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PSYCHOLOGY OF PERSONAL DEVELOPMENT OF STUDENT OF ECONOMIC SPECIALTIES

Introduction  
The formation of a person's personality continues throughout his life, however, the period of higher education plays a special role in this process. It is at this time that the foundations of those specialist qualities are laid in the student, with which he will enter a new for him atmosphere of activity, where his further development as an individual will take place. Therefore, the issue of personal development of students in the aspect of their professional activity should always be in the center of attention of the higher school. This is especially relevant for specialists in the field of economics.  
It is for this that the system of the educational process should be built on the basis of the harmonization of the student's development both as an individual and as a specialist.  
The modern domestic psychology has in its arsenal a significant number of works, which devoted to various aspects of the personal development of students in relation to their professionalization. In the context of the specificity of student age as an important stage of personality development, this problem was considered by B. Ananiev, A. Bodalov, D. Dvoryashin, N. Peysakhov, and O. Stepanova. Besides, E. Zeyer, T. Kudryavtseva, B. Lomov were engaged in determining the role and place of abilities, interests, motives and personal traits in the formation of professionally important qualities.  
At the present stage, the need for a personal approach to the formation of a professional specialist's personality and the development of his professional self-awareness is of particular importance.

Purpose, subject and methods of research  
Taking into account the peculiarities of the psychosocial and personal development of students in the educational process of the university is an important direction for improving interaction in the "teacher-student" system based on a reflective and personal approach. Current knowledge of the
peculiarities of personal development of students with a perspective projection on professional activity in the future became the subject of our paper.

To achieve the goal and solve the tasks, a complex of theoretical methods was used - analysis, synthesis, abstraction, comparison and generalization.

**Research results**

Studentship is defined as a kind of mobile group, the purpose of which is to learn socio-professional roles according to a specially organized program, preparation for the performance of important social functions: professional, cultural, socio-political, family, etc. The main directions of students' life activities are professional training, personal growth and self-affirmation, development of intellectual potential, spiritual enrichment, moral, aesthetic, and physical self-improvement. A student of a higher educational institution is a young person who is characterized by a professional orientation, preparing for the highly qualified performance of the functions of a specialist in a certain professional field [6, p. 185]. Student age falls mainly on the period of late youth or early adulthood. At this time, the physical maturation of the body ends, and the degree of spiritual maturity is acquired, which allows you to independently decide on the issue of choosing a profession, participation in industrial work after graduating from school or university. Value-orientation activity is sharply intensified in youth. Whether it is about knowing one's own qualities, or learning new knowledge, or about relationships with elders and peers, the young man is especially concerned about their assessment and tries to build his behavior on the basis of consciously chosen or learned criteria and norms [2, p. 42]

In general, a student as a person of a certain age and as a person can be characterized from three aspects:

- from the psychological, as a unity of mental processes, states and properties of the individual. The main thing in the psychological aspect of consideration is mental properties (orientation, temperament, character, abilities), which depend on the course of mental processes, the occurrence of mental states, manifestations of mental formations. However, when studying a specific student, one must also take into account the specifics of his mental processes and states;
- from the social, in which social relations, qualities generated by the student's belonging to a certain social group, nationality, etc. are embodied;
- from the biological, which includes the type of higher nervous activity, the structure of analyzers, unconditional reflexes, instincts, physical strength, physique, facial features, skin color. This side is mainly determined by heredity and inborn gifts, but within certain limits it changes under the influence of living conditions. The study of these sides reveals the qualities and capabilities of the student, his age and personal characteristics.

So, if we approach the student as a person of a certain age, then he will be characterized by the smallest possible values of the latent period of reactions to
simple, combined and verbal signals, the optimum of absolute and relative sensitivity of analyzers, the greatest possible plasticity in the formation of complex psychomotor skills. Compared to other periods of development, the highest speed of working memory and switching of attention, solving verbal and logical problems is found in youth. Thus, the student age is characterized by the achievement of the highest, "peak" results, which are based on all previous processes of biological, psychological, and social development. A student as a person is characterized by the most active development of moral and aesthetic feelings, the completion of formation and stabilization of character. It is especially important that this is the period of mastering the full complex of social roles of an adult: civil, socio-political, professional, labor, sex-gender, family-parental, and others. This age is associated with the beginning of "economic activity", by which demographers understand the inclusion of a person in independent production activity, the beginning of a labor biography, the creation of a family and the solution of related financial and economic problems. In complex modern social economic conditions, many students are forced to combine studies with work, which for them is not so much a means of self-affirmation and self-realization as a source of livelihood. Students can observe, on the one hand, the transformation of motivation, the entire system of value orientations, on the other hand, the intensive formation of special abilities in connection with professionalization [1, p. 8].

However, the student age is also characterized by the fact that not every student fully realizes the great potential for achieving the optimum of moral, intellectual and physical development. This is explained both by the insufficient development of the ability to consciously self-regulate behavior at the age of 17-19, and by the hidden illusion that this increase in strength will last "forever", that a better life is still ahead, and therefore everything you dream of can be easily achieved. This manifestation, in particular, is that individual students study from "session to session", do not show much activity in their studies, have no need for self-education and self-improvement, their attention is mainly focused on hedonistic hobbies [6, p. 186-187].

The fact of entering the university strengthens a young person's faith in his own strength and abilities, gives rise to hope for a full-blooded and interesting life. At the same time, in the II and III courses, the question about the correctness of the choice of university, specialty, and profession often arises. By the end of the 3rd year, the issue of professional self-determination is finally resolved. However, it happens that at this time a decision is made to avoid working in a specialty in the future. According to the data of V. Lisovsky, only 64% of senior students have clearly decided for themselves that their future profession fully corresponds to their main inclinations and interests [5]. There are often shifts in the mood of students - from enthusiastic in the first months of study to skeptical when evaluating the university regime, the teaching system, individual teachers,
etc. Youth, according to B. Ananiev, is a sensitive period for the development of the main sociogenic potentials of a person, the most favorable for the completion formation of personality and confirmation of its psychophysical forces.

Higher education has a huge impact on the human psyche, the development of his personality. During studies at the university, in the presence of favorable conditions, students develop all levels of the psyche. They determine the orientation of the human mind, that is, they form a mindset that characterizes the professional orientation of the individual. A fairly high level of general intellectual development is required for successful study at the university, in particular, perception, perception, memory, thinking, attention, erudition, breadth of cognitive interests, level of mastery of a certain range of logical operations, etc.

Most of the problems in the education of a student of a higher school are caused by the unconscious choice of a specialty. A number of psychological and sociological studies of students of pedagogical and technical universities (1995-1999) show that not all students consciously chose the specialty they are studying. Moreover, their number, judging by the attendance of classes and their own statements about the desire to learn, is significant in the first year. On the second, the number of people who do not want to study a specific specialty reaches its peak, there is a "dropout" of completely random people who do not know at all why they came to the university. Then the number of students who say that they chose this specialty by accident or compromise decreases, at the end of the fourth - the beginning of the fifth year, there are two or three people per student group, in whom a clear emotional and negative attitude to the chosen specialty and to the future work can be seen. At the same time, only three or four of the entire group are sure of the correctness of the chosen path [8, p. 444-445]. In this way, it is worth differentiating students in their attitude to their future specialty, accordingly distinguishing the psychological and pedagogical approaches of influence on them. The formation of the personality of students as future specialists is complicated if the profession was chosen in a compromise way, not out of their own desire (for example, due to the coercion of parents or because it was not possible to enter the desired university).

M. Dyachenko and L. Kandybovich list the following areas of development of a student’s personality as a future specialist:

- professional orientation is strengthened, necessary abilities are developed;
- mental processes, states, experience are improved, "professionalized”;
- the sense of duty, responsibility, professional independence increases, the individuality of the student, his position in life, stands out more prominently;
- growing demands of the student in the field of his future specialty;
on the basis of intensive transfer of social and professional experience and formation of necessary qualities, social, spiritual and moral maturity grows;

- the weight of the student's self-education in forming the qualities and experience necessary for him as a future specialist increases
- professional independence and readiness for future practical work is strengthened [2, p. 47].

Among the trends in the formation of a student's personality as a future specialist, in addition to those listed above, the following are also highlighted:

- during training, significant changes occur in the structure of the student's self-awareness: the process of professional self-determination is completed, which is reflected in the content of his "self-image";

- socialization of the personality of the future specialist is a multifaceted phenomenon and is determined by a number of sociocultural factors: the mental and spiritual atmosphere of the family environment; peculiarities of pre-university educational and professional space; organization of the educational process in a higher educational institution;

- an indicator of the effectiveness of the educational process in a higher educational institution is the social, spiritual and professional maturity of the student's personality, the integrity and stability of his "I", the psychological readiness of the graduate to realize professional functions [6, p. 201].

In the course of studying at a higher school, under the influence of teaching social, special and other disciplines, participation in public life, students develop and form a professional orientation of the individual, that is, the desire to apply their knowledge, experience, abilities in the field of the chosen profession. The professional orientation of an individual expresses a positive attitude towards the profession, inclination and interest in it, the desire to improve one's training, to satisfy material and spiritual needs by working in the field of one's profession.

Professional orientation involves understanding and internal perception of the goals and tasks of professional activity. All these features and components of professional orientation serve as indicators of the level of its development and formation in students, are characterized by stability (or instability), the dominance of public or narrowly personal motives. Forming a professional orientation in students means strengthening their positive attitude to the future profession, interest, inclination and ability to it, the desire to improve their qualifications after graduating from higher school, to develop ideals, views, and beliefs. Positive changes in the content of professional orientation are manifested in the strengthening of motives related to the future profession, the desire to perform one's business duties well, the desire to show oneself as a skilled specialist and achieve success in work, the desire to more successfully solve complex educational problems is growing question or task, the sense of responsibility increases [2, p. 274]. At the higher school, education of interest and love for the
chosen profession is achieved by developing a correct idea among students about the social significance and content of work in the future field of activity, about the patterns of its development. Usually, it happens like this:

- formation of confidence in each student's professional suitability, as well as a conscious understanding of the need to master all disciplines and types of training provided by the curriculum of this university;
- developing a desire to follow everything progressive in the activities of leading specialists;
- the ability to direct all self-education for the benefit of work, constantly updating one's knowledge [8, p. 509].

The research of O. Leontiev and L. Bozhovich proves that without sufficiently positive motivation, it is impossible to achieve results in personality development during higher education. V. Kuteeva names the following positive motives for cognitive activity: a sense of duty, awareness of the importance of mastering a profession, interest in learning and individual sciences, a sense of satisfaction from learning new material, solving complex tasks. Motivation is also influenced by the content of classes, teaching methods, teacher's personality, relationships in the student body, competitions, achieved results [3, p. 107]. The higher school should also carry out the psychological preparation of a person for professional activity, which, according to M. Nechaev and H. Riznytska, consists primarily in the development of certain forms of mental activity in the student, which will allow him to successfully solve professional tasks in the future [7, p. 4].

Among the professional abilities that a student must master during his studies at a higher school, the ability to learn is the most important, in the opinion of S. Smirnov, which fundamentally affects his professional development, because it determines his opportunities in continuous post-university education [9, p. 142]. Learning to learn today is more important than mastering a specific set of knowledge that quickly becomes obsolete. The development of special abilities is especially active during the period of higher education. For the first time, the student encounters many types of activities that are components of his future profession. Therefore, in senior courses, it is necessary to pay special attention to dialogic forms of communication with students, in particular, in the process of their completion of course and diploma projects, passing practices, etc.

In higher education, it is necessary to develop independent (it is worth noting that the result of independent work is not just a certain amount of knowledge, abilities and skills, but independence as a personality trait [3, p. 107]), active and creative forms of educational work. There are much more opportunities for this in higher education than in secondary school, but they must be used fully. This includes creative participation in seminars, direct participation in the work of laboratories, participation in competitions of student works, etc. O. Leontiev characterized the development of the personality during the student years from the
point of view of the attitude to the profession as follows: "a young student comes to a university, believing that the future job chosen by him for one reason or another is desirable for him; if after graduating from the university he will have a feeling, that he is also needed for this business, that it has become his own for him, then this will testify to his psychological personal maturity as a specialist" [4, p. 241].

Conclusions

The time of studying at a higher school falls on a specific turning point in the formation of a person’s personality. This is due to a number of age and psychological characteristics. As you know, a person's personality is formed in his active activity. The main thing for students during their studies in higher education is educational and cognitive activity. It consists not only in obtaining a certain amount of knowledge, but in acquiring a professional orientation, which is especially important for successful work in the future as a specialist. In this process, a number of factors play an important role, such as the formation of a positive "self-concept", the development of special abilities, a favorable atmosphere in the team, including the sphere of relations between students and teachers of the university, etc.

Among the ways of forming a professional direction, the following should be highlighted:

− clarification of the social significance of the chosen specialty;
− convincing students of the possibility of mastering the profession;
− organization of the educational process taking into account the requirements of their future professional activity.

The main prerequisite for the successful formation of students' professional orientation is positive motivation for choosing a specialty. The formation of a student's personality as a future specialist is accompanied by the "professionalization" of psychological processes and states, the development of professional orientation and independence, the general social and spiritual "maturation" of the student..

References

Abstract

The formation of a person's personality continues throughout life. However, it has been proven that the period of study in higher education plays a key role in the development of the individual not only at the professional, but also at the social level. The student's personality is characterized from three positions: social, psychological and biological. The essence of the category "Me-concept" is established in the context of the formation of the student's personality. It is argued that during the course of study the professionalization of the student takes place by explaining the social significance of the chosen specialty, convincing students of the opportunity to master the profession, organizing the educational process, taking into account their future professional activities.

Keywords: personality, higher education, student, professionalization, socialization

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