

## **Natalia MAKARCHUK**

Doctor of Psychological Sciences, Senior Researcher, Professor of the Department of General and Practical Psychology, Faculty of Foreign Languages, Izmail State University of Humanities. The author of more than 90 scientific papers.

She has been working at ISUH since 2018.

Research interests: personality formation and formation of self-regulation; psychological correction of mental development; integration and socialization in the conditions of modern social and educational transformations.

**E-mail:** makarchuk.n.o@gmail.com

### **PSYCHOLOGY OF THE SELF-REGULATORY ACTIVITY OF A PSYCHOLOGICAL ASSISTANCE SPECIALIST**

*The presented results of the study of the problem of psychology of self-regulatory activity of the individual convincingly prove the existence of interdependent relationships between self-regulation and the activities of the subject. It is proved that the effectiveness of psychological care depends on the state of formation of self-regulatory activity of the specialist and his mental health and psychological well-being. The structure of self-regulatory activity is described; its semantic content and activity of the specialist of psychological help are revealed.*

**Key words:** *activity, self-regulation, self-regulatory activity, mental health, psychological well-being, psychological care specialist*

The introduction of reforming the basic systems of state administration, namely education and medicine, has necessitated the implementation of psychological assistance experience as a compulsory component of educational or medical services. The main areas of psychological assistance, for example, practical psychology and psychotherapy, take a different angle in this context and require a review of the methodology for their implementation. Equally challenging is the growing trend of special demand for clinical psychologists and psychotherapists. Also, the issues of the content of the activities of psychological assistance specialists, their purpose and their personal ability to carry out this type of activity remain debatable. Hence, there arises the necessity to study three basic aspects of the modern state of practical psychology and psychotherapy. The first one is to answer who exactly should provide the psychological component, for example, within the system of a medical institution. The second aspect deals with a choice of interdisciplinary methods of psychological assistance to be introduced. Since psychological assistance can be provided by both psychiatrists-psychotherapists and psychologists-psychotherapists. The third issue is aimed at reviewing the subjective readiness of psychological assistance specialists to implement this assistance into the updated format of providing educational and medical services. It is the problem of subjective readiness, measured by the state of the formation of self-regulatory activity of the personality of a specialist for the implementation of psychological assistance, which is relevant to this study.

Hence, the purpose of the article is to reveal the main methodological components of psychology of the self-regulatory activity of a practical psychologist and a psychologist-psychotherapist. The basic definitions of methodological analysis are activity and self-regulation.

Activity is the main, perhaps, the most complex object of study of psychology, which is quite difficult to fully reveal, because, being constant in structure, it is dynamic for the

development of its components in the context of individual human development (I. Bekh, V. Davydov, V. Zinchenko, H. Kostiuk, O. Leontiev, B. Lomov, S. Maksymenko, K. Platonov, V. Rybalka and others). It is the complexity of the representation of activity in the content of the psyche, manifesting itself in the combination of the internal (the establishment of the functioning of mental processes and conditions, properties, qualities, motives and values that are purely internal both in origin and functioning) and the external (a person's behavior), that causes the greatest difficulties in constructing experimental studies today. As for the problem of personal self-regulation, it is further determined by the unresolved theoretical, methodological and applied aspects of the contradictions between the absence of the clear, mutually agreed system of criteria and indicators of the effectiveness of the personality formation, the formation of one's mental activity, on the one hand, and the lack of the methodological research and applied system technologies for the formation of one's abilities for regulatory activity, on the other hand. The complexity of studies of this type of activity lies in the fact that this phenomenon of the human psyche has not been studied from the perspective of its activity-related nature and the dynamics of its functioning.

Self-regulation as a property of the psyche was determined even at the time of the formation of philosophy. Philosophers, engaged in solving the eternal contradictions of the existence of the world, were looking for the solutions to the human essence questions, man's being in the individual and mass dimensions, the ratio of the internal and the external mediated in the manifestation of the psychic in man. The primary basis for the interpretation of self-regulation is the conclusions of Aristotle, Plato, Lucretius, K. Marx, T. Pavlov, E. Feizov and others. Plato believed that everything that exists (factual and real) should have a model in the absolute (ideas). Where there is man's desire to achieve something absolute, the arbitrary regulation of one's own mental activity appears in order to achieve the desired and the realization of one's own needs. The understanding of self-regulation and the reflection on this phenomenon within the framework of philosophical science was carried out from different approaches, providing the primary basis of regulatory activity as the integrity of man's existence in various spheres of life, the balancing of the social and the mental (as an intrinsically hierarchical indivisible and interdependent system of the psyche) sides of infinite being. So, the psyche determines the emergence of regulatory activity in the dimensions of the personality as its carrier.

In psychology, the psyche is defined as a property of highly organized matter, which in its content is the reflection of objective reality and has specific stages of its development. The stage of elementary sensory psyche is determined by the reflection of objective reality by the individual by means of sensory experience. According to O. Leontiev, it is sensuality that allows the individual to actively navigate in the environment and react to its changes (*Leontiev, 1977: 54*). At this stage, instinctive behavior is the leading form of interaction with the objective environment. The psychological essence of the stage is the reflection of individual properties of objects, but not of the object as a whole. The stage of the perceptual (perceiving) psyche is characterized by the appearance, along with instinctive forms of behavior, of acquired forms i.e. skills. Skills are determined as selected and learned movements that lead to the achievement of the goal due to the developed ability to form a holistic image of the object. The stage of intelligence, or «manual thinking», is determined provided that the mental reflection is characterized by the reflection of the integrity of objects, as well as connections and relationships between the objects located in the visual field of the individual.

These stages make it possible to differentiate the development of the psyche, to which self-consciousness, which is inherent only to man, is not attached. Confirmation of the existence of psyche stages at the preconscious level is given by researches, which prove that

these stages in the development of the psychic are also inherent to the animal world (Vygotskyi, 1982: 96). At the same time, it is inappropriate to neglect the existence of disagreements between animals and humans. One of them is the ability to psychic reflection, which in the structure of the functioning of the human individuality is characterized as ideal, subjective, projective, anticipatory and active. And in the context of self-regulatory activity, the role of anticipatory reflection is of particular relevance.

At the initial stages of development, the human psyche does not differentiate the perception of the external world, its carrier, or itself, that is, it functions at the preconscious level, the characteristic feature of which is perception, when it is displayed how the subject (i.e. the person) interacts with the objective world and especially with others. At the same time, the inclusion of self-consciousness in the development of the human psyche is evidenced by the fact that, in the process of this development, the person with the direct involvement of consciousness or conscious mental activity is able to reflect his/her carrier (we are talking about the formation and functioning of the «I-image»), the subject and the mental reactions arising in the process of interaction and at the same time acting as necessary factors. So, the ambiguity of the connections between the psyche, consciousness and self-consciousness is determined. On the one hand, the psyche exists without the functioning of consciousness, namely, its inclusion in the functioning of consciousness ensures its dynamics. On the other hand, the basis for the formation of individual consciousness is nothing more than the developed ability of the psyche to differentiate and the corresponding integration of the subjective and the objective, corresponding mental reactions that inevitably arise in this process. Hence, the need to take into account the specifics of psychic reflection and its role in the formation and development of self-regulation appears in ontogenesis.

The problem of activity is represented by the functionality of psychic reflection and is relevant and difficult for scientific cognition. The existence of conflicting trends in identifying the characteristics of psychic reflection and a wide range of their interpretations from different points of view, scientific approaches and fields determines the need for its definition in the framework of the study.

Psychic reflection is a property of highly organized matter (human and animal), which reproduces in the form of subjective images – sensations, perceptions, ideas, thoughts, feelings – objects of the external world in the process of active work in the natural and social environment (Makarchuk 2011: 360). It is psychic reflection, regulating the behavior of the subject, which provides his/her interaction with the environment. The psychic reflection of man is different from the psychic reflection of animals. Man is able to display the surrounding reality with the help of consciousness, which is due to the social conditions and the laws of his/her life. Conscious reflection, which is practically realized in the form of strong-willed beliefs, values, attitudes, etc., is the supreme regulator and organizer of human activity. Almost all voluntary mental processes are aimed at implementing plans and programmes that arise in the process of psychic reflection and are subject to the corresponding tasks and goals. Conscious reflection is formed and developed in the joint practical activity and communication of people.

Psychic reflection is a prerequisite for the emergence, and then the formation and functioning of self-regulatory activity. In its own form, self-representation in psychic activity is either direct, or involuntary, or indirect, or arbitrary. This aspect is confirmed by the fact that self-regulation is performed both within the higher forms of the psyche, and at lower levels of its reflection. It is a matter of conscious and unconscious self-regulatory activity. Unconscious self-regulatory activity is automatic and can be carried out without the

interference of the subject, which means that autoregulation occurs. Conscious regulation is ensured by the active inclusion of consciousness at the level of indirect reflection.

The existence of self-regulatory activity at the unconscious level, that is, in the form of autoregulation, is confirmed by the studies of D. Uznadze and his scientific school (*Uznadze, 1966: 234*). The scientist introduced methodological and experimental positions in the analysis of self-regulation. The scientist saw the basis of self-regulatory activity in the presence of its mandatory component – the acting subject. The explanation for this lies in his reasoning that the presence of some need and the situation of its satisfaction provoke the emergence of a specific state of the subject, which is defined and characterized as the subject's affirmation to perform certain activities aimed at satisfying his/her current need. The subject's affirmation is the readiness for his/her activity in a certain direction, and it arises on the basis of the interaction of some need and the environment, but not the environment as a whole, but only the one to which the person is exposed at a particular moment. By defining the affirmation as a dynamic entity, as a modus of the integral subject, which is formed every time again at the moment immediately preceding the given behavioral act, D. Uznadze zealously defended the position that the structural elements of the psyche have an important role in regulating behavior. This thesis was confirmed in the concept of the «fixed affirmation», which was defined in comparison with the «situational affirmation», studied by the scientist much earlier. The fixed affirmation, as opposed to the situational one, means that as a result of repeated «collisions» of the need and the situation of its satisfaction, the affirmation of the person is solidified and fixed. The variety of sustainable connections of the individual with the outside world is represented by the system of fixed secondary affirmations, while indirect behavior is guided by the dynamic primary situational or current affirmation.

For his part, A. Prangishvili, the follower of D. Uznadze, somewhat expanded the content of the concept of «affirmation», which made it possible to identify important content components of the self-regulatory activity. A. Prangishvili states that it is appropriate to interpret the affirmation as a modus of the integral subject (personality) at each discrete moment of his/her activity. The modus is the highest level of organization of «human potential». Human activity is determined by the contradiction between the expected model of the needy future and reality. This contradiction is persistent because it occurs constantly at all stages of human development, starting with biological needs (thirst, hunger, etc.) and ending with social needs (wealth, power, etc.). The psyche determines human activity, being the form of reflection that is interested in obtaining the intended result. It determines not only the functioning of the human being as a being, but also as an active being. Fulfillment of the goal of human activity aimed at solving one's own topical problems and achieving the goal causes a decisive breakthrough in development. Its essence is revealed through the development of thinking of man as capable of imparting invaluable and irrelevant properties to things that satisfy his/her interests; it reconstructs and transforms the forms of things that make it possible to organize actions. This is not only about action programmes, but also about patterns of expected results.

Thus, the study of D. Uznadze's affirmation, which made it possible to determine the content of self-regulation as the situational affirmation (acting as a unit of the functioning of self-regulation at the unconscious level) and the introduction of the fixed affirmation and the secondary fixed affirmation, confirms the fact of the appearance and functioning of mental self-regulation at the level of personal and subjective representation. And within the concept of interdependence of the psyche and consciousness it became possible to point to the existence of self-regulatory activity at the conscious level as the fixed and the secondary fixed affirmation.

In the context of the theoretical analysis of the problem of the functioning of self-regulatory activity at the conscious and unconscious level, it is appropriate to consider the contribution to the understanding of the functioning of the psyche of the famous psychoanalyst, the founder of psychoanalytic theory S. Freud. A considerable part of the postulates of S. Freud's psychoanalytic theory was devoted to establishing the nature of the psychic as the primary basis for the emergence and the functioning of self-regulation.

The emergence of psychoanalysis in the late 19th – the early 20th centuries as the concept opposite to the existing mechanistic concepts in which man, his/her psyche and mental activity were considered as an example of the activity of the mechanical process (a mechanical machine), marked the revision of the established views on the functioning of the person in the normal state and in the presence of psychopathological and psychophysical disorders. It was S. Freud who held the revolutionary position in recognizing the individuality and uniqueness of each individual and, accordingly, reviewing the established forms of his/her clinical support (in the presence of psychopathologies), which subsequently determined similar changes in those sciences that objectified man as an independent subject of research and tangentially examined man's nature.

References to the special role and the need to regulate one's own human behavior are presented in almost all S. Freud's works. Particularly noteworthy is the structural organization of mental activity defined by the psychoanalyst from the standpoint of structural building of consciousness at three levels: conscious, subconscious and unconscious. The operation of these three levels of consciousness provides self-regulation, taking into account the role of consciousness involvement in this process. In this aspect, self-regulatory activity is rather narrowly represented within the analytical concept. In order to broaden the understanding of the complexity of this activity and in accordance with the results of the scientific research, S. Freud also identified the structural organization of the personality, which is represented by three components: «Over-I», «I», «Eid» («It»), which interact, are interdependent and act both directly and in feedback regarding the order of levels of human consciousness (*Freud, 2013: 158*).

It will not be a mistake to state that S. Freud and his followers, in their own scientific pursuits (as well as practically all scientific researches in psychology), sought to scientifically identify and substantiate the source of the inner integrity of the psychic. It is he who identified in the process of experimental work (it is about the procedure of examining and carrying out psychoanalytic therapy of people with various forms of hysteria) the source of mental integrity in the field of congenital unconscious drives, the realization of which, meeting the resistance of the environment, creates tension which is directly expressed in the psychic states of anxiety. According to the analyst, the ways in which the individual ensures the satisfaction of these congenital unconscious drives can function as unique forms of self-regulation.

The most described method of self-regulatory activity in the theory of psychoanalysis is conflict (K. Abraham, A. Adler, M. Klein, J. Lacan, A. Freud, S. Freud, K. Lewin, G. Kelly, and others). The subject's style of resolving his own conflict with society, his defensive reactions, especially those formed at an early age, acquire, according to psychoanalysts, properties of persistent character traits, and subsequently are transformed into personality traits. The basis of psychoanalytic understanding of the individual and, accordingly, the preservation of his/her mental integrity as the main component of self-regulatory activity is the idea of eternal opposition of the individual to his/her social environment, their opposition.

Determining the interdependence of individual human development and the cultural development of mankind as a whole, S. Freud proves that these processes are identical in

nature, if not at all represent the same process that occurs among heterogeneous objects, which is the content of self-regulatory activity. A person always strives for two opposite manifestations of self. The essence of the first one is that human nature determines self-preservation, regardless of the conditions of functioning. Psychoanalysis has shown that the psyche is not devoid of these mechanisms. The essence of another – the opposite manifestation – is that a person seeks to conform to cultural stereotypes and patterns, to live in accordance with the rules and laws defined by society. These contradictions always become more noticeable at the moment when a person chooses between his own needs, desires and demands, which are brought to him by society in the form of cultural stereotypes. Their exacerbation leads, in turn, to the exacerbation of intrapersonal conflict, the unresolvedness of which determines the appearance of psychopathology. In the process of development of the individual, the main goal remains the program of seeking pleasure, the pursuit of happiness. Joining or adapting to a team of people appears as a virtually «doomed condition» that must be met on the way to achieving the goal of happiness. In the simplest terms, the individual development is the result of the combination of two aspirations – the pursuit of happiness, which in most cases is defined as the «selfish» and the desire to unite with others in a collective body, which is called the «altruistic». The process of development of the individual may have its own traits, which is not traced in the cultural process of mankind, but such a difference is caused only by the presence of a common goal of both society and the individual – the inclusion in the collective body.

It is in these contradictions, according to the psychoanalytic concept, that the essence of self-regulatory activity is laid. The purpose of psychoanalysis is in finding that specific system of this activity that is natural to man and, at the same time, quite often under the active influence of such culturally conditioned processes as learning, education and socialization, is inaccessible to human consciousness.

In turn, K. Lewin argued for the position of holistic stability of the motivational core of the personality, which acts as a mechanism of mental self-regulation. G. Kelly saw the source of mental integrity and self-regulation in the individual's internal desire to conceptualize the perception of the outside world.

With regard to the cognitive and behavioral approach, being based on its basic positions, the content of mental self-regulation are cognitive and behavioral patterns, which are mastered by the person in constantly repeated and fixed, in thinking and behavior, processes and states (A. Beck, G. Beck, A. Ellis, G. Kelly, and others). Self-regulation from the standpoint of the cognitive and behavioral approach is determined taking into account the following points: most behavioral problems are the result of underperformance or «gaps» in learning and upbringing; there are reciprocal relationships between man's behavior and his/her environment; casual experience leaves more prominent imprints on the individual than the influence of traditional stimulus-response models; behavioral modeling is both the learning and the psychotherapeutic process, the cognitive aspect being crucial in the learning process. Thus, self-regulatory activity is the system of cognitive and behavioral activity of the individual, based on self-control, self-observation, contact creation, the use of self-taught techniques that activate the given cognitive structures.

The representatives of the humanistic approach in psychology (Ch. Bühler, S. Jourard, A. Maslow, R. May, C. Rogers, V. Frankl and others), unlike the representatives of the psychoanalysis and the cognitive and behavioral approach, treat the self-regulatory activity as the harmonization of one's own inner and outer sensations in relation to oneself and the world that surrounds them. Self-regulation is one of the concepts of humanistic psychology, which is revealed in its methodological principles and provisions. It is about: recognizing man's integrity and requiring that it be studied with that integrity in mind; recognizing the

uniqueness of man, on the basis of which the analysis of certain cases of his/her life should be carried out as opposed to carrying out statistical generalizations; recognizing as the basic psychological reality of man their openness to the world and their experience of the world and themselves in it; recognizing as human nature the given potentials for sustainable development and self-development; recognizing human life as the only process of man's becoming and functioning; recognizing by a person of the right to choose freedom from external determination and in accordance with their own meanings and values; recognizing as the basic components of the human nature of its active, intentional, creative principles. The introduction of these methodological provisions into practice of teaching, educating and developing stipulates the reasons for the formation of mental self-regulation, the content of which is the integrity and indivisibility of the human psyche, ensuring its psychological health and creating preconditions for ensuring the internally conditioned and motivated freedom of human life in society. G. Allport attempted to empirically establish the constellation of traits and mental reactions.

Since the middle of the 20th century, the main efforts in psychology have been aimed at studying and developing the problem of internal regulation, or self-regulation from the standpoint of the subjective approach, which is presented in the studies of K. Abulkhanova-Slavska, M. Bernshtein, U. Kenon, O. Konopkin, Sh. Nadyrashvili, Y. Feigenberg, V. Yadov, M. Yarushkin and others. The subjective approach that underlies this search for the essence of self-regulation is revealed through the desire to examine the person (child, teenager, adult) in his/her true subjective dimensions. Studying the possibilities, processes and conditions of self-development and self-disclosure of man, showing his/her active, creative role in the implementation of relations with different spheres of reality in the construction of his/her own life is the main methodological position in the application of subjective approach.

K. Albukhanova-Slavska, M. Bernshtein, O. Konopkin, O. Leontiev, H. Nikiforov and others carried out wide-ranging studies of the phenomenon of self-regulatory activity from the standpoint of understanding and explaining the general patterns of construction and realization of one's own voluntary activity, men's productive decision-making in their own lives. Quite often, the context of psychological search makes the concepts of «self-regulation» and «psychic self-regulation» synonymous, but this is legitimate, because it is determined by the general specificity of self-regulation – the purely internal nature of its determinants and the specificity of the construction of psychological research.

Mental self-regulation as a specific activity of the subject, aimed at transforming one's own state, that is, the actions included in the structure of activity, was studied by E. Ilyin, A. Leonova, V. Medvediev, Yu. Strelkov and others. Self-regulation as an additional activity aimed at restoring the organism's forces and activating its efficiency, was the object of S. Kropyvyntsev's research. V. Kalin saw in psychic self-regulation a transformative activity in which the object is the organization of functions of the subject.

I. Kondratieva, N. Kruhlova, Yu. Myslavskiy, Y. Nazhyvin, O. Osnytskyi, N. Sypachov, V. Stepanykyi and others studied the regulatory processes and functional structure of the processes of self-regulation. V.I. Morosanova studied the functional structure of the processes of self-regulation as a basis for studying the individual style of self-regulation. O. Osnytskyi defined the structure and functions of the regulatory experience. In turn, the problem of activity and the functioning of psychic self-regulation was solved by studying: the structure of self-regulation in educational activity of pupils of different ages (M. Boryshevskiy, M.N. Kruhlova and others); students' self-regulation (O. Bielousov, H. Prygin and others); regulatory processes in various types of professional,

educational, vocational and career guidance activities (O. Konopkin, V. Morosanova, O. Osnytskyi and others).

In the context of identifying the specific influence of psychic self-regulation on the regulation of activity K. Albukhanova-Slavska defines it as a mechanism for ensuring the internal psychic activity of a person by psychic means. In this case, activity and self-regulation act as two complementary sides, where activity expresses variability, movement, and self-regulation ensures its steadiness, stability. A. Konopkin saw the problem of psychic self-regulation as one of the most global and fundamental one in general psychology.

Ye. Basin, B. Bratus, H. Vaizer, B. Zeiharnyk, V. Ivannykov, K. Karpynskyi, O. Leontiev, Ye. Nasynivska, V. Chudnovskyi and others defined semantic formations as components of the content of self-regulation, indicating that the formations fulfill the main role in setting one's purpose and showing awareness of one's own actions. The support of the validity of these scientific conclusions is S. Rubinshtein's definition saying that psychic self-regulation is a kind of semantic self-regulation, without which the orientation of the subject in the stable structure of meaningful connections – between the events of one's life path and one's individual meaning of life – is impossible.

Consciousness and self-consciousness determine the functioning of the will of the individual. S.L. Rubinshtein identified the basic provisions of the functioning of volitional activity in the structure of the personality. Volitional activity is determined by motives, the source of which is the needs and interests of man. It aims at conscious goals that arise from the underlying motives and is carried out on the basis of internal and external activities. Such an understanding of volitional activity is based on L. Vygotskyi's idea of involuntary processes as a basis for the formation of arbitrary ones. S. Rubinshtein emphasizes the interrelationship of arbitrary and involuntary processes and defines their role in human development.

The doctrine of volitional processes brings another perspective to the study of self-regulatory activity. The psyche is the basis of the self-regulatory activity of living systems of a more developed biological and physiological structure. These are the animals, whose development and life are represented by the stage of elementary psyche and the stage of development of elementary mental operations, and man. The formation of volitional activity is one of the basic conditions for the transition of self-regulatory activity to a new personality level. This is confirmed by the views of L. Vekker, L. Vygotskyi, S. Rubinshtein, V. Selivanov, who reveal the need for volitional regulation as a transition of regulation to the personality level.

The next condition for this transition is the interconnection of all components of the psychic structure. O. Konopkin, Yu. Myslavskyi, V. Morosanova define psychic activity as the basis of personal self-regulation, thus adding it to the integral structure of self-regulation.

In the works of L. Vygotskyi, A. Vysotska, S. Rubinshtein, V. Selivanov, T. Shulga, and others there are the statements that allow us to confirm the role of volitional activity in the formation of personal self-regulation. In turn, O. Konopkin, V. Morosanova, and others directly confirm this in their research. Thus, from the standpoint of the regulatory approach to the problem of volition, self-regulation acts: as a function of volition; as a volitional process; as a link between internal and external activities.

V. Kalin understands self-regulation through volitional processes and defines volitional regulation as a conscious, mediated by the purpose and motives of the substantive activity, creation of the state of optimal mobilization, optimal mode of activity and concentration of this activity in the necessary direction, ie, the purposeful creation of such organization of psychic functions that would provide the greatest effectiveness of action. M.



Yarushkin introduces the understanding of self-regulation through a mechanism of arbitrary self-regulation, to which he refers volition as a special form of behavior. The scientist identifies three forms of regulation: involuntary, arbitrary, volitional as the highest forms of arbitrary regulation by the individual. K. Miliukhin identifies the factors of self-regulation, the leading role of which belongs to the unmet needs, which represent a conflict (contradiction, inconsistency) between the future and the present, that is, between the model of the need-oriented future and reality. When it comes to biological needs, it is about involuntary self-regulation, or autoregulation. In the case of social needs, volitional self-regulation operates. However, in both cases, self-regulation is aimed at overcoming contradictions and realizing the model of the need-oriented future. The scientist notes that arbitrary and volitional self-regulation are in the relations of inclusion. Volitional self-regulation is a part of arbitrary regulation, one of the levels of arbitrary self-regulation (personality level). Arbitrary self-regulation may include volitional activity, the condition of appearance of which is the complicated nature of self-regulation. Volitional activity is the manifestation of the personality, and therefore, volitional actions have personality traits.

Traditionally, in psychology, self-regulation is studied within the correlation of conceptual provisions of «personality – activity». This ratio is not mutually agreed upon but, on the contrary, determines a number of contradictory provisions according to which self-regulatory activity is interpreted ambiguously. From the standpoint of the personality approach, regulation is defined outside the activity context, purely as work on oneself in order to change one's own values, attitudes and motivation. These positions are integrated into the content approach of personality self-regulation and determine its content. A. Albukhanova-Slavskaya, Ye. Golubieva, O. Krupnov, I. Kurenkov, N. Leites determine the position of self-regulation in the structure of personality, analyzing its basic components from the position of the holistic and functional approach.

A considerable amount of foreign research is devoted to finding alternative ways of solving the problem of personality self-regulation development. R. Berns believes that one of the main areas of work for the development of I-concept of the pupil is to help in understanding the possibilities of self-regulation. A. Maslow, G. Allport, C. Rogers laid the idea of the self-development of the personality, the realization of which is possible due to the self-regulatory activity of man.

The definition of self-regulatory activity purely from conceptual positions of activity is the dominance of the provisions of the operational approach in the substantiation of arbitrariness of processes that ensure the implementation of regulation and devaluation of their (processes) individual specificity. The achievements of the activity approach in psychology are characterized by a wide range of studies, the essence of which is revealed through the understanding of the active subjective position of the individual in the regulation of his/her own activity. Self-regulation is the holistic system, represented by the following structure: the presence of the subject's purpose of their own arbitrary activity; the existence of a model of significant conditions of activity; the availability of a programme of actions to perform; the availability of a system of performance criteria; the availability of information on actual results; the existence of an assessment of the relevance of the actual results to the success criteria; the decisions on the necessity and nature of the activity correction (*Makarchuk, 2014: 235*).

A. Konopkin defines conscious self-regulation as a systematically organized process of internal psychic activity of the person by initiating, building, maintaining and managing various types and forms of arbitrary activity, which directly realizes the achievement of goals defined and accepted by the person. This statement identifies the essential functions of conscious self-regulation. The success of educational and professional activities is

determined by the level of conscious self-regulation as a set of skills that help to organize and manage the activity. It is the system of self-regulation that has an integrating function in relation to man's actions, his/her mental processes, states that are included in the process of activity realization.

Obviously, self-regulation is an indicator of the activity and orientation of the subject's psyche, which allows confirming its activity context. Accordingly, self-regulatory activity is the activity of the subject whose goal is to achieve and maintain balance in providing urgent needs. As for the personality aspect, self-regulatory activity is determined by the urgent need that circulates in the present time and provides the functionality of the individual. Obviously, this activity is conditioned by the interaction of the physiological and the psychic in man, and is specified in relation to oneself and the world. Self-regulatory activity of the individual is determined by the specificity of the functioning of one's language, thinking and consciousness and changes throughout each age stage. Thus, being constitutionally conditioned because the person is doomed to be active, self-regulatory activity of the psyche is a fundamental factor in the realization of all kinds of man's activity as the personality.

Professional activity is determined by the professional preference at which the activity of the subject is directed. In this perspective, practical psychology and psychotherapy have outwardly identical subjects, they are both focused on activity on another person whose subjective world is the subject of the specialist's activity. In terms of the internal orientation of the activity, in this context it is the subject of the specialist who provides this psychological assistance, the subject of activity of the psychologist and the therapist has considerable differences. The subject of the psychologist's activity should be the adaptive capacity and behavior of the subject at whom the psychological assistance is directed. The subject matter of the psychotherapist's activity is complex because it must combine an internal willingness and ability to provide psychological assistance and the ability to work with various manifestations of another subject's psyche, among which clinical implications are of great importance.

Therefore, the self-regulatory activity of a practical psychologist and a psychologist-psychotherapist is the activity aimed at providing assistance to others, with taking into account the preservation of their own subjective psychological well-being and mental health.

The training of future practical psychologists and psychotherapists is of particular importance. It is the use of the interdisciplinary approach that creates the prerequisites for the accumulation of existing achievements as for the content and structure of the psyche and its activities in terms of the methodology of psychological assistance and the creation of prerequisites for the implementation of these methodological searches in the system of practical activities of psychological assistance specialists.

\*\*\*

Frejd Z. Vvedenie v psihoanaliz : lekciï / per. s nem. G. V. Baryshnikovoj ; pod red.: E. E. Sokolovoj, T. V. Rodionovoj. Har'kov ; Belgorod : Klub semejnogo dosuga, 2013. 478 s.

Leont'ev A. N. Deyatel'nost'. Soznanie. Lichnost' 2-e izd. M. : Politizdat, 1977. 304 s.

Makarchuk N.O. Osobistisna samoregulyaciya pidlitkiv z porushennyam rozumovogo rozvitku: monografiya. K. : Feniks, 2014. 448 s.

Makarchuk N.O. Problemi psihologichnoï dopomogi pidlitkam z osoblivostyami psihofizichnogo rozvitku. *Visnik pislyadiplojnoï osviti: zb. nauk. prac' / Un-t menedzh. osviti NAPN Ukraïni ; redkol.: O. L. Anufrieva ta in. K., 2011. Vip. 3 (16) / golov. red. V. V. Olijnik S. 358-365.*

Uznadze D. N. Psihologicheskie issledovaniya. M. : Nauka, 1966. 451 s.

Vygotskij L. S. Problemy obshchej psihologii : [sobr. soch. v 6 t.] T. 2 [pod red. V. V. Davydova]. M. : Pedagogika, 1982. 368 s.