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PROFESSIONAL HARDINESS OF SPECIALISTS IN THE WORKS OF DOMESTIC RESEARCHERS

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The paper deals with the analysis of psychological and pedagogical theory and practice, which considers the concepts of "hardiness" and "professional hardiness". It has been highlighted that hardiness is an integral personal trait, which is responsible for the success of a person's coping with the difficulties of life. It has been determined that in the classical version, hardiness consists of the following elements: transformational coping; sustainable attitude towards the surrounding people; hardiness guidelines: commitment, control, challenge. Focusing attention on the professional context of the studied concept, domestic scientists introduce the concept of "professional hardiness", form and apply methods for determining its level among a wide range of specialists of various specialties. It has been determined that the practice of forming professional hardiness involves the use of psychodiagnostics, group discussions, role-playing games, modeling, psychotherapeutic techniques, etc. Examples of practice that involve the formation of professional hardiness through professional self-realization and the development of a "project of one's own professional development" in the environment of "life and professional space" have been highlighted.

The research method is the study and analysis of psychological-pedagogical theory and practice in defining the essence of the concept, its structure and methods of its formation among specialists of various specialties. This has led to the conclusion that in the modern practice of professional hardiness there are almost no methods that form the specified quality in a professional context.

This work has presented the idea that the formation of professional hardiness should be carried out during studying at an educational institution on the basis of the development of two components: a system of hardiness guidelines (general professional qualities) and mastering the methods of professional activity in the conditions of a changing life and professional space through structuring and working out professional risks according to the structure of professional activity (technique (set of equipment), technology (technological process); organization, management and economy, labor protection; ecology; legal issues of the industry).

Keywords: *professional hardiness, professional self-realization of a specialist.*

Бачієва Л.О. "Професійна життєстійкість фахівців у працях вітчизняних дослідників"

Стаття присвячена аналізу психолого-педагогічної теорії та практики, що розглядає поняття «життєстійкість» та «професійна життєстійкість». Висвітлено, що життєстійкість є інтегральною особистісною рисою, що відповідальна за успішність подолання особистістю життєвих труднощів. Встановлено, що в класичному варіанті життєстійкість складається з елементів: трансформаційний копінг; життєстійке ставлення до оточуючих людей; життєстійкі настанови: залучення (commitment), контроль (control), прийняття ризику (challenge). Концентруючи увагу на професійному контексті досліджуваного поняття, вітчизняні науковці вводять поняття «професійна життєстійкість», формують та застосовують методики її визначення рівня серед широкого загалу фахівців різних спеціальностей. Визначено, що практика формування професійної життєстійкості передбачає застосування психодіагностики, групових дискусій, рольових ігор, моделювання, психотерапевтичних технік тощо. Виокремлено приклади практики, що передбачають формування професійної життєстійкості через професійне самоздійснення та розроблення «проекту власного професійного розвитку» в середовищі «життєво-професійного простору».

Методом дослідження стало вивчення та аналіз психолого-педагогічної теорії та практики щодо визначення суті поняття його структура та методик її формування у фахівців різноманітних спеціальностей. Це дозволило зробити висновок, що в сучасній практиці професійної життєстійкості майже відсутні методики, що формують зазначену якість у професійному контексті.

У цій роботі презентовано ідею про те, що формування професійної життєстійкості слід здійснювати під час навчання в закладі освіти на підставі розвитку двох компонентів: системи стійких настанов (загально професійні якості) та опанування способами професійної діяльності в умовах змінюваного життєво-професійного простору через структурування та опрацювання професійних ризиків відповідно до структури професійної діяльності (техніка (сукупність устаткування, обладнання), технологія (технологічний процес); організація, управління й економіка, охорона праці; екологія; правові питання галузі).

Ключові слова: професійна життєстійкість, професійне самоздійснення фахівця.

Formulation of the problem in general. The domestic educational system is in a complex and controversial process of reform. Such changes are caused by many factors: entry into the European educational and research space; adaptation to educational activities in the conditions of martial law and future post-war reconstruction; development of information and communication and digital technologies, their implementation in production and education, etc. Under the influence of these circumstances, the educational system is in constant search, development and implementation of innovative methods (forms, methods, means, etc.) of education, which are included in practice as a way of training students for work in the extremely difficult conditions of the present and the uncertainty of the future. Additional pressure is added by the rapid development of production equipment and technologies. That is why the question of the formation of qualities in specialists that will ensure the effectiveness of activities, the preservation of physical and mental health in adverse conditions of life is being brought to the fore.

In the context of modern challenges, the personal qualities of specialists, such as stress resistance, hardiness, emotional stability, etc., become relevant. They are considered by the researchers to be among the psychological resources of hardiness necessary for a specialist to successfully overcome difficult situations in everyday life and professional activities. That is why the concept of "professional hardiness" of a specialist is in the focus of our attention.

Analysis of recent research and publications. The concept of "hardiness" was introduced into the scientific thesaurus in the field of psychology and social sciences by S. Kobasa and S. Maddi in works published in the late 1970s and 1990s [24]. Its different translations from the English language are "strength", "stability", "resilience" [8]. S. Maddi identified the phenomenon of "hardiness" as a result of a study in one of the companies of the personal characteristics of employees who, in conditions of constant stress, not only did not leave it, but, on the contrary, improved their professional activity. This made it possible to identify the attitudes and

skills of these employees, which ensured the transformation of a stressful situation into a situation of development of their capabilities [23].

It should be noted that considering the subject of S. Maddi's research, the phenomenon of hardiness was identified on the basis of research in the professional field, however, in subsequent scientific publications, the professional meaning of hardiness was significantly reduced and began to be used in a more generalized sense. It is this trend that is continued by domestic scientists, mainly psychologists, who study the manifestations of hardiness of specialists in various fields, that is, in fact, it refers to manifestations of professional hardiness.

Manifestations of hardiness are studied in specialists of various specialties, in particular, L. Piankivska [13] examines the peculiarities of the manifestation of hardiness in police officers; O. Bacyleva and I. Dokiychuk [2] emphasize that the development of hardiness is one of the priority tasks of education within the framework of health-saving activities; O. Chykhantsova characterizes the internal factors of a person's hardiness [20]; the development of the ability to self-regulate as an important prerequisite for the formation of professional hardiness in students of pedagogical specialties is considered by Yu. Seryogin [16] and others.

The purpose of the paper. To analyze theoretical and empirical studies of domestic and foreign scientists who reveal the essence of the concept of "professional hardiness", to define its structure, to formulate the principles of the formation of the specified professionally important quality through the content of education.

Statement of basic material. In the essential understanding of the concept of hardiness, we prefer the works of the researcher who first introduced this concept into the scientific thesaurus. Therefore, hardiness is an integral personal trait that is responsible for the successful overcoming of life difficulties by a person S. Maddi [21-24]. According to S. Maddi [21-24], a person constantly makes a choice, which is divided into two types: the choice of immutability (the choice of the past) and the

choice of the unknown (the choice of the future). It is the choice of the future that leads to self-actualization; however, it also causes anxiety that can be overcome with hardiness.

To define the structure of hardiness, it is also advisable to refer to S. Maddi's works [21-24]. In the classic version, hardiness includes the following elements: transformational coping; sustainable attitude towards the surrounding people; life-sustaining instructions: commitment, control, risk acceptance (challenge). The difference between resilient and non-resilient individuals is determined based on the presence or absence of three guidelines regarding stressful situations, a special attitude to the environment and a strategy of psychological coping with problematic situations to maintain psychological well-being. In this context, commitment implies the belief in the need to participate in problematic life situations, awareness of them, the need to make efforts and dedicate time to solve them, as well as the ability to get satisfaction from the activities. Control is the orientation to the manifestation of hardiness and independence in choosing one's own life path. It is about the fact that, as a more effective strategy, one should always strive to influence the outcome of events, and if such influence is not possible, then a person with a high orientation to control will change his or her attitude to the problematic situation, reassess the events. Finally, a challenge, or risk-acceptance, means convincing a person of the possibility of acquiring useful life experience from any (positive or negative) life event and stimulating (through it) further personal development. In addition, risk-acceptance is a person's belief that stress and change are a natural part of life, which contribute to deepening its understanding. Transformational coping as a resilient behavior should include the implementation of the necessary cognitive and behavioral steps for effective problem solving. A resilient attitude towards other people is a manifestation of a resilient attitude towards building relationships based on mutual support and mutual assistance [3].

Based on the ideas of S. Maddi [21-24], some researchers more thoroughly analyze the manifestation of the studied quality in the content of activities. That is why V. Vihrenko [4], leaning on V. Korolchuk [10] and M. Kuznetsova [12], cites manifestations of hardiness through activity. Thus, the component of involvement is the belief that participation in the events and situations that have occurred provides the maximum chance to find something interesting and valuable for the

individual. A person with a developed component of involvement feels satisfaction from his or her activity. On the contrary, the lack of this belief can cause feelings of rejection and the impression that a person feels separated from life. Control is the belief that efforts can influence the outcome of a situation, even if this influence is not absolute and success is not guaranteed. A person with a developed component of control feels that he himself chooses his activity and path. Risk-acceptance is the belief that everything that happens contributes to development through the acquisition of new knowledge and experience, regardless of its positive or negative nature. A person who sees life as an opportunity to gain experience is ready to act even without a guarantee of success, and believes that the desire for comfort and security can limit personal development. Risk-acceptance is based on the idea of active formation of knowledge through experience and its further use [4, p. 25].

Considering the essence of hardiness in professional activity, O. Korniak defines it as a professionally important characteristic of an individual, which contributes to overcoming professional issues and preserving/restoring the efficiency of professional activity [9]. Therefore, professional hardiness is a key characteristic, which, in our view, should have been formed in a person during his or her studies at an educational institution.

Basic studies of the essence of the concept of "professional hardiness of an individual" are carried out by O. Kokun [7-8]. Relying on a systematic approach to the definitions of psychological concepts, the researcher defines that the professional hardiness of an individual is a systemic personal and professional property that is formed in a specialist throughout his professional life, manifested in a certain level of inclusion in professional activity, control over it and the acceptance of "professional risks", and ensures the ability to withstand adverse circumstances at work, preventing the development of professional maladaptation, health disorders and ensuring personal and professional growth [8, p. 75]. Based on these principles, the author developed the "Professional Hardiness Questionnaire" [1], which made it possible to determine the general level of professional hardiness, as well as the extent to which its three components (commitment, control and challenge) and four components (emotional, motivational, social and professional) were expressed.

T. Kruzheva [11], studying the peculiarities of professional hardiness of psychological and

pedagogical specialization specialists, adheres to the concept of "professional hardiness" formulated by O. Kokun [8] and O. Korniyak [9]. When selecting the methodological toolkit, the researcher proceeded from the generalized theoretical-experimental essence of the hardiness phenomenon, which was specified into professional phenomenon and its structural components. In the empirical study, the author used seven methods that identified the following indicators: the general level of professional hardiness and its component composition. The following professionally important characteristics were suggested as possible determinants of professional hardiness: signs of professional self-realization, self-efficacy of professional activity, satisfaction with one's own work, indicators of psychophysiological state, characteristics of the motivational sphere and symptoms of emotional burnout [11, p. 111].

Regarding the correlation of indicators, which are considered as possible determinants of professional hardiness, T. Kruzheva [11] found that the level of professional risk acceptance and the component of professional hardiness probably correlate with the general level of professional self-realization of specialists; the level of professional inclusion, professional risk acceptance, motivational and professional components of professional hardiness are reliably correlated with the level of intra-professional self-realization; the level of professional risk acceptance probably correlates with self-efficacy; the levels of professional control and the motivational component of professional hardiness are reliably correlated with external positive motivation; a significant number of correlations were formed by the components of professional hardiness with indicators of scaled self-assessment of psychophysiological state [11, p. 115].

The obtained results suggest that the development of professional hardiness in the educational process can be ensured by the formation of professional motivation and components of professional self-realization. Of the above concepts, the concept of "professional self-realization" needs further study.

Professional self-realization is viewed as one of the most important forms of life self-realization, which is characterized by a high level of revealing the personal potential of a specialist in the chosen profession, the development of the abilities, connection with the profession, the constant demand for the professional qualifications, the wide use of his or her own professional experience and achievements of other specialists [7, p. 35].

Based on the analysis of leading experts in the field of work psychology [7, p. 36], the signs of professional self-realization have been identified: intra-professional (need for professional improvement, having a personal professional development project, satisfaction with one's own professional achievements, constant formulation of new professional goals, formation of one's own "life and professional space"); external professional (achievement of set professional goals, recognition of the specialist's achievements by the professional community; use of professional experience and achievements of specialists; disclosure of personal potential and abilities in the profession; manifestation of a high level of creativity in professional activity).

Therefore, one of the ways to develop the professional hardiness of specialists in the process of professional training is the formation of professional motivation and the development of the "own professional development project", which contains the components of "life-professional space". In this context, let's focus on the presence of a "professional" aspect in the essence of this concept. Further research will be directed to the study of the results of empirical studies of the professional hardiness of specialists in various professions.

L. Piankivska [13] conducted an empirical study of the level of formation of police officers' hardiness. The idea of the study was to determine correlations between indicators of hardiness and professional maladaptation among police officers. The experimental study was based on the results of using S. Maddi's Hardiness Model and the method of assessing professional maladaptation (M. Dmytrova). According to the results of the conducted correlation analysis, the presence of statistically significant inverse relationships between hardiness and professional maladaptation has been revealed. It has been found that a group with a high level of hardiness corresponds to a lower level of professional maladaptation [13, c. 954]. Therefore, we can suggest the expediency of transforming the concept of "hardiness" into "professional hardiness", studying its components and forming through the content of professional education.

The phenomenon of hardiness as a resource of personal well-being in today's conditions has been considered by O. Batsyleva [2]. Based on the works of Y. Hermanskyi and S. Kondratyuk [5], agreeing with the works of O. Chyhamntsova, the author includes the following into the main signs of hardiness: physical and neuropsychological endurance, healthy lifestyle skills; stress resistance, mastery of self-training, relaxation

techniques; moral stability; persistent cognitive interest, reflection skills, analysis and generalization; possession of communication skills; skills of working with conflicting information; household, economic and labor skills. The authors note that hardiness is a necessary resource, an integrated personal characteristic that makes it possible to successfully adapt in stressful situations, maintain internal balance and maintain personal well-being [2].

Contrary to the substantiation of the relevance of the studied concept, in our opinion, in such a context, the formation of hardiness is complicated, because it covers a broad scope of characteristics.

Yu. Seryogin considers self-regulation as an important prerequisite for the formation of professional hardiness in students of pedagogical specialties [16]. At the same time, the author understands self-regulation as a structural, psychophysiological formation of an individual, which is a unity of purposeful and motivated actions directly implicated in students' arbitrary decisions, selection, evaluation of the means of realization of the plans conceived, introspection of actions, determination of attitudes towards events, situations and their value attitude towards themselves [16, p. 160]. The author identifies conscious and unconscious self-regulation. At the same time, he views conscious self-regulation as a systematically organized process of a person's internal mental activity, aimed at initiating, building, supporting and managing various types and forms of voluntary activity, and which directly realizes the achievement of the accepted goals [16, p. 156]. The author studies self-regulation according to the method "Style of self-regulation of behavior (SSP-98)", developed by V. Morosanova. The key studied indicators are the characteristics of activity, namely: planning (definition of goals, the level of formation of conscious action-planning), modeling (understanding the system of internally significant conditions for achieving these goals); programming (conscious programming of one's own actions); assessment and correction of results (development and adequacy of self-evaluation and assessing the results of person's own activity and behavior); flexibility (the level of formation of regulatory flexibility, i.e. the ability to rebuild the self-regulation system in accordance with changes in external and internal conditions); independence (development of regulatory autonomy).

Thus, based on the work of Y. Seryogin [16], we define that the prerequisite for the formation of professional hardiness is self-

regulation, which actually comes down to planning, modeling, programming, flexibility in performing activities, and independence.

K. Sakharova proves the individual nature of the formation of hardiness. The author relies on the idea of identifying and developing by a specialist of his own strengths and weaknesses and determines the following stages: knowing yourself (one's own individual psychological characteristics); awareness of one's own strengths and weaknesses; development of individualized development strategies aimed at increasing the level of hardiness and overcoming difficulties [14, p. 57].

The formation of qualities should be based on understanding the essence of this concept. L. Serdyuk, O. Kuprieieva [15] identify the following educational content modules: the meaning of the concepts "hardiness" and "resilient personality"; qualities related to hardiness (perseverance, confidence, initiative, determination, endurance, benevolence, sociability, independence, responsibility, activity, poise, etc.); criteria that determine the status of a resilient individual in modern society, including such aspects as a balanced lifestyle, purposefulness, optimism, confidence, high self-esteem, job satisfaction, self-discipline, courage, success and many others. [15, p. 58].

Among the methods and technologies for the formation of hardiness, researchers identify psychodiagnostics, group discussions, role-playing games, modeling, and the use of psychotherapeutic techniques and methods [18, p. 82]; training to increase hardiness (information block; exchange of opinions and discussion; psychotechnical exercises aimed at developing skills of step-by-step formation of reflection, interpersonal perception, positive self-perception and perception of others, self-disclosure, self-efficacy skills, self-determination, etc.; story-role and business games; psychodramatic games; methods of art therapy, brainstorming, relaxation, meditation and visualization techniques) [19, p. 214].

The method of developing the professional hardiness of teachers was developed by O. Kokun, O. Kornika, and N. Panasenko [17]. It is aimed at ensuring the formation of a high level of: interest in one's own professional activity; satisfaction with one's profession and work; development of professional commitment; social and professional components of professional hardiness; internal professional motivation; ability to quickly establish contacts with other people; the ability to be aware of one's needs and feelings; the ability to regulate one's own emotions and a high level of professional self-efficacy. In addition, the system of classes is aimed at maintaining a good state of health, developing the

ability to express their feelings spontaneously and directly, encouraging them to work steadily to improve their own professional level, developing the ability to reflect on their feelings and flexible behavior, creating conditions for disclosure of professional abilities. The following methods and techniques were used to accomplish these tasks: the method of positive psychotherapy (parables, metaphors), conversations, relaxation methods, role-playing games, brainstorming, tasks for self-discovery, etc. Also, the structure of training classes of the program includes: role-playing games (simulation of situations); group discussion exercises ("My professional self", "Pros and cons of my profession", "My methods of dealing with stress", "My professional resources", "Search for the positive", etc.); training exercises followed by discussion and analysis of the results. At the same time, the authors note that each psychological exercise or exercise-discussion contributes to solving not one, but several problems at the same time, which in combination contribute to the achievement of the main goal of the program [16, p. 30]

In our opinion, the proposed method is substantial and able to achieve the goals of forming the professional hardiness of a specialist. However, the presented technique is not professionally orientated, that is, it can be applied to form the hardiness of specialists of any specialty.

Taking into account the peculiarities of the professional activity of specialists of various specialties, we believe that the method of forming the professional hardiness of a specialist should be based not only on work with general professional qualities, but also on qualities that direct the activity of a specialist in "the conditions of a changing life and professional space" and "professional risks". In this idea, we rely on the definition of professional hardiness as a system that combines personal and professional qualities and is manifested in commitment, control of professional activity and acceptance of "professional risks" in the process of its implementation. Therefore, one of

the ways to achieve the goal of forming the professional hardiness of a specialist is to identify and work out possible professional risks in the structure of professional activity.

According to the approach developed by O. Kovalenko, N. Briukhanova, N. Koroleva, the structure of vocational training of specialists is based on the structure of the industry [6]. The generalized structure of industry includes the following components: technology (set of equipment), technology (technological process); organization, management and economy, labor protection; ecology; legal issues of the industry.

In this context, we consider the formation of professional hardiness of a specialist as the identification and working out of possible professional risks and activities in the conditions of a changing life-professional space.

Conclusions and prospects for further research. The analysis of theoretical and empirical research by domestic and foreign scientists made it possible to define the essence and structure of the concept of "professional hardiness". To understand it as a complex personal formation, which is implemented through the instructions and methods of activity of a specialist, the development of such qualities that provide the opportunity to perform professional activities in unpredictable (stressful) situations. Professional hardiness is an inherent property of a person as a subject of activity, it is a professionally important characteristic that contributes to overcoming professional issues and preserving (restoring) the efficiency of professional activity. The formation of professional hardiness should be carried out during training in an educational institution and on the basis of the development of two components: a system of hardiness guidelines (general professional qualities) and mastering the methods of professional activity in the conditions of a changing life and professional space through the structuring and working out professional risks in accordance with the structure of professional activity.

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