

DOI: <https://doi.org/10.34069/AI/2022.56.08.2>

How to Cite:

Radul, V., Stryzhakov, A., Hornar, I., Radul, O., & Tkachenko, O. (2022). Research of future masters of pedagogy's socio-professional activity. *Amazonia Investiga*, 11(56), 18-27. <https://doi.org/10.34069/AI/2022.56.08.2>

Research of future masters of pedagogy's socio-professional activity

Дослідження соціально-професійної активності майбутніх магістрів педагогіки

Received: July 25, 2022

Accepted: August 27, 2022

Written by:

Valerij Radul²<https://orcid.org/0000-0001-5354-9142>**Artem Stryzhakov³**<https://orcid.org/0000-0003-1407-939X>**Irina Hornar⁴**<https://orcid.org/0000-0002-2993-6262>**Olga Radul⁵**<https://orcid.org/0000-0003-0627-1541>**Olga Tkachenko⁶**<https://orcid.org/0000-0002-6413-4839>

Abstract

The purpose was to conduct an empirical study of the content parameters of future masters of pedagogy's socio-professional activity. Valid psychodiagnostic methods, purposeful observation, and statistical data processing methods were used to display relevant content parameters of socio-professional activity. With the clarification of reliable correlations, an ascertaining strategy was developed. It was revealed that respondents' general activity (GA) had reliable connections with all parameters of motivation: internal ($r_s=.208$; $p<.01$), external negative ($r_s=.099$; $p<.05$), and external positive ($r_s=.128$; $p<.05$), as opposed to creative activity (CA), which was only reliably associated with internal motivation ($r_s=.198$; $p<.01$). It was discovered that creative activity had the most reliable correlations with the individual's self-regulation parameters – four in total: modeling ($r_s=.088$; $p<.05$), programming ($r_s=.112$; $p<.05$), flexibility ($r_s=.228$; $p<.01$) and independence ($r_s=.245$; $p<.01$). It has been established that creative activity is essential in the development of the social and professional activity. It is concluded that it is preferential to operationalize

Анотація

Метою є емпіричне дослідження змістових параметрів соціально-професійної активності майбутніх магістрів педагогіки. Для релевантного відображення змістових параметрів соціально-професійної активності застосовано валідний психодіагностичний інструментарій, включене цілеспрямоване спостереження, статистичні методи обробки даних. Побудовано констатувальну стратегію зі з'ясуванням достовірних кореляційних зв'язків. Встановлено, що загальна активність (ЗА) респондентів має достовірні зв'язки з усіма параметрами мотивації: внутрішня ($r_s=.208$; $p<.01$), зовнішня негативна ($r_s=.099$; $p<.05$) та зовнішня позитивна ($r_s=.128$; $p<.05$), на відміну від творчої активності (ТА), яка достовірно зв'язана тільки з внутрішньою мотивацією ($r_s=.198$; $p<.01$). Констатовано, що творча активність має найбільше достовірних зв'язків з параметрами саморегуляції особистості – чотири: моделювання ($r_s=.088$; $p<.05$), програмування ($r_s=.112$; $p<.05$), гнучкість ($r_s=.228$; $p<.01$) та самостійність ($r_s=.245$; $p<.01$). Обґрунтовано, що творча активність є ключовою у формуванні

² Doctor of Pedagogic Sciences, Full Professor, Head of the Department of Pedagogy and Education Management, Volodymyr Vynnychenko Central Ukrainian State Pedagogical University, Kropyvnytskyi, Ukraine.

³ Candidate of Pedagogic Sciences, Researcher of the Department of Pedagogy and Education Management, Volodymyr Vynnychenko Central Ukrainian State Pedagogical University, Kropyvnytskyi, Ukraine.

⁴ Laureate of the Department of Pedagogy and Education Management, Volodymyr Vynnychenko Central Ukrainian State Pedagogical University, Kropyvnytskyi, Ukraine.

⁵ Doctor of Pedagogic Sciences, Full Professor, Professor of the Department of Preschool and Primary Education, Volodymyr Vynnychenko Central Ukrainian State Pedagogical University, Kropyvnytskyi, Ukraine.

⁶ Doctor of Pedagogic Sciences, Full Professor, Professor of the Department of Preschool and Primary Education, Volodymyr Vynnychenko Central Ukrainian State Pedagogical University, Kropyvnytskyi, Ukraine.



received scientific facts into educational and professional training and professional development of future masters of pedagogy.

Key words: social maturity, personal growth, personality development, personality formation, educational process, educational and professional training.

Introduction

Modern student youth aspires to achieve rapid success in personal and professional development and formation. High-speed communication technologies and a wide range of modern applications have an impact on the formation of ideas and the demand for quick success. These technologies and means can instantly transport an individual to any part of the world, immersing them in multiple media spaces simultaneously, overcoming thousands of kilometers of distance, and eradicating communication and cultural barriers. The new socio-psychological reality, dictated by the rapid pace of technological progress, and socioeconomic and political transformations in society, has a significant impact on future specialists' socio-professional activity. The educational and professional training of future teachers necessitates the development of modern competencies with an anticipatory character that will contribute to the integration of Ukrainian higher education institutions into European and global educational and scientific spaces. Implementation in global dimensions necessitates the growth of social and professional activity, flexibility, tolerance, and the creation of a safe educational environment. The development of future masters of pedagogy's social and professional activity combines social and psychological objectification, appropriate behavior, constructive relationships with the environment, and an active social and psychological position.

Hypothesis. The study of future masters of pedagogy's socio-professional activity will allow significant scientific facts to be discovered that should be operationalized in their educational and professional training and professional development.

The purpose was to conduct an empirical assessment of the content parameters of future masters of pedagogy's socio-professional activity.

соціально-професійної активності. Узагальнено, що отримані наукові факти доцільно операціоналізувати у навчально-професійну підготовку і підвищення кваліфікації майбутніх магістрів педагогіки.

Ключові слова: соціальна зрілість, особистісне зростання, розвиток особистості, становлення особистості, освітній процес, навчально-професійна підготовка.

Literature Review

The study of the phenomenon of activity entails the disclosure of the individual's internal driving forces, the need-motivation sphere. At the same time, activity is a way for an individual to model, structure, and implement operation, communication, and behavior. A person autonomously acquires the qualities of such a system through these functions, allowing oneself to function successfully in the interpersonal space. The interpretation of V. Radul (2011a) that it is advisable to focus on the social and professional activity as a component of the social maturity of the personality of the future specialist is of interest in the context of our study.

It has been studied that the individual uniqueness of a person's voluntary activity during his interaction with the environment is indicated and studied through the concept of individual style of the most diverse forms of mental activity and operation (Adler, 1956). The activity of the student's and teacher's personalities can be traced in the unity of the reproduction of external and internal societal trends. On the one hand, the future teacher's social activity is the level of their personality development; on the other, it is a hierarchy of types of operations that, at successively changing stages of personality development, become leading in relation to the successful resolution of teaching and upbringing tasks (Radul, 2011a).

The main goal of any humane society is the creative disclosure of human potential, for which a person is able to creatively reveal oneself, express oneself, and assert oneself, but not selfishly, for oneself, but through socially significant activities (Merlin, 2009). Socially significant activities shape the contours and determine the subject's place and role at all stages of the professional educational process. At the same time, the content and parameters of educational and social spaces are determined by the subject's operation. Increasing future masters

of pedagogy's socio-professional activity is a self-creation process.

Personification, innovation, and a democratic system are dominant in modern society. Society is able to reproduce itself for the future, the universal prevails over the local, and there is an orientation towards instrumental values. A modernizing society's emphasis on innovation is an important systemic component (Radul, 2011b; Tsiuniak et al., 2020).

According to B. Novikov (1998), activity, unlike processes of operation, forms moments of the progressive movement of the operation itself – its formation, development, and change. The main point, in his opinion, is that the actual activity is determined by the operation, that is, it is the activity of the operation. The activity contains the energy of its carrier. The activity of the future teacher's personality reflects societal external and internal trends. The teacher demonstrates a valuable method of modeling the content of socially significant operations, communication, and behavior, through which the individual gains the ability to exist independently as a system in the interpersonal space. This causes, during the process of social activity formation, an active search, creation, and transformation of conditions for satisfying socially significant needs in accordance with the individual's position, values, and requirements (Novikov, 1998). As a result, social activity is a personal way of comparing oneself to others, defining one's position, and building a growing professional and educational space.

According to E. Zeer (2011), the developing professional and educational space is characterized by the following conditions: 1) Coordination, interaction, and mutual development of coordinate vectors provide stability, balance, and resilience to the educational space and its processes. Innovative transformations ensure evolutionary development; 2) disintegration and unbalancing of educational space components disrupt its determination, stability, and balance, resulting in strong fluctuations and the formation of moments of instability, as well as the emergence of bifurcation points. The destruction of stability results in the formation of open educational space and critical development points.; 3) the selective functioning of the open space in the mode of interaction of its components is determined by the self-organization and spontaneous search for mutual coordination of all components of the vector coordinates of the educational space. A dynamic equilibrium state is established. The

process of development takes on an evolutionary character. The normative provisions of the documents that regulate the functioning of the components of the educational space in the mode of mutual coordination provide the space with stability (Zeer, 2011). We conclude that permanent societal changes disrupt the evolutionary development of the educational space. At the same time, future pedagogical masters must have developed competencies that will ensure social and professional activity in today's changing conditions.

The retrospective analysis confirmed the rich theoretical and empirical scientific heritage on activity problems, which has its origins in philosophy and is comprehensively represented by all humanitarian and socioeconomic sciences. Social and professional activity are important skills for future pedagogy masters. This competence is an integrated formation that combined in the course of educational and professional training the parameters of the respondent's general and creative activity, self-regulatory readiness, and parameters of the need-motivation sphere.

Materials and methods

Methodology. Individual social maturity is a key concept in the development of socio-professional activity research methodology (Radul, 2011b). The modern concept of student youth social activity (Stupak, 2021) and self-regulation readiness (Hulias, 2020; Hulias & Hoian, 2022; Popovych et al., 2020a; 2020b) is taken into account. A number of empirical works in the contexts of educational and professional formation, as well as personality development, were studied in order to develop an ascertaining research strategy. The research studies are combined in the accompanying directions: 1) structural components of an individual's self-regulation readiness (Halian, 2019; Popovych et al., 2021c); 2) individual activity (Halian et al., 2020a; Plokhikh, 2021; Plokhikh et al., 2021); 3) personal mobility (Blynova et al., 2020d); 4) professional and educational space construction (Blynova et al., 2020c; Hudimova, 2021); 5) management system (Nosov et al., 2020a; 2020b; 2021; Zinchenko et al., 2020); 6) educational and professional training (Halian, et al., 2020b; Popovych et al., 2021a; Radul et al., 2022; Shevchenko et al., 2020a; 2020b; Zaverukha et al., 2022). The studies under consideration are either directly or indirectly related to our research strategy for the respondents' socio-professional activity.

Participants. The study included second-year master's students from Volodymyr Vynnychenko Central Ukrainian State Pedagogical University (Kropyvnytskyi, Ukraine). Six different groups of both full-time and part-time master's students participated in the survey (n=104). Among them, there were n = 34 males (32.69%) and n=70 females (67.31%). The sample's average age was 21.67 years (SD=1.67).

Organization of Research. The empirical section was planned and carried out between September and October 2021, i.e. during the first semester of the 2021-2022 academic year. In advance, standardized questionnaire forms, targeted observation protocols, and biographical data questionnaires were created. The survey was conducted anonymously in accordance with scientific research ethics. To conduct the research, permission was obtained from the faculty administration and the university's ethical committee.

Procedures and instruments. The questionnaire "Motivational structure of the personality" ("MSP") was used to determine the levels of parameters of general and creative activity (Milman, 1990). In addition to general (GA) and creative activity (CA) parameters, the method allows determining the following: level of life support (LLS), desire to communicate (DC), level of comfort (LC), and social usefulness (SU). At the second stage of the application of the "MSP", profiles of future masters of pedagogy were built based on the results of these scales. Motivational and emotional profiles reveal information about the studied phenomenon. The α -Cronbach, parameter was established, which met the requirements for this kind of research and was set at .834.

The questionnaire "Style of self-regulation of behavior" ("SSRB") was used in the study of future masters' social and professional activity to establish the parameters of self-regulatory readiness (Morosanova, 1991). The questionnaire was developed for scientific research to diagnose various aspects of individual self-regulation. The questionnaire includes one integrated scale as well as six major

ones. The integrated scale is the general level of self-regulation (GLSR), which characterizes a person's voluntary activity level of self-regulation. Six major scales reflect the major regulatory processes: planning (PL), modeling (MD), programming (PG), and results' evaluation (RE), as well as the regulatory and personal properties of flexibility (FX) and independence (ID). Respondents marked the standard form of the questionnaire by selecting one of three possible answers. The α -Cronbach parameter was established and was at the level of .867, which met the requirements for this kind of research.

The research's ascertaining strategy involved determining the respondents' motivational structure, which was accomplished using the questionnaire "Motivation of professional work" (MPW) (Rean et al., 2006). The psychodiagnostic method "MPW" (Rean et al., 2006) has been tested and recommended for professional and pedagogical occupation research. There are three scales in the methodology: internal motivation (IM), external positive motivation (EPM), and external negative motivation (ENM). The development of internal motivation is critical. External positive motives are also more effective than external negative motives in educational and professional occupations. The α -Cronbach parameter was established, which met the requirements for this type of research and was at the level of .907.

Statistical Analysis. "SPSS" v. 23.0 was used to carry out the empirical research strategy. For graphic visualization, the graphic editor "MS Office Word 2007" was used. Basic descriptive characteristics were used to present empirical data. To establish reliable relationships, Spearman's correlation coefficient (r_s) was used. Correlations with $p \leq .05$ were considered reliable.

Results and discussion

Table 1 presents the empirical results of three questionnaires: "Motivational structure of the personality" (Milman, 1990), "Style of self-regulation of behavior" (Morosanova, 1991), and "Motivation of professional work" (Rean et al., 2006).

Table 1.
Empirical results based on research questionnaires (n=104)

Scale	Arithmetic Mean (M)	Mean-square Deviation (SD)
“MSP”		
General Activity (GA)	12.56	±2.98
Creative Activity (CA)	16.86	±4.06
Level of Life Support (LLS)	11.45	±3.29
Desire to Communicate (DC)	16.78	±4.02
Level of Comfort (LC)	13.45	±3.56
Social Usefulness (SU)	17.97	±5.31
“SSRB”		
General Level of Self-Regulation (GLSR)	27.12	±4.46
Planning (PL)	5.76	±1.97
Modeling (MD)	6.34	±2.76
Programming (PG)	4.78	±1.79
Results' Evaluation (RE)	7.08	±2.16
Flexibility (FX)	5.12	±1.87
Independence (ID)	5.09	±1.86
“MPW”		
Internal Motivation (IM)	4.54	±1.39
External Positive Motivation (EPM)	4.71	±1.41
External Negative Motivation (ENM)	4.12	±1.22

Source: Personal elaboration, September/October, 2021.

According to research methods, the key parameters (M and SD) of the descriptive frequency characteristics were within the limits of the authors' proposed norm (Milman, 1990; Morosanova, 1991; Rean et al., 2006). The obtained empirical data showed no significant differences from the findings of previous studies on educational and professional activities (Tsiuniak et al., 2020).

Correlations were established between the general (GA) and creative activity (CA) components of the “MSP” (Milman, 1990) and the main parameters of the “SSRB” (Morosanova, 1991) and “MPW” (Rean et al., 2006) methods (Table 2).

Table 2.
Correlation matrix of general and creative activity connections with applied method parameters

Parameters	GA		CA	
	r_s	R	r_s	R
Planning (PL)	.091*	5	.029	-
Modeling (MD)	.042	-	.088*	5
Programming (PG)	.046	-	.112*	4
Results' Evaluation (RE)	.086*	6	.056	-
Flexibility (FX)	.019	-	.228**	2
Independence (ID)	.156*	2	.245**	1
Internal Motivation (IM)	.208**	1	.198**	3
External Positive Motivation (EPM)	.128*	3	.043	-
External Negative Motivation (ENM)	.099*	4	-.023	-

Source: Personal elaboration, September/October, 2021.

Note: GA – general activity; CA – creative activity; r_s – correlation by the Spearman method; R – ranking of correlations; * – $p < .05$; ** – $p < .01$.

The correlation galaxy of general activity (GA) and creative activity (CA) with the studied parameters are shown in Fig. 1, using the ranking

(R) of correlations from strongest to least reliable.

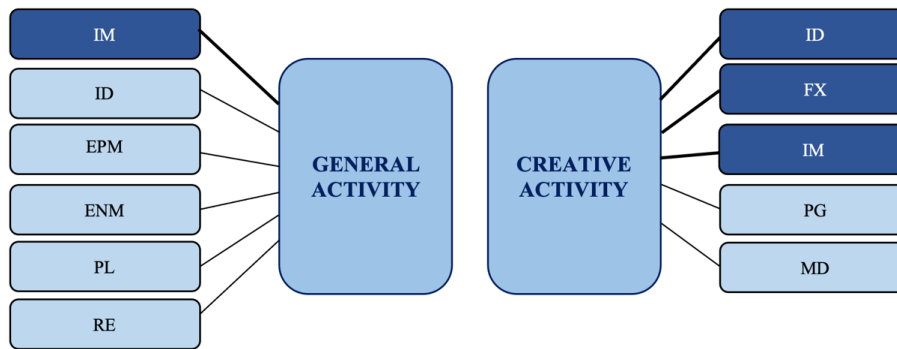


Figure 1. Correlative galaxy of general and creative activity by ranks

Source: Personal elaboration, September/October, 2021.

Note: — positive connections with $p \leq .05$; — positive connections with $p \leq .01$; IM – Internal Motivation; ID – Independence; EPM – External Positive Motivation; ENM – External Negative Motivation; PL – Planning; RE – Results’ Evaluation; FX – Flexibility; PG – Programming; MD – Modeling.

The created correlation matrix (see Tabl. 2) and correlation galaxy (see Fig. 1) revealed that respondents’ general activity (GA) had reliable connections with all motivational parameters: IM ($r_s = .208$; $p < .01$), ENM ($r_s = .099$; $p < .05$) and EPM ($r_s = .128$; $p < .05$), in contrast to creative activity (CA), which had reliable connections only with IM ($r_s = .198$; $p < .01$). It was established that GA had three statistically significant correlations with self-regulation parameters: ID ($r_s = .156$; $p < .05$), PL ($r_s = .091$; $p < .05$) and RE ($r_s = .086$; $p < .05$). At the same time, CA was superior in terms of both the quantity and quality of statistically significant correlations with self-regulation parameters, which total four: MD ($r_s = .088$; $p < .05$), PG ($r_s = .112$; $p < .05$), FX ($r_s = .228$; $p < .01$) and ID ($r_s = .245$; $p < .01$). We realized that CA is critical in the formation of social and professional activity. Internal motivation is provided as a mental resource to CA, and it has a decisive influence on the formation of the future master’s self-regulatory readiness. What was notable was the lack of significant correlations between CA and ENM

($p > .05$) and EPM ($p > .05$). It was also crucial that IM had the strongest correlation with GA. The clarified correlations corrected understanding of the perspective of building a formative experiment of the researcher’s social and professional activity. Focusing on the unity of general and creative activity with the established interconnections of motivation structure and self-regulation parameters clarified the study of this complex socio-psychological phenomenon.

The development of motivational and emotional profiles of respondents in accordance with the “MSP” was an important stage in the study of future masters’ socio-professional activity (Milman, 1990). The method of developing a motivational profile’s based on the sum of points on motivation scales. There are five types of motivational profiles: progressive (PT), regressive (RT), impulsive (IT), expressive (ET), and flattened (FT). Figure 2 illustrates two types of motivational profiles.

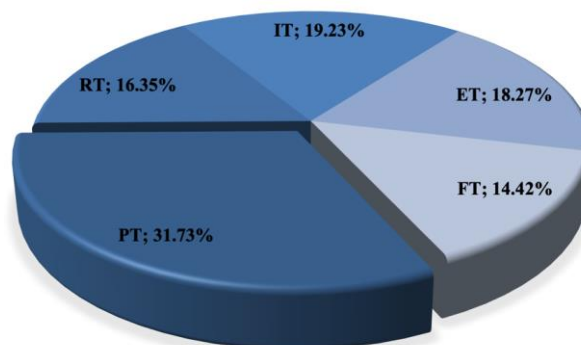


Figure 2. Types of the motivational profile of the subjects (n=104)

Source: Personal elaboration, September/October, 2021.

Note: PT – Progressive Type; RT – Regressive Type; IT – Impulsive Type; ET – Expressive Type; FT – Flattened Type.

As the respondents showed average and above average values on the parameters affecting the motivational profile, it was expected that PT would have the highest representation (n=33; 31.73%). All other types were distributed fairly evenly, ranging from 14.42% to 19.23%. We believe that the presence of relatively high RT values (n=17; 16.35%) represented a hidden resource that should be converted into PT through a qualitatively constructed educational process. It is worth noting that FT had the lowest value (n=15; 14.42%). This suggests that these

respondents' motivational needs were not clearly differentiated.

The next step was to empirically determine the number of choices made by respondents and to create an emotional profile of the subjects. The emotional profile was divided into four categories: sthenic (ST), asthenic (AST), mixed sthenic (MST), and mixed asthenic (MAST). Figure 3 illustrates the types of emotional profiles.

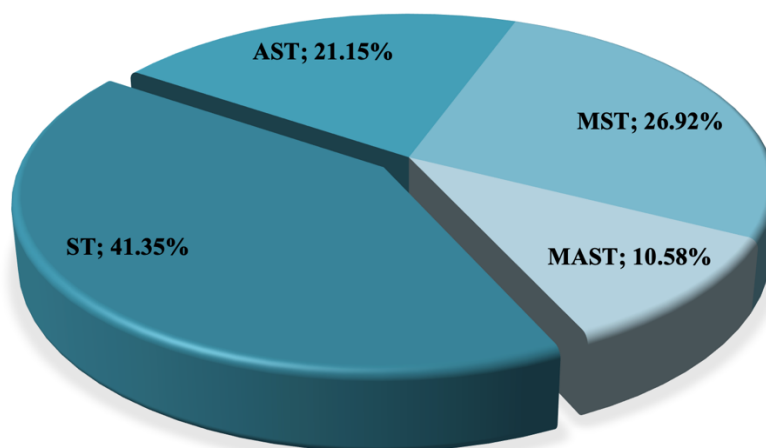


Figure 3. Types of the emotional profile of the subjects (n=104)

Source: Personal elaboration, September/October, 2021.

Note: ST – Sthenic Type; AST – Asthenic Type; MST – Mixed Sthenic Type; MAST – Mixed Asthenic Type.

ST was discovered to be dominant (n=43; 41.35%). We conclude that the development of parameters affecting future masters of pedagogy's emotional intelligence determined the structure and provided the dominant indicators of ST. The sthenic type of future masters was a reflection of active actions and objective emotional experiences of educational process subjects. The empirical data we obtained were supported by A. Halian's study (2021). Respondents with a dominant ST were motivated to solve problems constructively, and they were mobile and manageable in conflict situations. Due to the developed parameters of self-regulatory readiness for the likely course of events, such respondents did not lose their temper, were well versed in the expectations of the educational process subjects, and predicted the likely scenario of event development (Popovych et al., 2021b). The MAST data (n=11; 10.58%) were the lowest. The "MSP" method's creator (Milman, 1990) established that PT of the motivational profile has a consistently positive relationship with the ST of the emotional profile. We did not

investigate this correlation, but we did note that the overlap of these profiles among respondents indicated a mature active position, progressiveness of views, and the formation of socio-professional activity in the latter, as a sign of social maturity. (Radul, 2011a).

In the context of our research findings, there was a discussion about how programming, modeling, and generally designing one's future affect social maturity, mobility, and socio-professional activity (Blynova et al., 2020a; 2020b), as well as the desire for digitalization and the implementation of cutting-edge technologies (Kulish et al., 2020). According to empirical results, the development of programming and modeling as key parameters of self-regulatory readiness of the subject of the educational process affected the effectiveness of pedagogical technologies (Tsiuniak et al., 2020) and the formation of key competencies (Kazibekova, 2019).

We noted that the revealed high indicators of the "SSRB" (Morosanova, 1991) on the PL scale

($M= 5.76$; $SD=\pm 1.97$) and the MD scale ($M= 6.34$; $SD\pm 2.76$) were evidence of individually formed features of promotion and retention of activity goals, as well as the formation of conscious activity planning. Such respondents always plan, and their plans are realistic, detailed, and stable, with tasks that are as operationalized as possible for today's realities. They have a strong desire to achieve the goal in the present and in the future. It is recommended that the obtained scientific facts be used in the development of a formative experiment of future teachers' socio-professional activity, emphasizing important correlations and clarified scientific facts.

Conclusions

1. Retrospective analysis confirmed that socio-professional activity is an important competence for future pedagogy masters. It is established that socio-professional activity is an integrated entity that combines respondents' general and creative activity, self-regulatory readiness, and need-motivation parameters in the direction of educational and professional training.
2. An empirical research ascertaining strategy has been developed. It was discovered that respondents' general activity had reliable connections with all parameters of motivation: internal ($r_s=.208$; $p<.01$), external negative ($r_s=.099$; $p<.05$), and external positive ($r_s=.128$; $p<.05$), however, creative activity was only reliably connected with internal motivation ($r_s=.198$; $p<.01$). We explain this by pointing out that in the formation of social and professional activity, creative and problem-solving technologies rely solely on internal motivation.
3. It has been established that creative activity had four reliable correlations with key personality self-regulation parameters: modeling ($r_s=.088$; $p<.05$), programming ($r_s=.112$; $p<.05$), flexibility ($r_s=.228$; $p<.01$), and independence ($r_s=.245$; $p<.01$). It was determined that creative activity is critical in the formation of socio-professional activity as a component of the social maturity of the future specialist's personality.
4. The purpose has been met, and the hypothesis has been proven. It is concluded that it is recommendable to operationalize received scientific facts into educational and professional training and professional development of future masters of pedagogy.

Bibliographic references

- Adler, A. (1956). In H. Ansbacher, & R. R. Ansbacher (Eds.), *The individual psychology of Alfred Adler* (p. 1956). New York: Harper & Row. <https://doi.org/10.1086/222097>
- Blynova, O., Chervinska, I., Kazibekova, V., Bokshan, H., Yakovleva, S., Zaverukha, O., & Popovych, I. (2020a). Social and Psychological Manifestations of Professional Identity Crisis of Labor Migrants. *Revista Inclusiones*, 7(3), 93-105. <http://www.revistainclusiones.org/index.php/inclu/article/view/1318>
- Blynova, O., Kisil, Z., Tkach, T., Semenova, N., Semenov, O., Kaminska, S., & Popovych, I. (2020b). Psychological manifestations of professional marginality of future social welfare professionals. *Revista Inclusiones*, 7(SI), 218-233. <http://www.revistainclusiones.org/index.php/inclu/article/view/1229>
- Blynova, O., Moiseienko, V., Los, O., Burlakova, I., Yevdokimova, O., Toba, M., & Popovych, I. S. (2020c). Assertiveness as a Factor of Students' Choice of Behavior Strategies in Social Interaction. *Revista Inclusiones*, 7(4), 259-272. <http://www.revistainclusiones.org/index.php/inclu/article/view/1551>
- Blynova, O., Popovych, I., Semenova, N., Kashyryna, Ye., Ursulenko, O., & Kononenko, O. (2020d). Personality Factors of Choosing Adaptation Strategies in a Different Cultural Environment by Labor Migrants from Ukraine. *Amazonia Investiga*, 9(32), 45-54. Retrieved from <http://dx.doi.org/10.34069/AI/2020.32.08.5>
- Halian, A., Halian, I., Burlakova, I., Shevchenko, R., Lappo, V., Zhigarenko, I., & Popovych, I. (2020a). Emotional Intelligence in the Structure of Adaptation Process of Future Healthcare Professionals. *Revista Inclusiones*, 7(3), 447-460. <http://www.revistainclusiones.org/index.php/inclu/article/view/1347>
- Halian, A., Halian, I., Popovych, I., Zavatskyi, Y., Semenov, O., & Semenova, N. (2021). Stress Resistance in the Situation of Uncertainty as a Factor of Development of Adaptive Ability of Medical Personnel. *BRAIN. Broad Research in Artificial Intelligence and Neuroscience*, 12(1), 251-264. <https://doi.org/10.18662/brain/12.1/181>
- Halian, I. M., Halian, O. I., Gusak, L. Ye., Bokshan, H. I., & Popovych, I. S. (2020b). Communicative Competence in Training Future Language and Literature Teachers.

- Amazonia Investiga, 9(29), 530–541. <https://doi.org/10.34069/AI/2020.29.05.58>
- Halian, I. (2019). Personal determinants of responsibility of future educators. *Insight: the psychological dimensions of society*, 1, 15–21. <https://doi.org/10.32999/2663-970X/2019-1-2>
- Hudimova, A. Kh. (2021). Psychological well-being and social media users' behavioral online patterns in everyday life and during COVID-19 pandemic. *Insight: the psychological dimensions of society*, 5, 133–147. <https://doi.org/10.32999/2663-970X/2021-5-9>
- Hulias, I. (2020). *Axiopsychological projection of life achievements of the personality*. Kyiv: Lyudmila Publishing House. <https://archer.chnu.edu.ua/xmlui/handle/123456789/1565>
- Hulias, I. A., & Hoian, I. M. (2022). Explication of factors of the axiopsychological design of life achievements of modern youth. *Insight: the psychological dimensions of society*, 7, 41–57. <https://doi.org/10.32999/2663-970X/2022-7-4>
- Kazibekova, V. F. (2019). Psychological features of communicative competence of future professionals. *Insight: the psychological dimensions of society*, 2, 64–71. <https://doi.org/10.32999/2663-970X/2019-2-9>
- Kulich, A., Radul, V., Haleta, Ya., Filonenko, O., & Karikh, I. (2020). The Newest Digital Technologies in Education and The Prospects of Their Implementation in Ukraine. *Propósitos Y Representaciones*, 8(SPE2), e684. <https://doi.org/10.20511/pyr2020.v8nSPE2.684>
- Merlin, V. S. (2009). *Psychology of individuality*. Moscow: MPSU. <https://fb2lib.ru/obshchaya-psikhologiya/psikhologiya-individualnosti/>
- Milman, V. E. (1990). The method of studying the motivational sphere of personality. *Workshop on psychodiagnostics. Psychodiagnostics of motivation and self-regulation*. Moscow: MSU. <https://vdoc.pub/documents/-5fuluj58eev0>
- Morosanova, V. I. (1991). Stylistic Features Of Personality Self-Regulation. *Questions of Psychology*, 1, 121–127. <http://www.voppsy.ru/issues/1991/911/911121.htm>
- Nosov, P.S., Cherniavskiy, V.V., Zinchenko, S.M., Popovych, I.S., Nahrybelnyi, Ya.A., & Nosova, H.V. (2021). Identification of Marine Emergency Response of Electronic Navigation Operator. *Radio Electronics, Computer Science, Control*, 1(56), 208–223. <https://doi.org/10.15588/1607-3274-2021-1-20>
- Nosov, P.S., Popovych, I.S., Cherniavskiy, V.V., Zinchenko, S.M., Prokopchuk Y.A., & Makarchuk D.V. (2020a). Automated identification of an operator anticipation on marine transport. *Radio Electronics, Computer Science, Control*, 3, 158–172. <https://doi.org/10.15588/1607-3274-2020-3-15>
- Nosov, P. S., Zinchenko, S. M., Popovych, I. S., Ben, A. P., Nahrybelnyi, Y. A., & Mateychuk, V. M. (2020b). Diagnostic system of perception of navigation danger when implementation complicated maneuvers. *Electronics, Computer Science, Control*, 1, 146–161. <https://doi.org/10.15588/1607-3274-2020-1-15>
- Novikov, B. V. (1998). *Creativity As a Way Of Realizing Humanism*: Kyiv: NTUU - KPIT. <https://proza.ru/2011/03/13/593>
- Plokhikh, V. V. (2021). Assessment of subject's readiness for urgent actions using the variations of sensorimotor response tasks. *Insight: the psychological dimensions of society*, 5, 46–65. <http://doi.org/10.32999/2663-970X/2021-5-4>
- Plokhikh, V., Popovych, I., Zavatska, N., Losiyevska, O., Zinchenko, S., Nosov, P., & Aleksieieva, M. (2021). Time Synthesis in Organization of Sensorimotor Action. *BRAIN. Broad Research in Artificial Intelligence and Neuroscience*, 12(4), 164–188. <https://doi.org/10.18662/brain/12.4/243>
- Popovych, I., Arbeláez-Campillo, D. F., Rojas-Bahamón, M. J., Burlakova, I., Kobets, V., & Bokshan, H. (2021a). Time perspective in the professional activity of specialists of economic sphere. *Cuestiones Políticas*, 39(69), 424–445. <https://doi.org/10.46398/cuestpol.3969.27>
- Popovych, I., Blynova, O., Zhuravlova, A., Toba, M., Tkach, T., & Zavatska, N. (2020a). Optimization of development and psychocorrection of social expectations of students of foreign philology. *Revista Inclusiones*, 7(SI), 82–94. <http://www.revistainclusiones.org/index.php/inclu/article/view/1657>
- Popovych, I., Chervinskyi, A., Kazibekova, V., Chervinska, I., & Machynska, N. (2021b). Empirical research of the typology of social expectations of the personality. *Amazonia Investiga*, 10(43), 112–122. <https://doi.org/10.34069/AI/2021.43.07.11>

- Popovych, I., Lymarenko, L., Tereshenko, N., Kornisheva, T., Yevdokimova, O., Koverznieva, A., & Aleksieieva, M. (2020b). Research on the Effectiveness of Training Technologies' Implementation in Student Theater. *Revista Inclusiones*, 7(2), 104-121. <http://www.revistainclusiones.org/index.php/inclu/article/view/261>
- Popovych, I., Shevchenko, A., Galvez, L. M., & Klenina, K. (2021c). Research of the relationship between social desirability and value orientations of adolescents. *Revista Notas Historicas y Geograficas*, 26(1), 241-268. <https://www.revistanotashistoricasygeograficas.cl/index.php/nhyg/article/view/339>
- Radul, S., Kharlamova, L., Lomakina, M., Zelenska, L., & Tymchenko, S. (2022). Socio-cultural competence in foreign language training of future aviation specialists. *Amazonia Investiga*, 11(52), 74-85. <https://doi.org/10.34069/AI/2022.52.04.8>
- Radul, V. V. (2011a). Social Activity In The Structure Of Social Maturity (Theoretical And Methodological Aspect). Kirovohrad: Imex-LTD. https://scholar.google.com.ua/citations?view_op=view_citation&hl=ru&user=VtrLuB8A AAAJ&citation_for_view=VtrLuB8AAAAJ :GnPB-g6toBAC
- Radul, V. V. (2011b). Social Maturity As The Peak Of The Acmeological Development Of The Individual. *Native School*, 3, 15-20. http://nbuv.gov.ua/UJRN/rsh_2011_3_5
- Rean, A. A., Kudashev, A. R., & Baranov, A. A. (2006). Psychology of personality adaptation. St. Petersburg: Prime-EUROSNAK. <http://portal.iapm.edu.ua/portal/media/books/1fd5366754d940159f1525e47aaa992.pdf>
- Shevchenko, R., Cherniavskyi, V., Zinchenko, S., Palchynska, M., Bondarevich, S., Nosov, P., & Popovych, I. (2020a). (2020). Research of psychophysiological features of response to stress situations by future sailors. *Revista Inclusiones*, 7(SI), 566-579. <http://www.revistainclusiones.org/index.php/inclu/article/view/1780>
- Shevchenko, R., Popovych, I., Spytka, L., Nosov, P., Zinchenko, S., Mateichuk, V., & Blynova, O. (2020b). Comparative analysis of emotional personality traits of the students of maritime science majors caused by long-term staying at sea. *Revista Inclusiones*, 7(SI), 538-554. <http://www.revistainclusiones.org/index.php/inclu/article/view/1309>
- Stupak, O. Yu. (2021). Theory and Practice of Developing Youth Social Activity at Civil Society Institutions. (Doctor's thesis). State Higher Educational Institution "Donbas State Pedagogical University". Sloviansk. https://ddpu.edu.ua/images/stories/news/specrada/25260221/Stupak_dis.pdf
- Tsiuniak, O., Pyslar, A., Lialiuk, G., Bondarenko, V., Kovtun, O., Los, O., & Popovych, I. (2020). Research of interdependence of variables and factor structure of masters' readiness for innovative pedagogical activity. *Revista Inclusiones*, 7(3), 427-452. <http://www.revistainclusiones.org/index.php/inclu/article/view/1645>
- Zaverukha, O., Popovych, I., Karpenko, Y., Kozmenko, O., Stelmakh, O., Borysenko, O., Hulas, I., & Kovalchuk, Z. (2022). Dynamics of Successful Formation of Professional Identity of Future Psychologists in Higher Education Institutions. *Romanian Magazine for Multidimensional Education [Revista Romaneasca pentru Educatie Multidimensionala]*, 14(1), 139-157. <https://doi.org/10.18662/rrem/14.1/511>
- Zeer, E. F. (2011). Psychology Of Professional Development. Ekaterinburg: RGPPU. <https://urait.ru/bcode/477499>
- Zinchenko, S. M., Ben, A. P., Nosov, P. S., Popovych, I. S., Mamenko, P. P. & Mateychuk V. M. (2020). Improving the Accuracy and Reliability of Automatic Vessel Motion Control System. *Radio Electronics, Computer Science, Control*, 2(53), 183-195. <https://doi.org/10.15588/1607-3274-2020-2-19>