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FORMING OF CONSCIOUSNESS OF FUTURE SPECIALISTS IS IN THE SYSTEM OF HIGHER PROFESSIONAL EDUCATION

The topicality of the research issue. The transformation of Ukraine's education system in terms of humanization and humanitarization requires research on developing professional awareness in a future specialist. This issue demands profound theoretical background in fostering awareness in young people on the basis of universal human values and developing an effective mechanism of facilitating the process.

Research on the theoretical and practical principles of education in Ukraine and abroad addresses the following issues: the development of education from the synergy perspective (V. Bekh, V. Budanov, N. Bulhakova, V. Ihnatova, V. Vandysh, V. Kushnir, V. Lutai, O. Chalyi, S. Sheveliova and others); various aspects of the theory and practice of education and upbringing (B. Bezsonov, M. Horyacheva, I. Ziazium, G. Ilin, V. Shadryk and others).

The problem of awareness is particularly significant in terms of its nature, characteristics and its relation to human life. From the historical perspective, there are different philosophic approaches to interpreting awareness. Depending on the dominant worldview at a certain epoch, the understanding of awareness was different. Since human awareness is a complex and many-faceted phenomenon, we will regard it as a form of psyche from the perspective of psychology. During the course of university education, a person's awareness undergoes a number of significant stages of development. The lower level is adaptation (1-2 years of study). For a young person, higher education is one of the most important periods of personal and professional growth. The search for effective ways of adapting to changing social conditions is an urgent problem for every student at a higher educational institution. Today, in line with the Bologna Convention, novel education models are implemented, dramatic changes are introduced in curricula, teaching methods, evaluation criteria, and teaching standards. Professional training, a student's main activity, is becoming more complex in form and nature, which raises demands for personality characteristics. It is psychologically significant for a person to change themselves and to develop. For a young person, the ability to adapt, to overcome difficulties, to find their place in life is the most important factor in their development as a specialist having a higher education. At a higher educational institution, first-year students have difficulty adjusting to new social environments; this process is characterized by psychological changes. For instance, most young people experience disadaptation due to their new status as students, high demands from their teachers, bigger workload, and greater responsibility. This is a challenge for a first-year student because it is connected with a new lifestyle. The concept of adaptation can be regarded from the general scientific and systemic disciplinary perspectives (it has all main characteristics of a science). In this respect, we support the opinion that "a person's activity, their life as a personality can be described in terms of a system of adaptation processes, with each process developing in line with a certain type of psychological adaptation" (G. Ball). Psychological adaptation is regarded as one of the main factors and as a necessary condition of socialization. It was interpreted in this way by L. Vygotsky when he analyzed the process of a child's facing new social situations and developing an attitude to a social environment. In other words, the higher functions of a child's psyche develop through his or her social contacts with adults and become entrenched in consciousness. Under such conditions, a person's individual activity adapts to the norms and requirements for socially sig-

nificant behaviour. This, in turn, promotes the development of new personality characteristics which can be regarded as the psychological means of building more perfect strategies for a child's reaching higher levels of socialization [1, p. 83].

It should be stressed that it does not seem convincing enough to regard reproductive and productive, adaptive and creative processes as complete opposites in terms of their significance for developing reasoning and personality in general (O. Ball, A. Nalchadzhian, N. Serdzhveladzhe). Obviously, it is necessary to explore the dialectics of adaptivity and creativity. This will undoubtedly help to achieve greater control over personality development, fostering awareness, teaching, etc. Such an approach entails a broader definition of adaptation as one of the most significant determinants of a person's creativity in any sphere. There are the following stages in the theory of psychological adaptation regarding the development of a person's adaptation processes: stable adaptation, change in adaptation, disadaptation, readaptation (V. Lebedev). It is impossible to use all of the data on these stages in the system of education. However, the idea of adaptation as a stage process is worthy of greater focus. For instance, it can be concluded that the effectiveness of adaptation depends on the kind of work performed by the teaching staff during the first semester. It can give the possibility of identifying two stages of psychological adaptation: propaedeutic and current (major). At each stage, it is necessary to create organizational, psychological and pedagogic conditions for the development of various adaptation processes. We regard adaptation as a complex system of transformations that a person experiences due to changes in their environment by developing the following characteristics: adaptiveness as a direct consequence of these transformations – a state of harmony between the existing characteristics and external requirements; or adaptiveness as an integrated personality trait which helps a person to change. Adaptation leads to a person's ability to adjust to a certain system [2, p. 175].

Adaptation has been research focus in numerous disciplines: biology, philosophy, psychology, which is why there is much controversy over the definition of this concept. Most researchers define adaptation as adjustment. However, such an interpretation is too narrow because it ignores the specifics of a person's adaptation. A person does not only adapt to a certain environment, but they also change it. A person and environment interact by complementing one another under changing conditions. There can be various types of such interaction [2, p. 176]: a person changes while their environment does not (isolation from life circumstances); a person and their environment change in different directions (aggravation of differences); a person does not change under changing conditions (conservatism); a person and their environment change in the same direction (synchronization of development and conditions); a person and environment do not change (stagnation).

Adaptation happens at several levels simultaneously, with each level having its own tendency and rate. That is why this phenomenon comprises various levels – from biological to social. The social level emerged in society and has a complex structure in comparison with the biological forms that preceded it. It is a specific social phenomenon based on the interaction between the social object and subject – social conditions. A person is the subject of social adaptation; a personality is an individual representation of social relations. Social conditions are the object of adaptation. The analysis of research in

pedagogy and psychology shows that there exists the notion of professional adaptation at a higher educational institution – the process of engaging a person in the activity of gaining professional knowledge and skills. The process of adjusting to the structure of a higher educational institution as well as to the separate components of education is referred to as didactic adaptation. This process can go either fast or slowly. Fast adaptation depends on the following factors: the close connection between the teaching methods at a secondary school and a higher educational institution; a student's independence of mind and creativity which have become their personality traits; professional motivation and the willingness to learn; adjustment to communicating with fellow students, the development of an individual behavioural pattern. [3, p. 62].

At the social level, researchers generally identify social-political, professional, social-psychological, psycho-physiological adaptation as well as adaptation to daily routine. V. Semychenko's systemic interpretation of adaptation is based on the idea that it is a complex phenomenon, which has a certain structure. Let us give a general outline of these subsystems [2, p. 175]. The energy subsystem reflects a person's biological potential, the ability of an organism to function under increasing demands for energy. At this level, adaptation is the process of adjustment. It concerns the physiological process which helps a person as a biological organism to adjust to difficult conditions. More energy is required in order to compensate for imperfect mechanisms and get adapted to new ones. The research on the changes happening during the process of adaptation has focused on a combination of physiological and psycho-physiological factors. The psychological equivalents reflecting the tendencies at this level can be a person's analysis of the relation among their feelings, activity and disposition; the state of stress. The subsystem of environment reflects the relations between a person and their living conditions. Environment can change completely or partially. For instance, a student from a rural area who lives in a dormitory in a big city experiences dramatic changes. These changes concern almost every aspect of environment: life in general, studies, accommodation. At the same time, local students have to adapt only to the conditions of studying. The degree of adaptation to the environment can be determined on the basis of direct answers (satisfaction or dissatisfaction with some aspects of life) or indirect answers (certainty about having made the right decision). The subsystem of activity reflects a person's ability to perform the actions which are characteristic of a certain type of activity. This entails, firstly, acquiring new skills; secondly, disregarding the skills acquired previously because they are irrelevant to the new conditions; thirdly, spending time on performing an activity. Adaptation can be identified on the basis of the following characteristics: the ability to avoid difficulties and mistakes in performing an activity, relevant distribution of workload during the day or week; the social subsystem reflects a person's entering a new social environment. The social aspect of adaptation is characterized by a person's acceptance of the rules and norms of living in a new social community as well as by the degree of being accepted by their social environment. The following factors reflect the tendencies in social adaptation: a person's satisfaction with the group they belong to; harmony between individual and social values; socially appropriate attitude. The personal subsystem reflects the overall result of adaptation when a person feels psychologically comfortable in the existing conditions and accepts these conditions as significant because they open up further opportunities for development. The personal level of adaptation can be measured on the basis of the following factors: decreased anxiety; absence of the desire to change one's life; the dominance of positive emotions (the hypothesis of optimism); confidence in oneself and one's ability to resolve problems; stable and objective self-esteem. Therefore, the first year of university studies is a rather complicated and many-faceted process of a student's adaptation characterized by their adjustment to new social conditions and engagement in a totally new activity. A person's ability to accept their new social role is a significant sign of social adaptation.

During university studies, students experience dramatic social and psychological changes. For instance, during this time a person's status changes from that of a schooler to a future specialist. It is wrong to assume that first-year students are totally independent, morally and socially mature individuals. The adaptation of secondary school graduates to a system of higher education is a multi-level and many-faceted phenomenon based on many mechanisms: adjustment, reproduction, mutual complementation, creation, management and self-management. The conditions of university education are a challenge to students' adaptation mechanisms. The majority of psychological disturbances in students result from their inability to adapt to university life and reflect the instability of adaptation mechanisms under short-term and long-term extreme conditions. That is why the development of adaptivity in students is an urgent scientific and practical problem which determines the effectiveness of any activity as well as promotes students' psychosomatic potential [4, p. 54]. In our opinion, it is necessary to explore the mechanism of adaptive psycho-physiological self-regulation which we regard as a link in the structure of adaptivity – a complex system of biological and psychological regulation processes which intertwine and compensate for the lack of adaptivity by correcting the current and the prolonged states. The characteristics of psycho-physiological adaptation are determined by separate neurodynamic features as well as by individual features of the general structure of psychosomatic adaptivity.

As mentioned above, the effectiveness of adaptation largely depends on the higher nervous activity (strength, mobility), individual characteristics (decreased anxiety and suggestiveness, introvertedness, etc.). There are a number of factors which inhibit adaptation. They are weakness and intertense of nerve processes, low intellectual potential, anxiety, neuroticism, etc. At the same time, there is a set of characteristics which are not stable in the process of adaptation. For instance, the students who have accented characters and weak higher nervous activity can adapt easily, which is a sign of self-regulation regarded as a major adaptation mechanism in most conceptions. The degree of such mechanisms being integrated depends on a variety of processes ranging from subcellular to systemic levels. [5, p. 72]. That is why it is logical to define self-regulation as the leading subsystem, which constitutes the core of the process. Apart from performing the function of compensation, adaptive self-regulation also integrates the components in the structure of adaptivity, by providing a link among them. There are two types of adaptive self-regulation [4, p. 87]: involuntary self-regulation performed by biological subsystems regulated autonomously and the mechanisms of the subconscious; voluntary self-regulation characterized by awareness and mediatedness. Let us analyze the psychological mechanisms of self-regulation development. Awareness is the main feature of self-regulation; it includes three components: awareness of the motive of regulation, awareness of the way of regulation, awareness of the object of regulation. The first component is the reflection of the relation between the aim of self-regulation and the motive of adaptation under certain conditions of life and activity in an individual's consciousness. The second component refers to the reflection of certain approaches to psycho-physiological training which determine the development of the general way of self-regulation performed by the various components of one's psycho-physiological state as objects of regulation. The third component refers to the image of a coherent psycho-physiological state as well as the image of its components – bioenergy, somatic-vegetative and psychic per se. Each component is a reflection of certain feelings in one's consciousness. The bioenergy component is characterized by feelings of hyperactivity, increased productivity, vigour or, on the contrary, passivity, exhaustion, fatigue, etc. The somatic-vegetative component of the psycho-physiological state is experienced as the feeling of bodily comfort (discomfort). The psychic component is represented in one's consciousness as various subjective degrees of satisfaction (dissatisfaction), joy, euphoria (dysphoria), etc. Voluntary psycho-physiological

self-regulation is defined as a set of adaptive psychic mechanisms which perform the functions of compensating and integrating components in the structure of adaptivity and determine their harmony in the process of adaptation. The functional structure of self-regulation includes three main components [6, p. 117]: the content motivating component, the operative technical component, the control and evaluation component. The starting point of psychological analysis is the self-regulatory act which is an indivisible integral unity of its major constituents; it is the basis of a person's specific activity which is referred to as valeogenic (from Latin – to be healthy). The content motivating component of self-regulation is the source of valeogenic activity; it is determined by the motivation to be healthy (valeogenic motivation), without being a motivational phenomenon. Acquiring valeogenic motivation is the first step in the development of a system of psycho-physiological self-regulation. The cognitive component is a system of motivationally significant knowledge about self-regulation, its object, aims and means.

Acquiring the operative technical component is one of the major stages in the development of self-regulation; it consists in understanding its methods, turning them into a person's own creation. The control and evaluation component refers to interiorized external aspects of controlling the state of building a system of adaptive self-regulation by acquiring and understanding of its separate components and developing mechanisms of self-control. Therefore, the process of developing adaptive self-regulation consists in acquiring its components; it is an attempt at a psycho-physiological analysis of self-regulation development mechanisms.

Therefore, students' adaptation to studies is determined by both objective and subjective factors which refer to the content and organization of higher education. The period of higher education is a very important stage in an individual's ontogenesis because it is characterized by their rapid personal growth and the establishment of future adulthood. This age is marked by a number of specific processes, namely: professional identification, the development of professional skills and values, psychological adaptation as acceptance of social norms and values.

The highest level of awareness is the development of professional motivation (3-4 years of study); it is marked by the need for acquiring professional knowledge and skills. The modern labour market demands a new conception of professional training on the basis of its close connection with the market of education. The socially oriented way of production and business requires a qualitatively new level of professional motivation. Nowadays the responsibility for one's work, the ability to acquire knowledge and apply it creatively in practice are the key determinants of a young person's professional and career growth. Higher professional education is a fundamental component of a coherent system of continuous professional education under conditions of competitiveness at the labour market. Building a student's professional motivation is an important factor of their competitiveness.

In order to promote a dialogue between education and labour markets, it is important to realize that the success in finding employment is determined by the effectiveness of organizing the process of study, its practical bias, the quality of students' knowledge, their personal and professional potential under conditions of tough competition. The effectiveness of this is determined by students' professional motivation and orientation.

The word "motive" is derived from the Old French "motivus", i.e. "an urge for action". Motivation is a broad notion which means a person's motivation for activity. It determines the correlation between the dynamics and content of activity and behaviour. The productivity of activity is determined by the following: firstly, by the direction of motives and by their content; secondly, by the degree of activity and tension associated with motives, which characterizes the specifics of students' motivation.

The motivational component has great potential for success and competitiveness in professional activity. The motiva-

tional sphere is more dynamic than the cognitive and intellectual ones, which have positive and negative aspects. If it is not managed, there can be a decline in motivation and a loss of activeness. It is obvious that at student age building motivation must be approached systematically.

The complexity of this problem is that a student is simultaneously influenced by a number of external and internal motives which complement or contradict each other. Motivation can show as a stable feature inherent in a person or as a component in a person's activity. Motivation develops through the relevant organization and content of a person's activity. "While preparing for a certain action, a person models their behaviour, tries to predict the situation and possible changes they are going to face. As regards a person's behaviour, we take into account its manner. Undoubtedly, we can identify only the external aspects of the internal process. A person's motivational disposition plays one of the main roles in this process hidden from the observer and actualizes in certain situations" [7].

A student's individual traits can promote success or cause failure, which either creates a new motivational level or decreases the one built during past activities. Professional motivation is a set of factors and processes which urge a person to study and become successful in their professional activity. It is an internal motivational factor in a person's professionalism, their professional productivity.

Students' professional motivation is built during the 3rd-4th years of study while exploring professionally oriented disciplines and their practical application. It has the following structural components: the motivation for initiative (an urge for action); the motivation for selection (choosing an objective); the motivation for realization (regulation and control over performing a certain action); the motivation for post-realization (the completion of an activity and the urge to begin another one). Professional motivation can be reduced to three main complexes: interest, duty and self-evaluation of professional aptitude.

Unmediated interest results from being attracted to the content and process of a certain activity; it includes specific professional interest, which refers to the objects and processes associated with certain work as well as to the products created; general professional interest arises from the attractiveness of the main characteristics of a profession; romantic interest is based on regarding a profession as unusual; situational interest is formed on the basis of the accidental, non-typical features of a profession.

Mediated interest is determined by certain organizational, social and other characteristics of a profession; it includes the following types: professionally informative interest based on the desire to learn natural sciences, technical disciplines, arts and other processes and phenomena; the interest in raising one's own awareness reflects the need for spiritual growth and building personal values; the interest in prestige refers to choosing a profession and is determined by prospects for professional growth and the prestige associated with a certain profession; the interest in attendant opportunities is based on a young person's desire to use their profession for satisfying their spiritual and material needs (the desire to communicate, become financially successful, etc.); unaccountable interest reflects a person's positive attitude to a profession which cannot be explained.

The motivation for social duty in choosing a profession is based on a student's awareness of the benefit they can bring to their community by doing a certain job; feelings of personal responsibility for successful work; willingness to overcome possible moral and physical difficulties. There are four main groups of motives associated with duty: a) responsibility for everyday duties and requirements; b) the desire for professional growth; c) the ability to introduce something new in one's professional sphere; d) general altruistic feelings.

The process of building self-evaluation of professional aptitude is contradictory. A student cannot see the correlation between the professional characteristics he knows of and their

own personal characteristics (lack of self-awareness), or they find it difficult to choose the profession which would meet their needs (lack of professional information). With age, the content of self-evaluation gradually changes, but these changes do not happen consistently or rapidly [8].

The development of professional motivation in university graduates is an important factor of finding employment. The problem of youth unemployment is urgent today. In Ukraine, there are a few laws regulating the employment of university graduates. These are laws "On promoting the social development of young people in Ukraine", "On employment", the Labour Code, "On providing first employment for university and professional college graduates and subsidizing the employer". However, under conditions of social crisis, these laws do little to help young specialists to find employment, especially in their field.

The root of the unemployment problem is that young specialists lack professional motivation. This happens for several reasons: the gap between curricula and the demands at the labour market; the short duration of internship; lack of professional potential and creativity in students; the ineffectiveness of student mentoring. Professional motivation is not homogeneous; it depends on numerous psychological and sociological factors whose correlation is determined by a system of a young person's values. The effectiveness of professional motivation development depends on how much a person's system of values is related to the ones accepted by their society [9]. The relevance of such values is built through student-teacher creative interaction on the basis of the following principles of developing competitive motivation in students. 1. The principle of ecology according to which work with students should not be associated with anything negative before real-life interaction begins. 2. The principle of technology which is based on the idea that work with students should rely on their positive experience, their success and positive emotions. 3. The principle of resources and comfort which means that the teacher should try to create comfortable conditions for a student, minimize discomfort by using modern methods of pedagogy and psychology. 4. The principle of congruence which is based on preserving a student's positive self-esteem and positive relations with their teachers. 5. The principle of effectiveness according to which it is possible to help and motivate only someone who wants it. A teacher must identify a student's objectives and basic needs for personal development. Education should be people-oriented; it should focus on individual development by satisfying a student's needs for self-realization, respect, positive attitude, love, recognition and success at the social level, and self-identification. It should be stressed that satisfying such needs requires a new approach: needs should not be allowed to grow; they should be limited in line with a person's character. 6. The principle of operativity and mobility according to which it is necessary to monitor the effectiveness of the forms and methods used, to timely abandon ineffective methods of professional education.

In order to promote stable professional motivation in students by using psychological and pedagogic methods, it is necessary to create the following psychological conditions: fostering and supporting in students the desire to show their abilities through academic and professional activity. With this end in view, the following methods can be used: providing detailed information about the students' future profession and its social significance, as well as the knowledge and skills required for it; creating a model of a successful specialist; informing students about the short-term and long-term objectives of professional training; developing the positive concept of self and objective professional self-evaluation; fostering values and the need for working independently with various sources of information and learning to use information technologies, the ability to use this knowledge in practice; promoting self-awareness, self-education, self-perfection by creating the atmosphere of inquisitiveness in student groups.

As a result, students build a lifetime perspective, identify themselves with the model of a successful specialist, imagining themselves as responsible professionals in the future [10].

Professional identification is a multi-level integrative psychological phenomenon which promotes the development of a well-rounded personality during professional training through self-identification, self-organization and personalization.

The effectiveness of developing high levels of motivation in students is determined by the following conditions: studying at the optimal level of complexity which is identified according to curricula as well as a student's zone of actual and short-term development; an individual approach to studying with the view to giving each student the opportunity to gain their own experience; using moral and pedagogical evaluation as an objective sign of a student's individual achievements.

Students' professional motivation undergoes corrections throughout their course of study at a higher educational institution. In order to manage this process from the pedagogical and psychological perspective, it is necessary to motivate students' professional self-identification.

In order to manage and promote professional self-identification, it is necessary to organize a system of student mentoring services on the basis of pedagogy and psychology methods, namely: 1) fostering the focus on students' own initiative and self-awareness as the basis of professional self-identification; 2) informing students about the world of professions in demand, the needs of the labour market, the requirements for professional success; 3) promoting self-awareness and building the positive "I-image" as the subject of future professional activity; 4) teaching the ability to correlate the "I-image" with personal requirements for a profession, creating a professional personality plan on this basis and correcting it; 5) developing the ability to analyze types of professional activity by taking into account their interrelation on the basis of psychological features and similarities of personality requirements; 6) creating conditions for evaluating the ability for self-realization in various types of professions through organizing professional probes; 7) promoting the development of professionally significant personality traits; 8) building motivation and psychological maturity for changing professions and focusing on a new activity; 9) fostering universal values and general professional qualities and needs in line with the values accepted in a certain society.

It is vitally important for future specialists to acquire an understanding of the significance of their activity which combines sense, emotions, will power and establishes a positive interrelation between professional qualities and business success.

Conclusion. According to the above-mentioned analysis, fostering awareness in future specialists in the system of higher education is a multi-level process in which raising awareness is the key element; it is a goal-oriented, predictable and well-planned process aimed at teaching values, promoting harmony and coherence, introducing an individual to a new world where he or she will live while studying. The ontological basis of student mentoring services in the system of higher professional training is the generation of sense, that is filling a student's consciousness with various senses which stand out in the general information flow and influence a personality in the course of acquiring higher education. Its energy equals the energy of senses acquired by future specialists through studying.

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Анотація

Романкова Л. М. Формування свідомості майбутніх фахівців у системі вищої професійної освіти. – Стаття.

У статті розглянуто категорію «свідомість»; зазначено, що «свідомість» особистості за час навчання в університеті долає ряд важливих ступенів: нижча – адаптація, яка є багаторівневим і багатоплановим явищем, що базується на ба-

гатьох механізмах: звикання, пристосування, відтворення, взаємодоповнення, творення, управління та самоуправління; вища ступінь існування свідомості – розвиток професійної мотивації, що формує життєво часову перспективу, ідентифікацію з успішною професійною моделлю фахівця.

Ключові слова: свідомість, психіка, мислення, світогляд, самосвідомість, особистість, адаптація, професійна мотивація.

Аннотация

Романкова Л. Н. Формирование сознания будущих специалистов в системе высшего профессионального образования. – Статья.

В статье рассмотрено категорию «сознание»; указано, что «сознание» личности за время обучения в университете преодолевает ряд важных ступеней: низшая – адаптация, которая является многоуровневым и многоплановым явлением, и базируется на многих механизмах: привыкания, приспособления, воспроизведения, взаимодополнения, создания, управления и самоуправления; высшая степень существования сознания – развитие профессиональной мотивации, которая формирует жизненно временную перспективу, идентификацию с успешной профессиональной моделью специалиста.

Ключевые слова: сознание, психика, мышление, мировоззрение, самосознание, личность, адаптация, профессиональная мотивация.

Summary

Romankova L. M. Forming of consciousness of future specialists is in the system of higher professional education. – Article.

The article discusses the category of awareness from the psychology perspective. It is argued that a student's awareness undergoes a number of important stages: the lower stage is adaptation, which is a multi-level and many-faceted phenomenon based on numerous mechanisms: adjustment, reproduction, mutual complementation, creation, management and self-management; the higher stage is the development of professional motivation, which builds a lifetime perspective and identification with the successful model of a specialist.

Key words: awareness, psyche, reasoning, worldview, self-awareness, personality, adaptation, professional motivation.