

the external world, we can also use it to form and understand the predictive effect of emotions.

R. Thorndike singled out one of the main types of intelligence – social. In their works, G. Allport and G. Eisenk described it as an important ability for social adaptation. Human, as a social being, has a vital need to adapt to the environment, and for this he must perceive and analyze the information obtained and use it for the process of adaptation. In the 90s of the last century began a thorough study of social intelligence, mostly of the emotional component as one of the sources of information through feelings, emotions and experiences. This is the time of the origin of the concept of emotional intelligence.

At this level, we can say that emotions are perceived not as an instantaneous reaction to the environment, but as an opportunity to obtain additional information through the interaction of two or more individuals. Emotions form almost 80% of all nonverbal communication and can better describe the characteristics of a person. D. Lucin introduced bilateral components as intrapersonal emotional intelligence and interpersonal EI. This allows us to judge that according to the interaction with another individual, the person first “read” nonverbal information through emotions and their external manifestation (manifestation of interpersonal EQ), evaluates and forms their own emotional attitude to this situation or interlocutor (indicating use of the intellect predicts a possible behavioral response of the second person. And then, realizes a certain acceptable emotional response, which in turn can affect the excitable state of another individual.

In modern psychology, there is also the concept of emotional upbringing, which means understanding in what situation and with whom you can show a particular emotional model. This is a certain ability that can be acquired and developed, so there are learning practices on the basis of which it is possible to effectively use their own emotions, manage the emotions of others in different social situations.

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RESEARCHES OF SELF-ESTEEM AS AN ELEMENT OF PROFESSIONAL FORMATON OF PERSONALITY

Self-esteem is one of the concepts of individual psychology, which has the largest research base and different interpretations. For example, according to L. S. Vygotsky, self-esteem is a generalized, stable, differentiated (also can be said ranked) attitude of the individual to his social “Me” [2].

I.S. Kon [3] considered self-esteem as a multicomponent and complex phenomenon. His domestic colleagues V. A. Semichenko [4], M. G. Yaroshevsky [5] expanded the interpretation of the concept in this direction. Therefore, in their opinion,

self-esteem is an assessment of his own place among other people and their subjective attitude to it. This description also complements with the statement of I. I. Chesnolova [6] that self-esteem is special psychological formation of self-consciousness of the individual and acts as an internal mechanism of self-regulation of behavior and activity.

We can also include professional activity or the process of preparation for it, professional development. Undoubtedly, there is a direct connection between self-esteem and behavioral patterns of personality, which mediates the model of professional development. In the works of R. Burns [1], a representative of the Western humanistic direction of psychology, self-esteem reflects the degree of development of a sense of self-worth and significance.

It is how a person evaluates their professional abilities, knowledge, skills, personal qualities that affect the natural process of self-awareness as a professional. We must also mention the social component of self-esteem, namely the role of the individual in society and how other people evaluate it. This directly affects her professional identification with the subjective ideal of the specialist, which is part of the professional development of the environment will evaluate and perceive an individual will give him confidence and motivate him to professional development.

The realization of a person's professional development can't be without a practical aspect. Namely, through practical activities, a person can really evaluate their action, the image of their own "Me" in role of a professional, the level of their professional requirements and demands. These are the components that R. Mailey [7] describes in his works.

Summing up, we can say that self-esteem as an element of professional development, directly affects the behavioral patterns of personality, which are supported by both their own subjective assessment and the level of social assertion.

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