The Study of the Self-Development Model in the Context of Structural Security of the Individual Integrity

Iryna V. Ievtushenko[#,*], Yevheniia M. Kaliuzhna[#] and Olena O. Nezhynska[#]

Training Institute for the State Employment Service of Ukraine, Kyiv, Ukraine

Abstract: *Objective*: The purpose of the study is the theoretical substantiation and testing of the methodological apparatus for determining the possibility of self-improvement and maintaining the level of personal psychological attitudes for social and professional interaction.

Background: The individual is perceived in the social environment as complex integrity having specific sets of its own properties and definitions. The implementation of professional standards, the creation of new organizational and psychological mechanisms in society puts forward new requirements for personality.

Method: The article presents a model for the formation of a qualitative perception of the possibilities of correcting motives and personality traits, which impact on the social interaction of a person.

Results: Analysis of the obtained results allowed to admit the effectiveness of authors' experimental methodology. The authors show that the structural support for the development of the psychological characteristics of addictive individuals should be based on an understanding of the boundaries of social and professional interaction and the determination of the possibilities for its adjustment.

Conclusion: The authors presented a model for the formation of a qualitative perception of the possibilities of correcting motives and personality traits. This, in turn, forms the possibility of defining a complex that contributes to additional social interaction between the components of the social structure.

Keywords: Self-development, additivity, structure, personality, psychology.

INTRODUCTION

The current stage of development of society is characterised by integration into world political and economic structures and is determined by the establishment of educational and scientific space. The most important are the requirements for training qualified specialists in all fields of activity, particularly in education [1]. The high dynamism of the modern business world, continuous and significant changes in technologies in the labour market and sales, the establishment of a single information space, the growing need for specialists in the economic profile affect the nature of the requirements for the quality of modern education.

Of particular relevance in market conditions is the problem of training professional personnel for the educational sphere, since significant transformations in all structures of society that are taking place today and the general democratisation of life involve a reduction in the time needed for graduates to adapt to work and increase their mobility and competitiveness. In modern society, the professional training level of a student is the main potential for professional growth. Therefore, a future specialist must skilfully use accumulated knowledge [2]. The quality of education is a necessary component of the life of a modern person, with intelligence and education, breadth and flexibility of professional training, the desire for creativity, and the ability to solve non-standard tasks.

The activity of education managers has a specific nature that is directly related to the requirements for their psychological readiness for action as one of the necessary conditions for its fulfilment. It is psychological readiness that ensures the success and effectiveness of the action, its relatively quick assimilation, and optimal implementation in complex, dynamically changing situations. The psychological readiness of an education manager for the professional activity should include a well-matured worldview, moral, motivational, intellectual, emotional, volitional sides of the personality, and its activity aimed at fulfiling its subjective resource in the labour process. Each of the substructures of psychological readiness has its own specific load and affects not only the results, but also the psychological attitude and general satisfaction of the manager with the work performed [3].

As the analysis of the activities of young specialists demonstrates, understanding the essence of professional management activity (distribution of responsibilities, creation of information structures, work with individuals and groups, use of power and decision-

*Address correspondence to this author at the Training Institute for the State Employment Service of Ukraine, Kyiv, Ukraine; Tel: +380445361485;
E-mail: iv.ievtushenko@tanu.pro.

[#]These authors are equally contributed.

making, etc.) is a long process. Psychological and pedagogical studies have established that some of the students lose interest in their future profession even in the process of studying at the university since they understand that, apart from professional skills, personal qualities are also required for managerial activity. Difficulties in considering issues concerning psychological readiness for managerial activity are determined by the absence of an unambiguous interpretation of the concepts of "psychological readiness", "psychological readiness for activity" in psychological and pedagogical sources, the content of the concept "psychological readiness for managerial activity" also lacks specificity [4].

Authors believe that to clarify scientific ideas about the establishment of psychological readiness for managerial activity in a higher education institution, among the many issues that arise during its study, it is necessary to investigate the following: ideas associated with the specification of the content of the concept of "psychological readiness for managerial activity"; ideas connected with the development of a programme for the establishment of psychological readiness of the student/future manager for managerial activity and substantiation of its content; ideas related to the definition of psychological and pedagogical conditions for the establishment of psychological readiness of future managers for managerial activity.

The source of these issues lies in the contradiction between the necessity of training competitive managers that are ready to make managerial decisions, and the lack of scientifically substantiated methods and means of forming the psychological readiness of a student/future manager for managerial activities. The desire to find ways to resolve this contradiction determined the scope of this study. In theoretical terms, this is the issue of creating a programme to establish the psychological readiness of a student/future manager for management activities. In practical terms, the problem of determining the psychological and pedagogical conditions for the formation of the psychological readiness of the student/future manager for managerial activity.

The study's purpose is the theoretical substantiation and testing of the programme for the establishment of the student/future manager's psychological readiness for managerial activity in the process of educational activity.

MATERIALS AND METHODS

The educational stage of the experiment was carried out in three stages during the 2017-2019 school year. For the experiment, control and experimental groups of students with approximately the same composition and initial level of knowledge of the majors were selected. In total, 216 students of 1-4 years, who studied in the second year (216 students) and in the fourth year (186 students).

Students were divided into control (CG) and experimental (EG) groups as follows: in the second semester of the 2016-2017 school year, four experimental groups (104 students: 65 women; 39 men) and four control groups (112 students: 72 women; 40 men) who studied in the first year were identified. In the 2017-2018 academic year, these same students studied already in the second year, but their number decreased and amounted to 100 students in the experimental group (62 women; 38 men) and 105 students in the control groups (65 women; 39 men). In the 2018-2019 academic year, students of the EG, who were already 95 people (59 women; 36 men), and control groups (98 students: 60 women; 38 men) studied in the third year. The final stage of the experimental study took place in the first semester of the 2019-2020 academic year with students already in the fourth year. There were 92 students in the experimental groups (58 women; 34 men) and 94 students in the control groups (57 women; 37 men). The study was conducted in several stages as follows.

Stage 1

The analysis of scientific literature, which allowed to determine the relevance of the subject matter, to develop the initial theoretical principles. The result of the first stage was the definition of the hypothesis, methodology, and research techniques, and the reasoning of its programme.

Stage 2

In the course of the experimental work, which was combined with the continuation of the analysis of scientific literature, the hypothesis of the research was verified and refined, the psychological and pedagogical conditions and methods ensuring the effectiveness of the establishment of the psychological readiness of the student/future manager for managerial activity were specified. The theoretical understanding of the data obtained formed the basis for the determination of the psychological and pedagogical conditions for the

establishment of the psychological readiness of the student/future manager for managerial activity. The result of this stage was the development and implementation of an experimental programme to establish the psychological readiness of a student/future manager for management activities.

Stage 3

The empirical knowledge obtained as a result of a comparative analysis of the data of the ascertaining stage of the experiment with the data of the educational stage, is subjected to qualitative and quantitative analysis. The materials accumulated throughout the study were generalised and interpreted. The research results were drawn up.

Research Methods

To solve the set tasks and verify the initial assumptions, a set of complementary research methods adequate to its subject was used: a theoretical analysis of philosophical, socio-psychological, and psychological-pedagogical literature; empirical methods (observation, questioning, testing, the ascertaining and educational stages of the experiment); mathematical and statistical methods of data processing.

The reliability of the research results is ensured by the validity of the research methodology, its relevance to the subject matter; its implementation at the theoretical and practical levels; the use of a set of methods adequate to the subject and objectives of the research; the possibility of repeating experimental work; the representativeness of the sample size and the significance of the experimental data; the use of methods of mathematical statistics.

All procedures performed in studies involving human participants were in accordance with the ethical standards of the institutional and national research committee and with the 1964 Helsinki declaration and its later amendments or comparable ethical standards. A study was approved by the Central (National) Ethics Commission of the Ministry of Health of Ukraine, November 17, 2019, No 1345-7. Informed consent was obtained from all individual participants included in the study.

RESULTS

Authors believe that the concept of "psychological readiness for professional activity" should be considered in relation to a specific activity type. Therefore, the authors specified the concept of "psychological readiness for managerial activity". Such readiness is understood as a mental state described by a dynamic concentration of a person's internal forces, which allows to expediently regulate personal activities in the process of organising and planning the work of production and personnel in the presence of formed motives and attitudes for the fulfilment of personal qualities, which are manifested in behavioural activity and a positive emotional mood. This definition, considering the analysed structural components of activity [5], allows to single out the constituent elements of psychological readiness for managerial activity and, on their basis, to determine the structure of such readiness, including cognitive, personal, motivational, behavioural, and emotional components.

The cognitive component of psychological readiness for managerial activity includes a high level of special and psychological knowledge, social intelligence. The personal component of psychological readiness for managerial activity includes psychological and professional qualities necessary for the successful implementation of activities, communication skills, leadership qualities that contribute to the establishment of readiness for dialogue in a student/future manager, the ability to create a favourable climate in the team, self-confidence, the ability to analyse actions of others [6].

In the motivational component, the motivational orientation of the personality and the motivation for achieving success are highlighted. The emotional component includes a positive emotional attitude of the manager and restraint, which manifest themselves in strict self-discipline and exacting attitude towards others, criticality, and self-criticism. The behavioural component includes the student's behavioural activity in the learning process, allowing to acquire additional behavioural experience in specially modelled managerial situations.

However, one of the central issues of the study was the matter of conditions for organising the educational process at the higher education institution, the observance of which will allow the student/future manager to establish a psychological readiness for managerial activity. These are the following psychological and pedagogical conditions: intensification of the student's activity to obtain information about the components of the content of management activities; provision of the student with the

opportunity to independently develop programmes for organisation and personnel management, taking psychological factors into consideration; inclusion of the student in the implementation of these programmes; the establishment of the student's ideas about themself as a subject of management activity.

Thus, having specified the concept of "psychological readiness for managerial activity", having highlighted the structural components of psychological readiness for managerial activity, and having defined the psychological and pedagogical conditions for the establishment of psychological readiness for managerial activity, authors developed a programme for the establishment of psychological readiness of a student/future manager for managerial activity.

We determined the control (CG) and experimental (EG) according to the input levels of students' readiness for professional self-fulfilment, which had approximately the same values in the CG and the EG. This makes it possible to obtain reliable research results in traditional and experimental conditions for the establishment of psychological readiness for professional self-realization.

In the experimental groups, students studied using innovative technology. In these groups, the preparation of the future education manager for professional self-fulfilment, taking into account the psychological type of each student was carried out. An experimental methodology was applied using authentic materials of a professionally significant nature, role-playing games, and a set of exercises aimed at developing the skills necessary for professional communication, which is especially important for future education managers. In the control groups, training was carried out according to traditional methods, that is, according to work programmes.

In the process of research in the experimental and control groups, the classes were held by the same teachers in each academic discipline, which ensured the uniformity of requirements for the participants in the experiment, and also made it possible to control the educational process purposefully. Other teachers (with pedagogical experience from 5 to 20 years) in the role of competent mentors were also involved in the experiment, which contributed to the objectivity of assessing knowledge, formed skills and abilities of students.

During the educational stage of the pedagogical experiment, educational and methodological material and various types of educational activities provided for in the Pedagogy and Psychology programme for students of 2-4 years and "pedagogical specialties" for second-year students were used. Since an experimental study was conducted among students from the second to the fourth year, therefore, the main attention was paid to the methodological support of the speciality "Pedagogy and Psychology" for the preparation of students.

The authors developed a complex experimental programme for the establishment of psychological readiness for managerial activity, considering the characterological properties of the personality. This programme solves the following tasks:

– contributes to the establishment of special and psychological knowledge among students;

– contributes to the fulfilment of the personal qualities of students;

– directs students' motivation towards obtaining theoretical knowledge and applying the latter in management activities, and motivates students to professional activities to achieve success.

The programme includes two sections:

– theoretical section (purposeful work of teachers aimed at acquainting the student with the psychology of management, the structure of the professional activity of a manager, the interrelation of professional requirements and the individual psychological features of an employee; at the development of the ability for rational mental operations, communication skills). The implementation of the theoretical section in the educational process allows students to fulfil themselves as subjects of management activity;

– practical section (implemented upon conducting business, situational games, and training). The implementation of the practical section allows the student to establish such personal qualities as leadership, communication skills, foresight in interpersonal relations, empathy, rationality in actions, and gain additional behavioural experience in specially simulated managerial situations: self-presentation, group decision-making, public speaking.

To test the initial assumptions about the results of the established psychological readiness for managerial activity, a set of complementary methods was used: test, questionnaire, conversation, participatory observation. To analyse the results of an experimental study, authors recorded the dynamics of indicators of levels of psychological readiness for professional self-fulfilment of students studying in the control (CG) and experimental groups (EG) from the first to fourth years (Table **1**).

An analysis of the tabular data allows concluding that regardless of the fact that the number of students in control and experimental groups changed annually, the effectiveness of the establishment of readiness in future managers of education for professional self-fulfilment in the experimental groups was determined by the best indicators at all levels than in the CG groups. Next, the authors compare the dynamics of the average indicators that were observed in the CG and the EG throughout the entire educational stage of the experimental study.

At the beginning of the educational stage of the experiment, it was found that the average psychological readiness for future self-fulfilment of future education managers in the control and experimental groups has the same value – 3.36 points. After completing training in the first year in the CG, this indicator increased to 3.41 points (by 0.05 points), and in the EG – up to 3.59 points (by 0.23 points), which is 0.18 points more than in control groups. It should be noted that according to the results of entrance control in the second, third and fourth courses, the average indicator (like all other indicators of students' readiness levels for professional self-fulfilment) in the EG was higher (3.54 points – 2 year; 3.56 points – 3 year; 3.69 points – 4 year) than in the CG (3.38; 3.4; 3.43 points, respectively), which is explained by the positive influence of authors' experimental methodology for psychological training of future education managers in experimental groups from the first year.

The dynamics of the average readiness indicator for future self-fulfilment of future education managers who continued to study in the second year was determined by the following digital data: in the CG, the average indicator increased from 3.38 to 3.4 points (by 0.02 points), and in the EG – from 3.54 to 3.66 points (1.12 points), which is 0.1 points better than in the control groups. In the third year, among future education managers who studied in the CG, the average

Table 1: Results of the Educational Stage of an Experimental Study

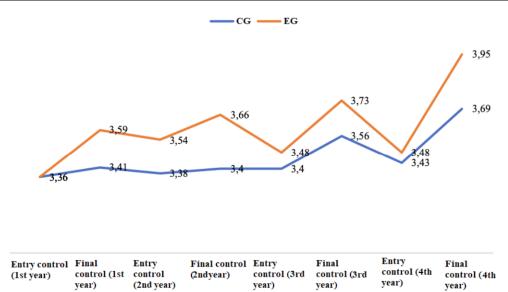| Year	Group	Stage of control	Indicators of students' psychological readiness for professional self-fulfilment								Average
			High (5 points)		Sufficient (4 points)		Satisfactory (3 points)		Low (2 points)		
			People	%	People	%	People	%	People	%	
1	CG	Entry	2	1.79	40	35.71	66	58.93	4	3.57	3.36
		Final	3	2.68	42	37.5	65	58.03	2	1.79	3.41
	EG	Entry	2	1.92	36	34.62	63	60.58	3	2.88	3.36
		Final	9	8.65	43	41.35	52	50.0	0	0	3.59
2	CG	Entry	2	1.9	38	36.2	63	60.0	2	1.9	3.38
		Final	3	2.85	40	38.1	61	58.1	1	0.95	3.4
	EG	Entry	7	7.0	40	40.0	53	53.0	0	0	3.54
		Final	11	11.0	44	44.0	45	45.0	0	0	3.66
3	CG	Entry	1	1.02	38	38.78	58	59.18	1	1.02	3.4
		Final	2	2.04	39	39.8	57	58.16	0	0	3.48
	EG	Entry	7	7.37	39	41.05	49	51.58	0	0	3.56
		Final	13	13.68	43	45.26	39	41.05	0	0	3.73
4	CG	Entry	2	2.13	33	35.11	59	62.76	0	0	3.43
		Final	5	5.32	35	37.23	54	57.45	0	0	3.48
	EG	Entry	11	11.96	41	44.56	40	43.48	0	0	3.69
		Final	19	20.65	49	53.26	24	26.09	0	0	3.95

Figure 1: Dynamics of changes in the average indicator of students' psychological readiness for professional self-fulfilment.

readiness for professional self-fulfilment increased from 3.4 to 3.48 points (by 0.08 points), and in the EG from 3.56 to 3.73 points (0.17 points), which is 0.09 points higher than in the CG.

At the final stage of the experimental study (in the fourth year), the average index of readiness for professional self-fulfilment among students in CG increased from 3.43 to 3.48 points (by 0.05 points), and in EG from 3.69 to 3.95 points (0.26 points), which is 0.21 points better than in the CG. The dynamics of the average psychological readiness of students for professional self-fulfilment, which was observed during the educational stage of the experiment, is shown graphically in Figure **1**.

Since in the process of the educational stage of the experimental study, progressive dynamics of improving the results of the establishment of psychological readiness for future self-fulfilment of future education managers who studied in control and experimental groups was observed, authors analyse the generalised

indicators from the beginning of the experiment (entry control in the first year) to its completion (final control in the fourth year), which is reflected in Table **2**.

Analysis of the table data allows us to admit the effectiveness of the authors' experimental methodology and its positive impact on the establishment of psychological readiness for future self-fulfilment of future education managers. Since the number of students in the CG and the EG constantly changed throughout the experimental study, authors consider it appropriate to compare these data in percent, namely:

- in terms of high-level indicators in CG, there was an increase in such students from 1.79% to 5.32% (by 3.53%), and in EG from 1.92% to 20.65% (by 18.73%), which is 15.2% more than in the control groups;

- in terms of a sufficient level in CG, the number of students increased from 35.71% to 37.23% (by 1.52%), and in EG from 34.62% to 53.26% (by

Table 2:   The Generalised Results of the Forming Stage of the Experimental Study

Groups	Stage of control	Indicators of students' readiness for professional self-fulfilment								Average
		High (5 points)		Sufficient (4 points)		Satisfactory (3 points)		Low (2 points)		
		People	%	People	%	People	%	People	%	
CG	Entry	2	1.79	40	35.71	66	58.93	4	3.57	3.36
	Final	5	5.32	35	37.23	54	57.45	0	0	3.48
EG	Entry	2	1.92	36	34.62	63	60.58	3	2.88	3.36
	Final	19	20.65	49	53.26	24	26.09	0	0	3.95

18.64), which 17.12% more than in control groups;

- in terms of a satisfactory level in CG, the number of such students decreased from 58.93% to 57.45% (by 1.48%), and in EG from 60.58% to 26.09% (by 34.49%), which is 33.01% better than in CG;

- according to the low-level indicators in both categories of groups, upon completion of the educational stage of the experiment, there were no students with such a level of readiness for professional self-fulfilment.

The dynamics of readiness indicators for future professional self-fulfilment of future education managers who studied in control and experimental groups is reflected in histograms (Figure **2**).

In order to verify the reliability of the results and to formulate conclusions, authors employed methods of comparative analysis and mathematical statistics to process the results of a pedagogical experiment. The effectiveness of training future education managers of control groups was compared with the same indicators of students who studied in experimental groups.

To analyse and generalise the results of authors' study, the essence of the null and alternative hypotheses of experimental research was determined. In the null hypothesis, it was suggested that the positive dynamics of the results of the professional training of future education managers who studied in control groups are a consequence of the natural learning process. An alternative hypothesis of the authors' study was the assumption that the improvement in the results of professional training of students of experimental groups is determined by the targeted use of the proposed methodology for the establishment of psychological readiness of future educational managers for professional self-fulfilment based on the acmeological approach.

In order to determine the reliability of the results of the authors' study, the authors determined the F-criterion for the experimental groups (empirical criterion) and compared it with the theoretical F-criterion. The F-criterion was determined by the formula:

$$F_{emp} = \frac{\sigma_1^2}{\sigma_2^2} \tag{1}$$

where σ_1^2 – variance at the input stage of determining the levels of psychological readiness for professional self-fulfilment of future education managers; σ_2^2 – variance in the final control of the effectiveness of the establishment of psychological readiness for professional self-fulfilment of future managers of education on the principles of the acmeological approach at the final stage of the experiment.

The dispersion is determined by the formula:

$$\sigma^2 = \frac{\sum f(x_i - x)^2}{N} \tag{2}$$

where *f* is the number of students whose grades 5, 4, 3, 2 reflect, respectively, high, sufficient, satisfactory, and low levels of psychological readiness of future
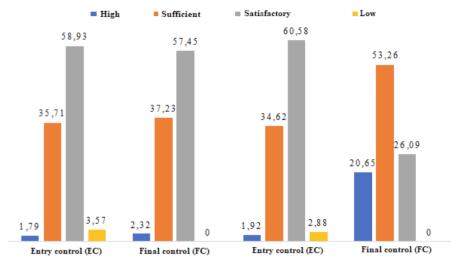

Figure 2: Dynamics of psychological readiness indicators for professional self-fulfilment of future education managers who studied in control and experimental groups.

Table 3: The Results of the Calculation of the F-Criterion

Group	Stage of control	Average grade	Indicators for the calculation of the F-criterion										F_{emp}
			f				$(x_i - x)$				$\sum f(x_i - x)^2$	σ^2	
			5	4	3	2	5	4	3	2			
CG	Entry	3.36	2	40	66	4	1.64	0.64	-0.36	-1.36	37. 7143	0.3367	1.06
	Final	3.48	5	35	54	0	1.52	0.52	-0.48	-1.48	33.4575	0.3559	
EG	Entry	3.36	2	36	63	3	1.64	0.64	-0.36	-1.36	33.8365	0.3254	1.43
	Final	3.95	19	49	24	0	1.05	0.05	-0.95	-1.95	42.7283	0.4644	

education managers for professional self-fulfilment based on the acmeological approach; $(x_i - x)$ – the difference between the individual values of the estimates (5, 4, 3, 2) and the value of the average indicator for a certain group and stage of control; N is the number of students in those categories of groups (control or experimental) where the variance is calculated. The results of the calculation of the F-criterion are shown in Table **3**.

The analysis of Table **3** makes it possible to determine the following key indicators: in the control groups at the stage of input control, the dispersion (σ_1^2) is 0.3367, and at the stage of final control (σ_2^2) – 0.3559. Therefore, the F-test for control groups (F_{emp} – CG) has a value of 1.06. Calculations to determine the dispersion in the experimental groups showed that at the input control stage, the dispersion (σ_1^2) is 0.3254, and the variance of the final control (σ_2^2) is 0.4644. the empirical indicator of the F-criterion for the experimental groups (F_{emp} – EG) is 1.43.

DISCUSSION

The analysis of scientific literature and the study of real pedagogical practice demonstrates that the main aspects of the study of the issue of establishing the psychological readiness in a student/future manager for managerial activity depend on how this issue is inscribed in the scope of scientific interests of researchers. In the context of the theoretical aspects of professional readiness, general issues of training specialists in management [7] and issues of the establishment of individual managerial qualities are investigated: skills for building social and psychological communications [8], managerial thinking, organisa-

tional skills, creativity, skills in educational activities, as well as issues of professional development of practicing managers.

The results of scientific research indicate that there is a scope of professions where the burnout syndrome manifests itself to a greater extent – these are professions of a social orientation: pedagogical, medical, service-related, managerial, and others, all those whose main feature is the subject-subject interaction [9]. In an attempt to achieve productivity in their work, managers are exposed to stress due to unpredictable interactions that require an adequate and spontaneous response to the situation. The consequences of professional conflicts affect not only the physical and psychological state of a person but also the effectiveness of their activities. In the article "Social work, stress, and burnout: A review", C. Lloyd, R. King, and L. Chenoweth address the growth of depressive state among workers of various professions and the fact that the rising number of affected by the burnout syndrome is becoming a global issue that demands practical solutions [10].

A young specialist, an education manager who received basic knowledge after graduation, requires a lot of time in order not only to be ready for professional self-fulfilment, but also to adapt to the conditions of professional activity in a particular place [11]. The existing system of vocational training for students receiving a speciality in higher education institutions pays the greatest attention to vocational training, where knowledge, abilities and, to some extent, skills are a criterion for the success of student learning and the effectiveness of their professional training, while a young specialist in the process of labour activity faces except for professional problems (the level of his knowledge, skills), problems of a psychological and

social nature [12]. There is a need to consider the training process as a complex process, one of the important components of which is professional self-fulfilment [8]. Therefore, special attention in the training of future managers of education in higher education is given to the establishment of readiness for future professional activities, focusing on psychological preparing for professional self-fulfilment [13].

The phenomenon of readiness for professional self-fulfilment is considered in the mainstream of each professional field of activity of a specialist. Readiness for professional activity is a kind of "response" to the totality of professionally determined requirements for the personality of an education manager [14]. At the beginning of the last century, the problem of readiness became an important object of scientific research. Scientists developed aspects of the theory of attitude. This phenomenon has been studied by scientists in connection with penetration into the human mental processes [15].

Professional self-fulfilment is an active process; therefore, in the study of the preparation of the future education manager for professional self-fulfilment, authors analysed the concept of "psychological readiness for activity", which was introduced in 1976 in studies on engineering psychology and labour psychology [16]. Scientists emphasise the psychological component of professional readiness, which plays an important part in mastering a profession [17, 18].

The problem of the student's readiness for professional self-fulfilment remains one of the urgent issues in modern psychology and pedagogy and is a component of professional readiness for professional activity [19, 20]. An analysis of existing approaches shows that readiness is often studied as a certain state of consciousness, psyche, and functional systems in a situation of responsible actions or preparation for them [21, 22]. Readiness is expressed as an opportunity, the ability of a subject to act at a fairly high level, the decisive condition for quick adaptation to working conditions, further professional development and qualification development, and professional self-fulfilment [23, 24].

CONCLUSIONS

The successful activity of managers is based on the solution of the problem of forming the psychological readiness of a student/future manager for managerial activity, which is associated with the scientific specification of the concept of "psychological readiness for managerial activity". Psychological readiness for managerial activity constitutes a mental state described by a dynamic concentration of a person's internal forces and allowing them to expediently regulate their activities in the process of organising and planning the work of production and personnel in the presence of formed motives and attitudes for the fulfilment of their personal qualities, which are manifested in behavioural activity and positive emotional mood. This understanding of psychological readiness for managerial activity determined the allocation of its components: personal, cognitive, motivational, behaviuoral, and emotional.

The theoretical substantiation of psychological and pedagogical conditions has found its practical confirmation in the process of establishing psychological readiness for managerial activity: intensification of students' activity to obtain information about the components of the content of managerial activity; provision of the opportunity for students to independently develop programmes for managing an organisation and personnel, considering psychological factors; inclusion of students in the implementation of these programmes; the establishment of the students' ideas about themselves as subjects of managerial activity.

The pedagogical experiment defines three stages: preparatory (selection of didactic materials, the definition of tasks, preparation of tests to determine the levels of readiness establishment), main (experiment) and final (processing of the results, their interpretation, preparation of methodological recommendations and their introduction into the practice of teaching international students) languages, international relations and management at the faculty of international business and management. Authors outlined the necessary and sufficient conditions that ensure the establishment of the psychological readiness of the student/future manager for managerial activities and allowed to develop a programme for the establishment of the psychological readiness of students for managerial activities, taking the characterological properties of their personality into consideration, the content of which includes theoretical and practical sections. The theoretical section includes the purposeful work of teachers aimed at acquainting the student with the psychology of management, the structure of the professional activity of a manager, the interrelation of professional requirements and the

individual psychological characteristics of an employee; development of the ability for rational mental operations, communication skills. The practical section includes business and situational games and training aimed at enhancing the mental and intellectual activity of students based on previously acquired knowledge, the development of predictive and empathic abilities, which allow gaining additional behavioural experience in specially simulated management situations: self-presentation, group decision-making, public performance.

ACKNOWLEDGEMENTS

None.

REFERENCES

[1] Kim H, Lee Y. A structural model of customer relationship management (CRM) strategies, rapport, and learner intentions in lifelong education. Asia Pacific Education Review 2019; 21: 39-48.
https://doi.org/10.1007/s12564-019-09583-3

[2] Altinay F, Dagli G, Altınay Z. Role of technology and management in tolerance and reconciliation education. Quality & Quantity 2017; 51(6): 2725-36.
https://doi.org/10.1007/s11135-016-0419-x

[3] Guntzburger Y, Pauchant TC, Tanguy PA. Ethical Risk Management Education in Engineering: A Systematic Review. Science and Engineering Ethics 2017; 23(2): 323-50.
https://doi.org/10.1007/s11948-016-9777-y

[4] McDonald RA. Reframing Management Education: A Humanist Context for Teaching in Business and Society. Interchange 2000; 31(4): 385-401.
https://doi.org/10.1023/A:1011007310120

[5] Agasisti T. Management of Higher Education Institutions and the Evaluation of their Efficiency and Performance. Tertiary Education and Management 2017; 23(3): 187-90.
https://doi.org/10.1080/13583883.2017.1336250

[6] Al-Zawahreh A, Khasawneh S, Al-Jaradat M. Green management practices in higher education: the status of sustainable leadership. Tertiary Education and Management 2019; 25(1): 53-63.
https://doi.org/10.1007/s11233-018-09014-9

[7] Teehankee B. Critical realist action research and humanistic management education. Humanistic Management Journal 2018; 3(1): 71-90.
https://doi.org/10.1007/s41463-018-0033-2

[8] Riad Shams SM, Belyaeva Z. Quality assurance driving factors as antecedents of knowledge management: a stakeholder-focussed perspective in higher education. Journal of the Knowledge Economy 2019; 10(2): 423-36.
https://doi.org/10.1007/s13132-017-0472-2

[9] Alifanovene D, Vaitkevichene A. Stress and coping with it in the context of the professional activities of social educators and social workers. Psychology of stress and coping behavior in modern Russian Society 2013; 1: 72-7.

[10] Lloyd C, King R, Chenoweth L. Social work, stress and burnout: A review. Journal of Mental Health 2002; 11(3): 255-65.

[11] Kusainov AK. Comparative pedagogy. Almaty: Prosveschenie Kazakhstan, 2007.

[12] Macheridis N. Balancing authority and autonomy in higher education by implementing an agile project management approach. Tertiary Education and Management 2018; 24(2): 128-43.
https://doi.org/10.1080/13583883.2017.1400092

[13] Chen Y, Daamen TA, Heurkens EWTM, Verheul WJ. Interdisciplinary and experiential learning in urban development management education. International Journal of Technology and Design Education 2019.
https://doi.org/10.1007/s10798-019-09541-5

[14] Davies JL. Planning and Management for Excellence and Efficiency of Higher Education. Higher Education Policy 1992; 5(4): 62.
https://doi.org/10.1057/hep.1992.79

[15] Teichler U. Research on higher education and employment and its implication for higher education management. Higher Education Policy 1995; 8(1): 11-5.
https://doi.org/10.1057/hep.1995.2

[16] Kuoppakangas P, Suomi K, Stenvall J, Pekkola E, Kivistö J, Kallio T. Revisiting the five problems of public sector organisations and reputation management---the perspective of higher education practitioners and ex-academics. International Review on Public and Nonprofit Marketing 2019; 16: 147-71.
https://doi.org/10.1007/s12208-019-00223-5

[17] O'Donoghue C, Heanue K. The impact of formal agricultural education on farm level innovation and management practices. The Journal of Technology Transfer 2018; 43(4): 844-63.
https://doi.org/10.1007/s10961-016-9529-9

[18] Alstete JW. Knowledge management and higher education: a critical analysis. Knowledge Management Research & Practice 2006; 4(3): 252-3.
https://doi.org/10.1057/palgrave.kmrp.8500104

[19] Degn L. Sensemaking, sensegiving and strategic management in Danish higher education. Higher Education, 2015; 69(6): 901-13.
https://doi.org/10.1007/s10734-014-9812-3

[20] Basari G, Altinay Z. Tolerance, equality and access in all levels of education quality management. Quality & Quantity 2018; 52(2): 961-7.
https://doi.org/10.1007/s11135-017-0550-3

[21] Ņikišins J. Perceptions of social climate in the Baltic countries: Methodological and comparative issues. Filosofija, Sociologija 2017; 28(4): 257-67.

[22] Avramchenko SM, Evtushenko IV, Sivoplyas NV. Archetypal symbolism in the process of recognising the internal super-transcendence of the psyche. Slovyansk: Kantsler, 2007.

[23] Kaluzhnaya EN. Functional model of anxiety as stable features of personality. Problems of modern psychology: Collection of scientific works of the GS Kostyuk Institute of Psychology of the National Academy of Pedagogical Sciences of Ukraine and the State Higher Educational Institution "Zaporizhzhya National University" 2015; 2(8): 97-102.

[24] Nezhynska OO, Tymenko VM. Basics of coaching. Kyiv; Kharkiv: TOV "DISA PLYUS", 2017.