the enrichment of mental experience, rapidly affecting on the formation of graduate's psychological readiness to the profession.

The professional development of subjectivity, including activity, competence and responsibility for the process and the results of professional development, can be considered as the global function of mental resources for the formation of the professional universe.

Mental resources are based on the mental experience of the personality as a set of acquired information about a profession and a person in it. Mental experience is realized through its dynamic shape, mental space (Kholodnaya, 2002, p. 96). In the context of professional universe, mental space is a form of cognitive interaction of the subject with the world of professions. On the basis of mental experience in the context of mental space, internal plan of action, that is the scheme of mastering and further self- actualization in profession with the assistance of internal (including mental) and external resources is formed.

Operative part of subject's mental experience is the mental representation, actual mental image of a particular event with the personal interpretation. J.F. Rishar pointed on the individual subjective nature of mental representation. French scientist claimed that mental representation is the mental construction, which depends on circumstances and forms in specific circumstances for specific purposes (Rishar, 1998, p. 175). Correlating with the professional universe formation, mental representations function as individual

mental pictures of stepwise unfolding process of personality's professional formation on the stage of college training.

Basing on the model of psychological structure of intelligence, offered by M. Kholodnaya (Kholodnaya, 2002, p. 109), mental universe of professional content can appear at three levels:

- cognitive experience of mental structures (provides storage, regulation and conversion of information about professional environment)
- metacognitive experience of mental structures (provides information processing about professional resources and shortcomings)
- intentional experience of mental structures (responsible for the formation of individual career-oriented skills).

Consecutive functioning of these levels enriches intellectual abilities of subject, his mental structures, which supply the formation of professional productivity through the implementation of individual style of professional activity.

In the structure of professional universe we distinguish professional and personal components. Professional component includes knowledge about professional distinctiveness, content of professional activities, recognition of expert's rights and responsibilities. Personal component focuses on the career motivation, values, expanded and professional self-concept, professional self-esteem and level of aspiration.

While studying at a university, students form their professional competency, which constitutes a core of professional component of their universe. During the learning process of courses of study, students analyze its importance for learning of trade, and teacher's marks become external criterion of formation of future experts' theoretical and professional competency. Undertaking an internship provides student's reflection of their practical qualifications for professional activities. In the same time, personal component of students' professional universe is developing, which acquires spontaneous, fragmentary and, often, unbalanced character, not yielding systemic teacher's marks.

In order to enable gradual, systemic and sustainable forming of integrated professional universe, it is important to perform its psychological support. In practice, it happens due to an atlas of professional formation, which is kept by students. The atlas provides development of the students as human beings of their future professional activities due to self-searching and self-evaluation. The atlas includes different reflexive and prognostic tasks, and also diagnostic tools, which create a possibility to use all 3 levels of professional universe content.

Particularly, after entrance, first-year students fill in an introduction of the atlas, where they point out own motivation of choosing of the profession and the university, indicate advantages and disadvantages of chosen occupation, and also denote their own permanent character features, which can either help or prevent professional studying, and develop basic map of professional formation during studying. In the following, the atlas consists of 4 studying courses, and also a supplement for master's students is used. The atlas of professional formation includes also methods of professional studying crisis' diagnostics. Keeping the atlas by students presupposes examination and analyzing of the atlases by a psychologist and a curator, who can use correctional practice if it is necessary.

Thus mental resources are referred to as the basic means for the formation of personality's professional universe. Mental resources in the dynamics of professional

universe yield to consecutive processes of awareness, activation, formation and improvement. Analyzing the mental resources at the stage of senior pupil's professional self-determination the emergence of professional universe takes place. During college education the content of professional student's universe as the result of mental experience enrichment forms intensively. Simultaneously the transformation of the initial mental resource becomes evaluative and involving. The functions of mental resources take part alternately and develop in three levels in the process of professional training and formation of professional student's universe.

The author considers the further research prospects in studying the influence of individual characteristics of personality's mental resource on the formation of his professional universe.

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## **TEENAGER'S CHARACTER AS A PERSONAL BACKGROUND OF HIS DEVELOPMENT**

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The character traits may facilitate or obstruct the adaptation of an individual in society, in achieving success in the intellectual and practical activities. Great influence on the formation of the child's character is exercised by his parents, who are the most important others for him.

The concept of "significant others" is analyzed in the works of some modern authors. R. Burns wrote: "The term "significant others" refers to other people that are important and meaningful to the child due to the fact that he feels their ability to have a direct impact on his life. In early childhood, the most significant others in the child's environment are the parents. " "It is important, says Burns, that the image arising from the significant other entrenched, became stable and then it correlated with the child's idea of himself (his "perceptive scheme"). "Significant Others" are not only parents, but also peers and teachers. Identifying with the parents enables the children to react in their absence the same way as their parents did, and thus controls their own behavior. Burns cites the high correlation between the self-perception of relationship between self-perception of children and their evaluation by their "significant others." (Burns, 1986, p.227-228)