

THE EMPIRICAL RESEARCH OF THE EXPERIENCE OF REFLECTION OF FUTURE PSYCHOLOGISTS

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The article deals with four types of competence that facilitate the development of the experience of reflection of future psychologists: 1) a special competence is the possession of our own professional activities at a sufficiently higher level, the ability of the person to design their further professional development; 2) a social competence is the possession of joint (group, co-operative) professional activity, cooperation, and it was also adopted by these professional methods, such as the methods of professional communication; a social competence is a social responsibility for value of the results of our work; 3) a personal competence is a possession of methods of personal presentation and self-development, means of confrontation with professional deformations of a person; 4) the individual competence is a possession of methods of self-realization and a process of the development of the individuality within the profession, readiness for professional growth, ability to individual self-preservation, resistance to professional burnout, ability to organize our work rationally, not overloading in time, carrying out activities with positive motivation, joy and energy.

It was shown that individual experience had valuable, reflexive, communicative, operational characteristics. It is this set of parameters of experience that ensures the independence of the psychologist, his purposeful activity. The results of the experimental studying, which was conducted during the training of future psychologists of experimental groups at higher school during the 2017, were described. With the students of experimental groups we organized training «Development of Interpretative Competence». At the end of each lesson, the method of narratives was used to refute students' own activities, to reconstruct them with the actual meaning of their experiences, to illuminate and understand the essence and origin of the actual functioning of interpretative processes.

Key words: a special competence, a social competence, a personal competence, the individual competence, the individual experience, reflexive experience, the interpretative competence, a narrative.

Табачников Станіслав, Михальчук Наталія, Івашкевич Едуард, Харченко Євген. Емпіричне дослідження досвіду рефлексії майбутніх психологів. У статті описано чотири види компетентності, які фасилітують становлення в майбутніх психологів досвіду рефлексії: 1) спеціальна компетентність – володіння власне професійною діяльністю на досить високому рівні, здатність особистості проектувати свій подальший професійний розвиток; 2) соціальна компетентність – володіння прийомами здійснення загальної (групової, кооперативної) професійної діяльності, принципами співпраці, а також прийнятими в цій професії прийомами професійного спілкування, здатність до прийняття соціальної відповідальності за результати своєї роботи; 3) особистісна компетентність – володіння прийомами особистісної презентації та саморозвитку, засобами протистояння професійним деформаціям особистості; 4) індивідуальна компетентність – володіння прийомами самореалізації й розвитку індивідуальності в професійній сфері, готовність до професійного зростання, здатність до індивідуального самозбереження, протистояння професійному вигорянню, уміння раціонально організувати свою працю, виконання діяльності з позитивною мотивацією, радістю й енергією.

Показано, що в такому контексті індивідуальний досвід має ціннісні, рефлексивні, комунікативні, операціональні характеристики. Саме така сукупність параметрів досвіду забезпечує самостійність психолога, його цілеспрямовану діяльність. Описано результати формувального експерименту, який проводили протягом навчання майбутніх психологів експериментальних груп у вищій школі протягом 2017 навчального року. Зі студентами проведено розроблений авторами статті тренінг «Розвиток інтерпретативної компетентності». Наприкінці кожного заняття використано метод наративу з метою відрефлексування студентами власної діяльності, реконструкції ними усвідомленого сенсу своїх переживань, розуміння сутності й походження актуально функціонуючих інтерпретаційних процесів.

Ключові слова: спеціальна компетентність, соціальна компетентність, особистісна компетентність, індивідуальна компетентність, індивідуальний досвід, досвід рефлексії, інтерпретативна компетентність, наратив.

Табачников Станіслав, Михальчук Наталія, Івашкевич Едуард, Харченко Евгений. Эмпирическое исследование рефлексивного опыта будущих психологов. В статье описываются четыре вида компетентности, которые фасилитируют становление у будущих психологов опыта рефлексии: 1) специальная компетентность – владение собственной профессиональной деятельностью на достаточно высоком уровне, способность личности проектировать дальнейшее профессиональное развитие; 2) социальная компетентность – владение приемами осуществления общей (групповой, кооперативной) профессиональной деятельности, принципами сотрудничества, а также принятыми в данной профессии приемами профессионального общения, способность к принятию социальной ответственности за результаты своего труда; 3) личностная компетентность – владение приемами личностной презентации и саморазвития, средствами противостояния профессиональным

деформациям личности; 4) индивидуальная компетентность – владение приёмами самореализации и развития индивидуальности в профессиональной сфере, готовность к профессиональному росту, способность к индивидуальному самосохранению, противостояние профессиональному выгоранию, умение рационально организовывать свой труд, осуществление деятельности с положительной мотивацией, радостью и энергией.

Показано, что в таком контексте индивидуальный опыт имеет ценностные, рефлексивные, коммуникативные, операциональные характеристики. Именно такая совокупность параметров опыта обеспечивает самостоятельность психолога, его целенаправленную деятельность. Описываются результаты формирующего эксперимента, который проводился на протяжении обучения будущих психологов экспериментальных групп в высшей школе в течение 2017 учебного года. Со студентами проводили разработанный авторами статьи тренинг «Развитие интерпретативной компетенции». В конце каждого занятия использовался метод нарратива с целью отрефлексирования студентами собственной деятельности, реконструкции ими действительного смысла своих переживаний, освещения и понимания сущности и происхождения актуально функционирующих интерпретационных процессов.

Ключевые слова: специальная компетентность, социальная компетентность, личностная компетентность, индивидуальная компетентность, индивидуальный опыт, опыт рефлексии, интерпретативная компетенция, нарратив.

Formulation of Scientific Problem and its Significance

With the purpose to analyze the problem of acquisition of the experience of reflection by future psychologists we've to consider the question of determining the context of professionalism, competence, qualification in the sphere of the activity of a specialist, which will allow us to focus our attention directly on the problem of acquiring professionally significant experience by a future psychologist. So, the problem we have to solve in this article is very actual according to the process of the development of higher education in Ukraine.

Analysis of Recent Researches on this Problem

The term «professionalism» is used in scientific literature in different ways:

1) professionalism as certain normative requirements of the profession to the personality of a man – a set of personal characteristics of a person, which are necessary for the successful implementation of the activity. Consequently, it is the so-called normative professionalism;

2) professionalism as the minimum of necessary set of mental qualities, that is so called professionalism as an internal characteristic of a man's personality. This is a real professionalism.

In psychological literature, competence appears in a form of the individual characteristic of the degree of compliance with the requirements of the profession; a mental state that allows one person to act independently and responsibly; the ability of a person to perform certain labor functions – so-called «effective competence». The latter can be said in light of the results of our research (Derkach, 2000).

There are *four types of competence*:

1. A *special competence* is the possession of our own professional activities at sufficiently higher level, the ability of the person to design his/her further professional development.

2. A *social competence* is the possession of joint (group, co-operative) professional activity, cooperation, and it was also adopted by these professional methods, such as the methods of professional communication; a social competence is a social responsibility for value of the results of our work.

3. A *personal competence* is a possession of methods of personal presentation and self-development, means of confrontation with professional deformations of the person.

4. *The individual competence* is a possession of methods of self-realization and the process of the development of the individuality within the profession, readiness for professional growth, ability to individual self-preservation, resistance to professional burnout, ability to organize our work rationally, not overloading in time, carrying out activities with positive motivation, joy and energy (Lactionov, 2000).

All these types of competence influence on the acquisition the experience of reflection by future psychologists, and it'll be shown in our article.

The term «qualification» is also used both in terms of normative meaning and by taking into account the characteristics of each person, as well as what professional tasks this person must solve, what he/she must know and be able to have personal qualities to be a psychologist (Lactionov, 2000).

Professionalism is not only the achievement of higher professional results, but also the presence of certain psychological components of his/her person – the internal attitude of a man to work, to his mental qualities. Therefore, there are *two sides of professionalism*:

1. *Motivational sphere* which contains the following components: enthusiasm, mentality, meaning, the direction of the profession to help other people, a desire to remain in the profession; understanding the

significance of the profession; professional outlook; possession of the ethical standards of the profession; professional harassment; professional vocation; professional intentions; professional motives (not only external ones, such as the interest in earnings, but also internal ones, for example the desire for self-realization); the presence of real motives for a person; motivation for higher levels of achievement in our own activities; individuality as the originality of our professional outlook, the system of assessments, attitudes; professional position – so called recognition of yourself as a professional; the desire to develop oneself as a professional, to use of all chances for professional growth, goal-setting, motivation for various types of advanced training; readiness for a flexible reorientation both in the profession, and beyond its spheres; internal loop of professional control (reasons for success/failure); the harmony of all stages of professionalization, ranging from adaptation and skill completion; the absence of conflict situations and situations of cognitive dissonance; satisfaction with the activity and awareness of the correspondence of their level of claims, the results that people have already achieved, the requirements of their own profession.

2. ***Operating sphere*** that includes: professional and psychological knowledge of our own activities; professional self-knowledge, professional image; professional and psychological actions, methods, receptions, skills, techniques of the activity of people; professional training, ability to study, to increase skills; professional abilities (general and special), professional suitability; professional thinking; efficiency in the activity; psychological value of the results of the activity; working capacity; achievement of high status in the profession, position, category; mastering of higher level of professional growth's techniques; mastering several types of the activities, effective communication and interaction within the professional sphere; self-compensation by the subject of the activity of certain underdeveloped abilities, qualities by other ones, not less important; use of ways to carry out professional activities in changing and special, extreme situations; mastering new ways of the professional activity, ability to present creativity and innovation in the professional sphere; attracting the interest of the society to the results of our own activities (*Derkach, 2000; Markova, 1996*).

In this context, individual experience has valuable, reflexive, communicative, operational characteristics. It is this set of parameters of experience that ensures the independence of the psychologist, his/her purposeful activity. In such a way N. V. Chepeleva (*Chepeleva, 1997*) considers the individual experience of a person being a reflection of the picture of the world, which is perceived by the person himself/herself *as a*

certainly simulated interpretive semantic system. The latter is represented by the subject for himself/herself and for others in the form of *a narrative*. In turn, the narrative serves as the ideal translator of personal experience, which allows a person to comprehend and realize it within the limits of his/her own interpersonal sphere.

Also A. N. Laktionov (Laktionov, 2000) notes that the narratives of a person embodied the features of the complex of interpretations that creates the triad «I – the other people – the world», and this way or another one predetermines the development of human experience. The idea of I. V. Nikitina (Nikitina, 1999) is in this context that the author analyzes experience through the realization of the semantic dimension of a man. The scientist presents a space of «illumination» of a person in meaning (as if the sun). A person, formed in a three-dimensional space (past, present and future, or quantity, quality, depth), is developed in the same way (acquiring meaning of life) as a tree grows under the sun.

For example, I. V. Nikitina (see fig. 1) emphasizes that the measure of illumination (or place under the sun) greatly influences the growth of the tree. Trees that have grown from the same seed (innate needs) are different. The latter is largely determined by the number of received solar «semantic» energy. The quality of the soil (social conditions of life), the quality of the seeds (biological conditions), peculiarities of care (education, upbringing), the timeliness of landing (adequacy of internal and external factors of the development), the absence of obstacles for the development, the presence of the shadow (social norms, laws) – all these factors play a great role (Nikitina, 1999: 48).

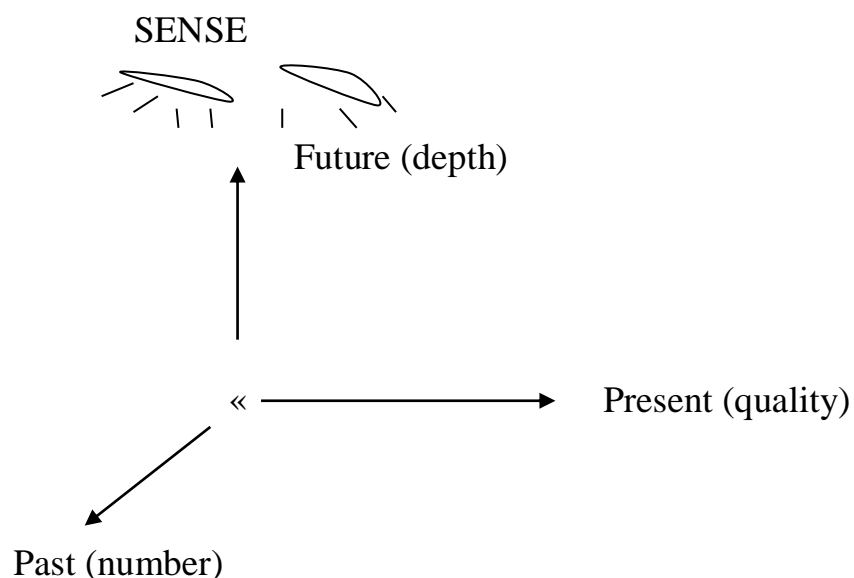


Fig. 1. *Acquiring life's Meaning by a Man*
(According to the Researchers Done by I. V. Nikitina)

Individual experience of a person is covered by means of reconstructive interpretation, which N. F. Litovchenko (*Litovchenko, 2007*) considers as a situation of reproduction of a subjective locus of the experience of the person of a psychological situation, as well as its real parameters and determinants. Therefore, experience is clearly covered through the technique of «self-stories», when the feedback, stimulated by the psychologist, activates the client's narrative. Also N. F. Litovchenko claims that a special «peculiarity of the process of generating a narrative is that a client, claiming objectivity in the coverage of events, tries to transmit the characteristics of a real life situation in the most accurate way in all details, but actually translates his/her own subjective value by the meanings of this situation» (*Litovchenko, 2007: 198*). In such a way we have so called narrated client, a person who takes the image of «a dynamic text of itself», says P. Ricker (*Riker, 1995*), and «integrating impressions» appear as means of reproducing the experience of a person.

Also **the objective** of our research is to analyze the results we obtained for the component «experience of reflection» of students of the Historical and Sociological Faculty of Rivne State University of the Humanities, to describe the experimental studying which had been conducted by us during the training of future psychologists of the experimental groups in the high school during the 2017 school year.

The **tasks** of our research are:

1. To provide the analysis of essays written by students of experimental and control groups.
2. To analyze the specifics of the professional development of students at the university.
3. To propose psychological training «Development of Interpretative Competence», to provide it with students of experimental groups and to analyze obtained results.

Materials and Methods of the Research. We have the purpose to analyze the results we obtained for the component «experience of reflection» of students (234 students of the Historical and Sociological Faculty of Rivne State University of the Humanities participated in the empirical part of the research. The research lasted during 2017). For experimental research we used the following methods and techniques: the method «Who am I?», developed by M. Kuhn, T. McCartland (*Kuhn, 2012*); a questionnaire «My Way to the Profession», developed by M. Yu. Varban (*Varban, 1998*); a reflective way of writing essays. To do this, we offered

students the themes of the essays: «How do I imagine my future life» and «My own results, achievements in education and the way to reach professionalism»; a technique «A pyramid of professional growth», proposed by M. Yu. Varban on the basis of the model of professional stratification of P. Sorokin (Варбан, 1998); standardized self-replication questionnaire by V. V. Stolin (Stolin, 2013); a scale «My own view of myself now» proposed by E. Erickson (Erickson, 2015); a questionnaire developed by us to detect the imposition of future psychologists; a method of unfinished sentences by N. Tolstykh (Tolstykh, 2003); a questionnaire developed by us for self-assessment of the person.

Presentation of the Main Results of the Research and their Substantiation

We analyzed the results and we had to obtain for the component «experience of reflection». So, students of experimental and control groups, answering the questions of the method «Who am I?», first of all focused their own imagination on such categories of self-writing as «universal belonging», «age», «gender», «family affiliation», «needs and desires». Unfortunately, the respondents from the experimental and control groups according to the categories «significant personality qualities», «contradictions», «symbols, metaphors of myself», «social-role affiliation», «professional affiliation», etc., received quite low results. The answers to the questions from the questionnaire «My Way to the Profession» and the content of the essays «How I impose my future life» and «My own results, achievements in education and professionalism» written by students show insufficient development of the following reflective components of the professional self-knowledge of students from experimental and control groups, such as:

a) lack of a clear understanding of their membership of a particular professional community;

b) his/her own mismatch with the ideal professional standard, the uncertainty of his/her place in the system of professional «fields» (such statements as «I'm just starting to work», «I'm not a professional yet»);

c) awareness that other members of the team do not consider this person as a professional («I do not consider myself as a good specialist»);

d) misunderstanding of the advantages of his/her person, ways of self-improvement and rejection of his/her own style of work;

e) false representation of future work (such statements, as: «I do not know where I will work», «I'm not sure if I need psychology», etc.).

The analysis of essays written by students of experimental and control groups suggests the existence of such problems and contradictions that arise in the way of the professional development of respondents. This, above all, is the problem of conscious choice of the path of professional development; the contradiction between the ideal of the profession and the image «I am a professional»; the contradiction between the requirements of the profession and the individual style of the activity; the contradictions between the perceptions of the society and the type of professional, and the professional «gestalt» of the person; contradictions in professional growth associated with the level of reflective representation of the features of «I am in the profession», etc.

Students pointed to the fact that the specifics of professional development at the university was determined by the presence of contradictions between the perceptions of themselves as professionals and their real opportunities in future. At the heart of the dynamics of the development of this contradiction, respondents noted the lack of full knowledge of their potential and actual opportunities, and the ways of their development. The content of forms and methods of university training, in the most cases, does not contribute to self-knowledge, self-esteem, self-awareness and self-development of the system of personal and professional qualities.

The essays of students of experimental and control groups suggest that the basis of the dynamics of the development of professional self-identity is also the contradiction between the subjective assessment of the development of the operational, the effective side of the professionalization, and the objective one, which show real actions, actions of students' growth in the process of educational and professional development. This contradiction manifests itself, first of all, in the passivity of the individual in the educational and professional activities.

The results obtained by us with the help of the technique «Pyramid of Professional Growth» allowed us to select three groups of respondents:

- I. Persons with well-developed professional reflection.
- II. Individuals with an average level of professional reflection.
- III. Individuals with undeveloped professional reflection.

The distribution of students of experimental and control groups according to these three groups is presented in table 1.

Table 1

**The Development of Professional Reflection of Students
of Experimental and Control Groups (in %, Qualifying Research)**

№	The Development of Professional Reflection	Experimental Groups		Control Groups	
		E1	E2	C1	C2
1	2	3	4	5	6
I	Persons with well-developed professional reflection	15,67	18,95	17,34	18,05
II	Individuals with an average level of professional reflection	36,82	33,19	39,71	38,56
III	Individuals with undeveloped professional reflection	47,51	47,86	42,95	43,39

Students with «underdeveloped professional reflection» are distinguished by the fact that the process of reflection in their life occurs episodically. During the process of studying, students in both – the experimental and control groups encountered difficulties in answering the question: «How do I see myself in 25 years old?», as well as in a process of building a professional career in the «Pyramid of Professional Growth». This suggests that there are no such students with personal and professional reflection skills, which is manifested the lack of interest, frequent «leaving» from the task, little words, stubbornness in the answers to the questions. For respondents of this type, the lack of such important components of «I-concept as a professional» as «My Way to the Profession», «My Ideal Professional Life», «I am a Professional», etc., is also typical. Unfortunately, this type of representation is presented in quite a large number of students: 47,51 % in E1, 47,86 % – E2, 42,95 % – C1, 43,39 % – C2.

Let's analyze the results we obtained by standardized questionnaires by V. V. Stolin (Stolin, 2013), E. Erikson's scale «Self-realization of myself now» (Erickson, 2015), developed by us by the questionnaire for identifying the future psychologists, the method of unfinished sentences by N. Tolstykh (Tolstykh, 2003). By offering students to answer the questions of these techniques, we aimed to simulate meaningful of self-determination of conditions for the person of future psychologists. This actualized the ability of individuals to be ideally represented in the reference environment at their own will. Although the students noted that, unfortunately, in far from all situations, they were able to call in others the same attitude towards themselves, which characterized their own positive

self-motivation, when any subjective value quality was experienced because of its social significance and value. Although in 37,5 % of cases in E1, 78,9 % in E2, 73,8 % in C1, 72,1 % in C2, a need for students to be meaningful to others for a significant other was diagnosed.

Answering the questionnaire, it was quite difficult for students of experimental and control groups to overcome the opposition of «I» in their own eyes («the exoteric I» of the subject) and «I» in the eyes of another person («exoteric I» has its own place, but which «I» wants to be seen in others, immersed in their perception of oneself), when in the «inner mirror» one can see oneself as one that I perceive, value, respect. So, 74,5 % of the students in the group E1, 81,2 % – in E2, 87,9 % – in C1, 82,4 % – in C2 noted that it was difficult for them to become successful and achieve a high result in the future life, therefore, the process of choosing adequate means of implementing the subjective self-determination was not always successful. After all, only through comparison, analyses, differentiation is born a new experience of subjectivity, self-creation, self-preservation, expanding the boundaries of the interior space.

The experimental studying was conducted by us during the training of future psychologists of experimental groups in a higher school during the 2017 school year.

With the students of experimental groups we organized our training «Development of Interpretative Competence», which was developed by us. At the end of each lesson, the method of narratives was used to actualize students' own activities, to reconstruct them with the actual meaning of their experiences, to illuminate and understand the essence and origin of the actual functioning of interpretative processes.

The students of groups E1, E2 have a significant increase in the results for all components of the «experience of reflection», while the results of the future psychologists of control groups have almost not changed compared with findings of the research (Table 1). The development of professional, intellectual and personal reflection of future psychologists allowed the students of experimental groups to interpret a certain reality during the training through perceptual, conceptual and communicative narrative design. At the same time students successfully used the necessary literary, historical, archetypal, mythological plots, borrowed from artistic works or fictional ones.

Conclusions and Perspectives of Further Researches. Taking into account the results obtained in the molding experiment, *the preconditions for the acquisition of professionally significant experience* by future psychologists are singled out: psychological education of students; the

development of value-semantic sphere of a person; the development of personal, intellectual and professional reflection, the development of self-knowledge of specialists, skills of self-examination, adequate self-esteem and the ability to creative self-realization; the development of a need for self-realization, subjective self-determination, self-control, self-correction of the professional activity; the development of the ability to communicate effectively and present dialogues with others during the professional activity, actualization of the interpretive resources of the students' person, the development of the students' interpretative competence.

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