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VALUE-CONCEPTUAL SPHERE AND SELF-EFFICACY OF PROFESSIONALS IN THE SOCIONOMIC FIELD

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ЦІНІСНО-СМИСЛОВА СФЕРА І САМОЕФЕКТИВНІСТЬ
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Formulation of the problem. The development, formation and harmonization of the *value-conceptual sphere of a person* during the life path is the heart of human ontogenesis as an individual. It is gratifying to state that this very sphere has become the subject of knowledge and construction of a relatively new integral (philosophical-psychological) direction, such as *axiological psychology*, or axiological psychology for short, which arose at the turn of the 20th – 21st centuries mainly through the intellectual efforts of well-known Ukrainian scientists – initially by Z. Karpenko [4; 5] and representatives of this scientific school, and later enriched by fundamental research of A. Furman in the aspects of theoretical coverage and methodological justification of the axiosphere of the individual and as multi-conceptual horizons of effective activity, which organizes in his consciousness and self-awareness intentional, existential and potential requests-projects for self-determination, self-knowledge and self-creation, and as a meaningful life sphere in general, which directs its desires and intentions, abilities and emotions, attests to a full understanding of oneself and the environment, constitutes an existential center of one's own essentiality [7; 9].

Despite the systematic study of the value-conceptual sphere of the individual, either within the framework of axiopsychological studies or in the mode of modern philosophical and psychological discourse, a number of problematic ques-

tions remain quite disputable, e.g. to what extent the essential rooting of values manifests itself in the value-conceptual sphere of the person (?); which invariants of the pleromous (powerful) phenomenal manifestation of the signs-properties of this sphere in the life stream of its consciousness exist (?); are value-conceptual illuminations of consciousness and self-awareness of a person at the personal level of its axis-essentiality identical (?); what should be the methodological optics of the study of personality axiogenesis, in order to obtain optimally realistic ratiohumanitarian knowledge (?); is the very genesis of the personality exhausted by the sense-meaning accommodation of its existential and transcendental dimensions of psycho-spiritual functioning (?), etc. Therefore, the problem area of cognition/construction of the value-meaning sphere of the individual is very wide and, moreover, hardly rationally understandable.

Analysis of recent research and publications. The founder of personality axiopsychology as an innovative direction of psychological knowledge is the famous Ukrainian researcher, prof. Z. Karpenko, who over the past thirty years: a) argued the philosophical and psychological sources of axiological psychology; b) substantiated the author's concept of its subject, method, technological support; c) in accordance with the requirements of the proposed principle of integral subjectivity, carried out an axiological reinterpretation of culturally appropriate, psychodynamic, phenomenological and psychothera-

peutic aspects of the progress of axiological personogenesis, as well as d) illuminated the essential horizons of the axiological turn in the psychology of personality with the existing resources of theoretical construction and methodological modeling, e) outlined the holistic project of the life realization of the personality by intelligible means of axiopsychology (see [4; 5; 30]).

In this cognitive context, for example, prof. I. Gulyas developed the concept of axio-psychological projection of life achievements of an individual using the principle of integral subjectivity and the methods of factor-analytical approach to the empirical study of objectively actualized mental phenomena; since every person is subjectively capable of self-initiation and self-transcendence, self-determination and management of his own life, the author's theoretical model represents axiopsychological projecting as a dual synergistic process of value-target anticipation (anticipation) of states and statuses (achievements) desired for a certain person and their subject-resource provision with relevant competencies relevant to specific life situations [3]. In addition, the completely solid textbook "Axiopsychology" recently published by this researcher deserves the attention of Ukrainian intellectuals [2].

It is also encouraging that over these decades Z. Karpenko created an original scientific school (O. Parkulab, O. Kormylo, N. Nazaruk, V. Smetanyak, A. Simak, D. Cherenshchikova, V. Golovan, I. Gulyas), which develops in the direction of further epistemological expansion of axiological psychology, primarily in the areas of intellectual development of methodological resources and methodical possibilities, improvement of conceptual and categorical means, principles, approaches, methods, models, modes of triangulation, etc.

The fundamental scientific product in the outlined problem-research field is *the philosophical-psychological theory* of interdependent value-orientational and meaningful development of the personality of prof. A. Furman, which illuminates his psycho-spiritual and purely personal potentials, existentials, capabilities and achievements in the sphere stream of conscious-self-aware materiality, reveals the acmeological horizons of understanding and realization of the human and the surrounding reality, argues for the intentional-existential way of her acting-active covital presence in the world (see [7-10]).

Recently, one of the authors (A.V. Furman) and co-authors (A.A. Furman and O.Ye. Fur-

man) carried out a programmatic interdisciplinary study of a paradigmatically enriched and more detailed justification of the goal, object and subject of the axiopsychology of the individual on the innovative ground of four measures of reflexive thinking: a) isolation of the quaternary set of cognitive sources-foundations of the emergence of this integral philosophical-psychological direction of the evolution of fundamental psychosocial knowledge; b) the application of the author's five-module set of lenses-modules of post-non-classically oriented methodological optics to the cognition/creation of the human axiopsychic; c) overview of the value-semantic sphere of the individual with logical-essential definitions and psycho-spiritual placements as a theoretically constructed subject of axiopsychology, which fills the complex development picture of axiogenesis, constitutes a separate unique world of axiopsychology and attribute-wise characterizes its level of conscious maturity; d) an outline of the basic provisions of the author's concept of understanding and knowledge of the value-conceptual sphere of the personal world of an effective worker in the socio-economic field [23].

The aim of the interdisciplinary research is conceptual and empirical substantiation of the generalized value-conceptual profile and self-efficacy of the personality of a psychologist, teacher and social worker as practical psychologists in the epistemic form-organization of their integral axio-psychological portrait, and its **main task** is methodological argumentation, canonical demarcation and psycho-content filling of four contexts of signs, characteristics, traits-qualities and peculiarities of the personality of a professional in a single epistemological picture of such a portrait, i.e. – psychosocial, humanistic-professional, self-spiritual, worldview-individual.

The object of study is the inter-causative unity of the value-semantic sphere, professional competence and self-efficacy of the personality of the employee of the socio-economic specialty.

The subject of the study is the value-conceptual sphere of a mature inspired personality, which finds a systematic cognitive reflection in the form of an axio-psychological portrait as a conceptual-empirical model of a stable combination of its sense-meaning world, professional skill, personal self-efficacy and thought-behavioral functionality of living streams of consciousness and self-awareness.

Methodological optics of axiopsychological research, implementing the author's scheme of

reflexive metamethodology [6; 12; 14; 17; 19; 22], is heuristic, productive, reliable. Taking into account its post-non-classical direction, it covers five levels of organization of forms, methods, means and tools of perfected thinking: at the *universal level* is the vita-cultural methodology (A.V. Furman and the school), *at the general level* is the sphere of professional methodology, *at the special level* is the philosophical-psychological theory of meaningful development of personality A.A. Furman, *singular* – axiological psychology (Z. Karpenko and the school), *concrete* – the concept of self-efficacy of the famous North American scientist of Ukrainian origin A. Bandura (1925 – 2021) [27-29] and within its verification framework the development of empirical methods of increasing the self-awareness potential of an individual, which complement each other highlight her belief in the ability to cope with the chosen activity by herself, which, under the conditions of proper actualization of *self-resources* (identification, evaluation, regulation, improvement, implementation, etc.) causes both the achievement of a certain social result and personal productivity (see in detail in relation to the specified topics [12; 15-16]).

Presentation of the main research material

The value-conceptual sphere of a person in the result-cutting analytical dimension is a peculiar (of course, internal, psycho-spiritual) product of cultured society, a specific ethno-national culture, which primarily through the family, school, work team, and the environment set not only traditions, rites, stereotypes and norms of social life, as well as values and value orientations, standard models and canons of thinking, behavior, communication, activity, thinking. Adhering to this methodological guideline, we carried out a content analysis of scientific works on the psychoculture of Ukrainian mentality (A. Furman [18]) and purely on psychological culture (I. Kryshal, D. Matsumoto, A. Moskalyova, O. Motkov, T. Perepeluk, N. Tarasova, and others) made it possible to outline a generalized model of the social worker in the humanitarian sphere as a competent practical psychologist. This model covers at least two dozen personal traits, signs, characteristics:

– support of ethnic identity and psycho-spiritual kinship with other people;

- desire and ability to think, act, compete and win for the better fate of the Ukrainian people;
- the experience of positioning oneself as a civically active Ukrainian – from defending the national idea and native language to participating in patriotic actions and socially responsible actions;
- open intolerance towards corrupt officials and enemies of Ukraine;
- constant updating in business and informal relationships of the best mental signs and traits of the Ukrainian social psyche;
- high or above average level of development of social intelligence;
- finding and existential enrichment of a civically worthy and personally worthy meaning of life;
- the ability to psycho-spiritually expand the field of goodness, faith, love, truthfulness, responsibility, etc. around oneself;
- a humanely oriented system of values and value orientations;
- cognitive competence and the availability of knowledge about oneself and others, the ability to recognize the true psychotype of the client in its systematic analysis;
- developed abilities and formed skills of psychosocial practice, social-cognitive and communicative skills;
- complex, but harmonized around a positive attitude towards people, the value-meaning world of a unique personality;
- in-depth understanding of the psycho-emotional state and group attitudes of others;
- dissemination of higher psycho-spiritual forms – love, beauty, freedom, truth, creativity, etc. through thoughts, words and actions;
- positive motivation and constructive goal-setting for the best possible implementation of professional activity;
- formed creative skills, which allow to successfully solve non-standard life, psychosocial and purely psychological problems of the client;
- frustration tolerance and high work capacity, stress resistance and open humane channels of own psycho-spiritual relaxation;
- developed ability for detailed situational reflection of facts and events, competence of self-awareness with the resources of personal reflexivity;
- the capacity for professional self-rehabilitation and self-regulation against the background of the non-alternative involvement of moral regulators and canonical cultural norms of social coexistence;

– constant work on personal growth and improvement of self-efficacy.

To the specified set of psycho-spiritual properties and competence characteristics of any qualified worker as a practical psychologist, it is appropriate to add some personal traits-qualities, such as emotional stability, self-organization, empathy, independence, action-active perfection, as well as congruence (co-dimensionality) of component development psychological readiness for effective performance of everyday psychosocial work and harmonization of general and special competencies of professional maturity. In addition, the person, being a professional of certain professions and specializations and working in one way or another with different categories of clients, realizes at the same time his meaningful vocation associated with successful, effective and productive thinking, which is formed in the unity of his lifestyle, professional environment, self-education, psychoculture of “I” and a special, mainly valuable and meaningful, expansion of the life flow of the sphere of consciousness and self-awareness. By the way, the acmeological approach known in socio-humanitarianism sees the formation of the value-meaning component of the individual as the main component of professionalism, on which others are causally dependent (views, attitudes, desires, motives, knowledge, beliefs, harassment, beliefs, etc.). And this fact is designed to specify *the generalized axiopsychological portrait* of an effective psychologist, teacher, social worker.

In our case, the diagnosis and empirical confirmation of the validity of the axio-psychological picture of the inner world of the individual is best carried out and interpreted with the instrumental resources of the vita-cultural methodology and from the standpoint of the cyclical-action approach of A. Furman (see [1; 15; 20; 24]). And this means that the creation of such a picture should be complemented by at least four procedurally comprehensive steps on the way to the definitive identification of axiopsychological traits and features:

the first is the study of personal orientation, which reveals a holistic system or hierarchy of value orientations of a professional person and, in particular, its intentionality in two analytical sections – living self-thinking and no less life-giving flow of functional consciousness;

the second is the qualitative recognition of the processes and levels of its psycho-spiritual development, which in mutual enrichment indicate the completeness of the formation of the

value-meaning sphere, determine the orientation and motivation of professional thinking, its effectiveness and productivity;

the third is the study of the life goals, functional levels of consciousness and self-awareness in the context of defending meaningful life orientations and implementing a specific chain of actions and programs of continuous professional growth through the steps of acquiring professional psychosocial awareness and mastery;

the fourth is the after-action rethinking of the performed behavioral acts and actions according to certain canons and moral-ethical criteria in the existential actualization of the value-conceptual functionals of the covital stream of human-centered consciousness, which are manifested in competent thinking activity.

Besides, we note a fundamentally important point: the mutual balancing of research procedures of theoretical construction and empirical verification when creating a generalized axio-psychological portrait of an effective employee of the “Human-Human” megasystem required a methodologically justified criterion provision, which would combine his professional thinking and activity, theorizing and practicing, conscious realization and real accomplishments. Therefore, based on the principle of the optimal minimum, we have argued six main criteria for the effective realization by such an employee as a person and individuality of his own *valuable and conceptual potential* in relation to his professional formation and the corresponding system of various competencies:

a) *professional focus*, which includes adequacy and completeness of ideas about the chosen profession, degree of awareness, stability and clarity of professional goals, knowledge of job duties, content, forms, methods and means of everyday professional thinking, consistency of life and career intentions;

b) *social activity*, which synthesizes the ability to join new social groups, the ability to adequately assess everyday situations, a high level of general life activity, bright sociability, the ability to establish empathic interaction when communicating with a client, the need for self-actualization, social and psychological literacy;

c) *personal self-regulation*, which integrates the development of reflection processes, a tolerant attitude to difficulties and the ability to successfully overcome them, conscious management of one’s psycho-emotional states, mobility in the practical application of abilities and skills,

responsibility as an internal core of behavior regulation;

d) *value orientation*, which includes a value-meaningful attitude to the world, the ability to freely define oneself in the vita-cultural space of values, a humanistically established system of value orientations, a positive perception of human nature, a worldview based on spiritual ideals;

e) *social-role competence*, which involves the performance of a wide range of social functions, roles and statuses, the active nature and integrity of socio-cultural positions, consciously reasoned adherence to well-developed, most effective mental schemes of professional conduct;

f) *personal self-efficacy*, which combines a clearly perceived ability to cope with specific work and life situations, the optimality of personal behavior in accordance with the complexity of the task being performed, the ability to make more efforts to achieve goals when performing complex tasks, etc.

Therefore, an effective humanities worker is a theorist of socio-humanitarian discourse and a practitioner of specific psychological work-activity in one person, when his personal self-determination and professional realization are not simply interpenetrated, but also form an indivisible dialectical integrity, a unique sphere-content synthesis, which, like an extremely complex engineering construction, is reinforced by psycho-spiritual and especially self-functional functions of the value-conceptual sphere. And that is why he is not only a literate and competent worker, but also, for the most part, an internally harmonized individual with a wide range of humanistic, moral and ethical, socially significant value priorities. Moreover, its axio-sphere is characterized by relative constancy over a certain long time and even the entire life path, which ensures psycho-emotional stability person in relation to any negative external influences, mutually harmonizes the self-organization of need-motivational, cognitive, conative and emotional-volitional characteristics, modes of the structural mosaic of consciousness and self-awareness, activating social conditions and internal self-actualization factors of their mutual development, accommodation, mutual enrichment.

The illuminated lacework of basic conceptual provisions regarding the psycho-meaningful filling of the value-conceptual sphere of an effective worker in the socio-economic field enabled the well-argued creation of *an axio-psychological portrait as a competent psychologist*. In our epistemological presentation, it is generalized,

exemplary, and even to some extent canonical and covers (according to the principle of quaternality [14]) four contexts of signs, characteristics, traits, and peculiarities:

a) psychosocial – the person is open to new contacts and knows how to maintain them, maintains emotional self-control in the process of communication, is empathically attractive to people, highly educated with due sensitivity and truthfulness, which facilitates orientation in the emotional and affective sphere of the client, and also feels responsible for his actions, is aware of the limits of his own competence, possesses a high level of internal freedom and is independent in decision-making, covitally comfortable as a professional and a person, knows how to establish business contacts and achieve understanding with people of different age, profession, experience and psychotype, psychologically ready for cooperation, to support and assistance to others;

b) humanistic-professional – the intellectual potential of this person is above average or high (primarily the verbal component and its social component), which is realized on a daily basis against the background of the humanistic orientation of the individual, namely thanks to such components as the presence of an altruistic position and high motivation by the profession, readiness to provide professional psychosocial assistance to all those who objectively need it, tolerance, determination to grasp eternal values (truth, truth, good, love, morality, happiness, wisdom, etc.), upholding noble cultural norms of civil coexistence, ethno-national ideals, traditions in everyday life, shrines and values of the Ukrainian people, a respectful and constructive attitude towards each client, regardless of his mental traumas, complexes, stereotypes and characterological accentuations or personal defects, targeting a positive result and at the same time possessing the mechanisms of self-regulation, self-mobilization and self-organization, which ensure success in his daily work;

c) self-spiritual – the person follows the paths of self-actualization, fully realizing himself situationally as a subject of life activity, asserting himself through a vocation and his own business personally, realizing himself existentially as an individual in a series of beneficial professional and self-directed actions (responsibility, help, dignity, love, faith, etc.), which means that he has adequate objective perception of reality, acceptance of himself and others, spontaneity, ease, human accessibility, natu-

ralness, striving for authenticity, refinement and aesthetics of searches, ability to make creative decisions, creativity and originality of actions, a sense of belonging to the tasks and destiny of the native ethnic group, complicity in the common cause of the team, the ability to produce positive value orientations, a developed sense of delicate humor and at the same time self-confidence and high positive self-esteem, emotional lability, work on oneself in the direction of spiritual self-development, a sincere conscience to help others, the ability to expand the field of love and goodness around oneself, volitional activity, openness to new impressions and experiences, and thus the constant enrichment of one's sensual and intellectual, existential and transcendental experience;

d) worldview-individual – *there is a panoramic understanding of everyday social life, his striving for a high ideal, an understanding of the gendered nature of female and male happiness, a sense of identity with the social, family, professional and ethno-national dimensions of the environment, value-meaning unity with the world, empathy, self-confidence in life situations choice, critical reflection of one's own life path, independence in views and beliefs, autonomy of professional consciousness, realism and discipline of one's own thinking and activity, mainly a positive and harmonious self-concept, a deep and all-round desire for self-knowledge, reaching the heights of life wisdom, conviction in the exceptional importance of one's own intellectual, emotional-volitional, intentional and proactive efforts to support the fruitful functioning of Ukrainian society, an anthropological outlook, a humanistically oriented outlook and a thorough understanding of the psycho-spiritual world of a person, which enable his inspired existence in the process of business interaction with the client.*

For the first time, the four-context axio-psychological portrait of an effective worker as a professional psychologist, although created on the basis of extensive empirical material of psychosocial research, is still generalized, idealized, and standard. Therefore, it is obvious that its metasytemic projection on the individual psycho-spiritual features of a specific personality of this profession will have many invariants of a simplified or somewhat more specific format in the resulting palette of properties, traits, abilities, and competencies. We are talking about the possibility of creating such a complete set of named portraits, which would include a mini-

um of typical trajectories of the professional ascent of a worker of a socio-economic profile specifically as a psychologist to the heights of his professional skill, business excellence and full-fledged personal development. Moreover, in this case, indicators of his effective thinking activity will be such systemic psychosocial indicators as self-individual self-realization in the profession and life, the embodiment of everyday desires, dreams, one's vocation, satisfaction of higher needs and spiritual aspirations, finding one's own place in the world and meaning – materiality, full realization of one's talents and gifts, inner comfort and grace of well-being, etc. It is clear that here the processes-trajectories of the personal and professional development of such a specialist are inseparably merged throughout his entire career, where the stimulus for increasing their interrelated action is the desire and internal need for professional self-affirmation, awareness of one's capabilities, goal setting, adequate activity planning, authenticity, the desire to be oneself, self-confidence, the ability to understand one's feelings, to realize the most urgent demands and ideals, purposefulness, the search for new opportunities of one's own hidden reserves and the presence of plans for the future, the thirst for knowledge and moderate satisfaction with what has been achieved, efforts in relation to one's own spiritual self-improvement and constant self-actualization of life choices and reflection of one's own personal self-efficacy.

Meanwhile, it is worth adding the encouraging fact that nowadays there is a wide nomenclature of psychodiagnostic, social-psychological, educational-training, purely sociological and actually psychological methods and techniques for a thorough study of the axiosphere of the personality, although based on various theoretical ideas and methodological principles in the arsenal of any worker as a practical psychologist (see, for example, [13]). In addition, a specialist, creating an axio-psychological portrait of an individual client, needs to remember a certain conditionality of the acquired generalized psychosocial characteristics. Moreover, the concretization of the personal mosaic of intentions, values, meanings, meanings and meanings, as noted by A. Furman, “covers intellectual achievements, intimate-personal relationships, compliance with social expectations, material well-being, work and business properties-traits, as well as characterological adequacy, psycho-spiritual maturity and horizons of situational self-actualization” [11, p. 123].

All of the above creates a fundamental knowledge base for the creation of a mentally appropriate, value-oriented, ethno-national in spirit and purpose, *innovative educational model* of professional training of future workers in the socio-economic profession precisely as competent psychologists during their studies at the first (bachelor's) and second (master's) levels of academic education. Furthermore, the integral system of such training is an extremely complex, multidimensional, multi-level, openly self-developing system that dialectically combines the professional formation (professionogenesis) of a person and his subject, personal, individual and self-existential development, reflects the ontophenomenal indivisibility of content, value, processual, active and effective completeness of professional realization of a specialist and is primarily aimed at self-development, self-realization and self-improvement of him as an inspired, responsible and unique individual in its central sphere link – in a synergistic value-meaning environment and in existential-situational essentiality – in self-efficacy and spiritual self-fulfillment.

It should be noted that the most favorable for the ontogenesis of a person as an individual in the stages of childhood, adolescence and youth is the author's educational model of interdisciplinary design and organizational creation of a modular-developmental psychocultural space of primary and secondary schools, which is scientifically substantiated, experimentally tested and currently being implemented locally over the past thirty years by the team of one of the authors (A. Furman and the school). The system-creating environment and at the same time an integral condition for the creation of such a space is such a multi-parameter phenomenon as *the innovative and psychological climate* of an educational institution, which, according to the theory of O. Furman (Humenyuk) [25], in the complementarity of four classes of psychological influence (informational-subjective, normative-personal, value-individual, spiritual-universal), their respective spheres of conditions for the deployment of polymotivation (cognitive, practical, mental, self-improvement) and rhythmically consonant aspects of educational communication (communicative, interactive, perceptive, spontaneous-intuitive as varieties of psychosocial exchange) cause intensive self-creation of the central link of self-consciousness of each subject of such a space – his *positive-harmonious self-concept* in the cyclical fullness of cognitive

(self-image), emotional-evaluative (I-attitude), action-creative (I-deed) and spontaneous-spiritual (I-spiritual) components (see [26]).

Once again, as recently confirmed by the pro-paedeutic research of one of the authors (A. Furman, M. Turchyn [21]), there is a stable positive correlation between the developmental functioning of the value-meaning sphere and internal acts of self-reinforcement and self-efficacy of the individual. Therefore, let's detail this nourishing essential connection.

Let us recall that according to the theory of social-cognitive learning (A. Bandura, J. Rotter, etc.), the behavior of a person is the result of a complex interaction between cognitive processes, personal factors and the influence of the social environment. And although this theory, studying behavior along the lines of the behavioral branch of psychology of the 20th century (that is, in the mode of the "stimulus – reaction" dichotomy, mediated by a certain set of internal determinants), does not consider and does not establish evolutionary forms, objects, content, structure, means of activity and the act of a person as the main ways of his essentiality, yet certain concepts of this theory are very heuristic and for detailing the axiological portrait of a psychologically literate worker of a socio-economic profile.

First of all, we are talking about *the concept self-reinforcement* and especially about *the concept of self-efficacy* of the famous American psychologist of Ukrainian origin A. Bandura (1925 – 2021) [27-29]. According to his definition, self-reinforcement is the process in the field of self-awareness, actualizing which a person improves and maintains his behavior, encouraging himself and having a certain conscious control over this self-approval. Therefore, the majority of behavioral acts and actions of an adult are not regulated by external reasons-stimuli, but by self-reinforcing reinforcements or, in other words, through self-approval, self-support and self-help.

An effective psychologist, teacher, social worker mainly resorts to positive self-reinforcement – he rewards himself with approvals that are subject to control on the way to achieving the norms and values of cooperation with a client, pupil or visitor that he himself has established. And this causes an increase in his motivational potential and volitional efforts in everyday professional activities, strengthens personal responsibility and improves the productivity of social work as a whole. Meanwhile, he masters, expands and enriches himself at least

three channels of his own self-regulatory and reinforcing ability, namely: a) setting the continuous course of the process of *self-observation* according to such criterion values as sincerity, truthfulness, empathy, benevolence, comfort, constructiveness, expediency, effectiveness, utility, etc.; b) involvement in the performed mental activity of multifaceted *self-evaluation* according to the criterion scales “positive – negative”, “normative – exclusive”, “adequate – inadequate”, “productive – fruitless”, “local – systemic”, etc.; c) regular *self-reporting* both in relation to the obtained results, products or indicators of self-evaluation and greater or lesser approval of oneself, and in relation to the process, results and usefulness of specific psychosocial work with each interlocutor.

Instead, self-efficacy is a person's everyday thinking and ability to realize his own ability to behave and act relevantly (that is, according to the importance, complexity, specificity) of a professional task or a particular life situation. With regard to a humanities worker who has reached the heights of effective professional functioning, there are reasons to state the following *value-conceptual priorities*:

1) the person is thoroughly aware of his self-efficacy, which is why he puts significant effort into completing challenging tasks and assignments, and implements positive thought patterns for professional achievement;

2) he, expecting the desired success, in his daily work, mostly receives optimal (according to the criteria of labor intensity, time consumption and final productivity) results of his psychosocial thinking, which strengthens his self-esteem and confidence;

3) he mentally constructs and imaginatively plays out successful scenarios of business interaction with each client or visitor, taking into account his age, social category, gender and mental characteristics, psychological type and psycho-spiritual composition of character;

4) he shows purposefulness and perseverance in achieving the goals of the psychosocial work being carried out, regardless of all kinds of obstacles and without resorting to excessive self-criticism or despair;

5) he constantly engages in self-education and expands his human-centered worldview, actively acquires professional knowledge, norms, values, competencies and, through powerful thinking cycles, strengthens his own self-efficacy, social success.

Constructive analysis of the above-cited li-

terature gives reason to substantiate *four main channels or paths* to the development-acquisition of self-efficacy by a person, each of which to a greater or lesser extent is passed by an individual worker as an applied psychologist from a novice specialist to a professional of the highest psychosocial variety.

First, it is the ability to organize one's behavior and organize one's actions in the best possible way; here, obviously, the primary importance for the person of the psychologist worker is the past experience of successes and achievements both in educational activities in the space of the university and in professional affairs at the workplace, which naturally gives rise to both high expectations and overcoming internal fear of difficulties, and desired results, and increased self-confidence, and satisfaction with the process and work products.

Secondly, the importance of indirect (indirect, non-obvious, implicit) experience, which, although not as active as direct socio-cultural, is still a source of increasing the self-efficacy potential of such an employee who has embarked on the path of personal life fulfillment; the actualization of this experiential layering occurs and/or under the conditions of observing the professional activities of more competent and successful colleagues, and/or through awareness of one's implicit personal knowledge and one's own hidden spontaneous creative inclinations and gifts.

Thirdly, the exceptional importance of verbal, i.e. verbal-logical, conviction in fostering self-efficacy, when, say, on the one hand, the head of an organization, service or department is confident in the professional abilities of a psychologist, and on the other hand, he is convinced of this, who really possesses all the abilities needed for successful psychosocial work with people. Such mutual verbal support contributes to a state of mental comfort, emotional-intellectual balance of *the axiosphere of the individual*, instills self-belief, confidence and self-respect, which are so important in interpersonal business relations.

Fourth, the constructive effect on the employee's self-efficacy in maintaining a state of positive emotional tone around him, which minimizes psychophysical tension, the influence of stressful industrial situations and the destabilizing pressure of poorly controlled emotions and affects, which contributes to internal stability, personal confidence and success in professional thinking, ultimately creates inner comfort and balance of the value-meaning sphere.

Conclusions

1. Against the background of a model definition of the twenty most important sign-characteristics of a worker of a socio-economic profile and with the help of methodological and instrumental resources of the vita-cultural methodology and the cyclical-behavioral approach (A. Furman and the scientific school), six main criticisms are argued step by step – in four beats efforts to create a *full-fledged axiopsychological portrait* of such a specialist as an academic and practical psychologist in one person: professional orientation, social activity, personal self-regulation, value orientation, social-role competence, personal self-efficacy. Besides, the research substantiates the basic premise: the personality of an effective professional in this case appears in two indivisible guises – *the theorist* of modern psychological discourse, which is manifested in her speech and language activity, and *the practice* of specifically implemented psychosocial work-activity, which is organized, provided, performed and reflects on the process and results.

2. As a result of a thorough conceptualization of the problem field of the research, methodologically argued coverage of its goal, object and subject, and thanks to the empirical verification of the obtained data (signs, properties, traits-qualities, peculiarities), a generalized, exemplary and even canonical *axio-psychological portrait* of a competent and effective worker in the socio-humanitarian sphere was created as of a competent psychologist, covering four logical-content contexts: psychosocial, humanistic-professional, self-spiritual and worldview-individual. His metasystemic projection on the individual psychospiritual differences of a particular worker gives mainly somewhat simplified invariants, although in general it preserves the processes-trajectories of his personal and professional development in indivisible interpenetration along the work path.

3. In order to detail the axio-psychological portrait of a worker in the socio-humanitarian sphere, cognitive and explanatory resources of the concept of self-reinforcement and the concept of self-efficacy of A. Bandura, constructed within the framework of the theory of social-cognitive learning, were used in the study. Self-reinforcement of such an employee as approval, support and reward of himself is carried out under his conscious control on the way to achieving the norms and values of cooperation with a client or visitor established by him and through at

least three channels of establishing his own self-regulatory ability: setting the continuous course of the process of self-observation, engaging in the performed thinking activity of versatile self-assessments, regular self-reporting on the process and results, achievements and miscalculations, effectiveness and productivity of psychosocial work embodied in life.

4. The self-efficacy of a competent psychologist, teacher, social worker, based on his reflections and the ability to realize his own ability to learn in accordance with the complexity of professional tasks, has a quintet set of value-conceptual priorities: a) conscious implementation of positive thought patterns and cultural norms, b) obtaining optimally possible results of his social thinking activity, c) conscious construction and imaginary playing of successful scenarios of business interaction with clients, identification of purposefulness and perseverance in achieving the goals of everyday work, d) active involvement in constant self-education and the expansion of a human-centered worldview. At once, the actualization of this self-formation covers the quaternary connection of the main channels or ways of development-acquisition of self-efficacy by the individual, namely the ability to organize one's behavior and organize one's actions in the best way; reliance in professional activities both on acquired socio-cultural experience and on indirect, implicit, personal; use of verbal (verbal-logical) persuasion to increase self-efficacy; constructive activation of a state of positive emotional tone and achievement of internal stability, confidence and success in professional and purely personal life.

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АНОТАЦІЯ

ФУРМАН Анатолій Васильович, РИБІНА Наталія Вікторівна.

Ціннісно-смилова сфера і самоефективність особистості працівника соціономічного фаху.

Міждисциплінарне дослідження реалізує авторську ідею взаємоспричинювальної єдності ціннісно-смилової сфери, професійної компетентності та самоефективності особистості працівника соціономічного фаху як освіченого психолога і присвячене концептуальному та емпіричному обґрунтуванню узагальненого – ідеалізованого, еталонного і навіть учинково канонічного – ціннісно-смилового профілю і самопродуктивності ефективного психолога, педагога, соціального працівника в епістемній організованості їх цілісного аксіопсихологічного портрету. Завдяки використанню постнекласично зорієнтованої методологічної оптики пізнання/конструювання аксіогенезу людини, а саме п'ятимодульного набору форм, методів, засобів та інструментів довершеного мислевчинення, здійснюваного в контексті рефлексивного метаметодологування, аргументовано шість основних критеріїв створення вказаного портрету (професійна спрямованість, соціальна активність, особистісна саморегуляційність, ціннісна зорієнтованість, соціально-рольова компетентність, персональна самоефективність), системне дотримання яких дає змогу взаємодоповнити виконання названим працівником професійних функцій окремого спеціаліста і психолога, теоретика і практика, аналітика і діяча в одній особі. Крім того, доведено, що оптимальний узірцевий варіант такого портрету містить чотири логіко-змістових контексти – психосоціальний, гуманістично-професійний, самісно-духовний і світоглядно-індивідуальнісний та має психодуховні відмінності

у проєкції на внутрішній світ конкретної особистості так чи інакше спеціалізованого психолога. Водночас істотне удетальнення аксіопсихологічного портрету здійснено пізнавальними і пояснювальними ресурсами *концепту самопідкріплення і концепції самоефективності* науковця світового масштабу А. Бандури. Зокрема, встановлено, що самопідкріплення компетентного працівника-психолога охоплює: а) схвалення, підтримку і винагороду себе, б) свідомий контроль у досягненні самовстановлених норм і цінностей, в) три канали утвердження власної саморегуляційної здатності (постійне самоспостереження, діяльна самооцінка, регулярне самозвітування). Також висновується, що на доповнення його *самоефективність*, ґрунтуючись на роздумах і вмінні усвідомлювати свою здатність мудро вчиняти у виробничих ситуаціях, має квінтетний набір ціннісно-сміслових пріоритетів (позитивні мислєсхеми, цілеспрямованість тощо) та обіймає кватерну сув'язь головних шляхів-способів розвитку-набуття особистістю самоефективності: зорганізованість поведінки, опєртя на здобутий і неявний досвід, використання невербального переконання та ін. У результаті проведеного дослідження повністю висвітлено його предмет – *ціннісно-сміслова сфера зрілої натхненної особистості*, що знаходить системне знанняве відображення у вигляді аксіопсихологічного портрету як концептуально-емпіричної моделі сталого поєднання її сенсо-сміслового засвіту, професійної майстерності, персональної самоефективності та мислєвчинкової функційності живих потоків свідомості і самосвідомості.

Ключові слова: *людина, особистість, ціннісно-сміслова сфера, аксіологічна психологія (аксіопсихологія), аксіосфера, смісложиттєвий розвиток, професійна компетентність, соціономічні професії, аксіопсихологічний портрет, свідомість, рефлексія, методологічна оптика, мислєвчинчення, метаметодологування, культура, модель ефективного працівника-психолога, самопідкріплення, самоефективність, Зіновія Карпенко, Анатолій А. Фурман, Альберт Бандура.*

ANNOTATION

Anatolii V. FURMAN, Nataliia RYBINA.

Value-conceptual sphere and self-efficacy of professionals in the socioeconomic field.

The interdisciplinary study implements the author's idea of the inter-causative unity of the value-meaning sphere, professional competence and self-efficacy of the sociologist as an educated psychologist and is devoted to the conceptual and empirical substantiation of the generalized – idealized, reference and even de facto canonical – *value-conceptual profile* and self-efficacy of an effective psychologist, a teacher, a social worker in the epistemic organization of their holistic *axiopsychological portrait*. By using a post-non-classically oriented methodological lens for understanding/constructing the

axiogenesis of the human being, namely, a five-module set of forms, methods, means, and tools of perfected thought-action carried out in the context of reflexive metamethodology, six main criteria for creating the specified portrait have been substantiated (professional orientation, social activity, personal self-regulation, value orientation, social-role competence, personal self-efficacy), the systematic observance of which makes it possible to complement the performance of the named employee's professional functions as an individual specialist and psychologist, theorist and practitioner, analyst and activist in one person. In addition, it is proved that the optimal sample version of such a portrait contains four logical and meaningful contexts i.e. psychosocial, humanistic-professional, self-spiritual and worldview-individual and has psycho-spiritual differences in the projection onto the inner world of a specific personality one way or another specialized psychologist. Besides, a significant detailing of the axiopsychological portrait was carried out by the cognitive and explanatory resources of the concept of self-reinforcement and the concept of self-efficacy of the world-class scientist A. Bandura. In particular, it was established that the self-reinforcement of a competent psychologist includes: a) self-approval, support and reward, b) conscious control in achieving self-set norms and values, c) three channels of establishing one's own self-regulation ability (constant self-observation, active self-evaluation, regular self-reporting). It is also concluded that to supplement his self-efficacy, based on reflection and the ability to realize his ability to act wisely in production situations, he has a quintet set of value-meaning priorities (positive thought patterns, purposefulness etc.) and embraces the quaternary connection of the main ways – ways of development – acquisition of self-efficacy by a person; organized behavior, reliance on acquired and implicit experience, use of non-verbal persuasion, etc. As a result of the conducted research, its subject is fully covered – the value-meaning sphere of a mature inspired personality, which finds a systematic knowledge reflection in the form of an axio-psychological portrait as a conceptual-empirical model of a stable combination of its sensory-meaning enlightenment, professional skill, personal self-efficacy and thinking-behavior functionality of living streams of consciousness and self-awareness.

Keywords: *person, personality, value-conceptual sphere, axiological psychology (axiopsychology), axiosphere, meaningful life development, professional competence, socioeconomic professions, axiological portrait, consciousness, reflection, methodological optics, thinking, metamethodology, culture, model of an effective psychologist worker, self-reinforcement, self-efficacy, Zinovia Karpenko, Anatolii Furman, Albert Bandura.*

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