

## THE ROLE OF SELF-ATTITUDE IN THE FORMATION OF STUDENTS' PROFESSIONAL SELF-IMAGE

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**Abstract.** The instability of the modern world with its rapidly changing social and economic realities requires a person to be ready for self-improvement. Each manifestation of a person as a social subject involves the inclusion of self-attitude in this process. People with the positive self-attitude are less immersed in their internal problems, they are much less likely to suffer from psychosomatic disorders. Positive self-attitude and self-confidence help teachers to overcome difficult and stressful situations and make educational process more effective. For this reason, higher education, in addition to professional training, should include programs that form the skills and abilities of future specialists for professional self-development, whose success depends on many circumstances, including the attitude of the individual to him or herself.

Recent studies show the relationship between self-attitude and work success, some researchers draw a parallel between self-attitude and professional burnout.

The article analyzes the historical development of the concept of "self-attitude" and sets the goal to determine the self-attitude of 1-2 year students, analyze and interpret the results obtained. The results of empirical studies reflecting the features of the formation of the concept of professional self-identification of university students are presented. The role of self-attitude during professional training is reflected in this article as well.

**Key words:** self-attitude, bachelor students, self-esteem, self-development, self-image, positive self-attitude, self-awareness, personality, personal growth.

### Main provisions

Self-attitude influences the formation of a student's professional self-image. Student's self-attitude is distinguished by a number of psychological features, due to the high level of orientation of the student's personality towards other people in the absence of a focus on oneself:

- high dependence on "external" self-assessment bases;
- high level of self-blame and self-criticism.

### Introduction

Social pedagogue plays a particularly important role in life, performing educational and remedial work. It is important to note that a significant role is played by the attitude of a social pedagogue to his profession, his satisfaction with his work, his attitude towards himself as a professional.

Professional self-attitude is formed on the basis of the student's educational and professional self-awareness at the stage of university training, which is based on a special form of reflection aimed at understanding the problems that arise in educational activities, which involves the formation of a self-relationship of the

personality of a student-social teacher through the passage of crises of educational activity at a university.

### **Historical background of the term “Self-attitude”.**

Most common definitions of the concept “self-attitude nowadays according to Russian psychologists can be defined as the system of attitude towards one’s self in the works of (V. V. Stolin, N. I. Sarjveladze, I. S. Kon) and as an emotional-value self-attitude (I. I. Chesnokova, S. R. Pantileev).

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V. V. Stolin proposes two main approaches for understanding self-attitude. According to the first point of view, self-attitude can be described as a specific activity of the subject directed at his "Self," consisting of certain internal activities (and attitudes toward them), defined by emotional specificity and the objective content of the action. The initial prerequisites for the development of self-attitude, which is self-esteem that is defined as a measure of one's ability to meet one's own communication needs - belonging and recognition. [1], is considered in the second position.

Self-attitude is a phenomenological manifestation of the meaning of "I" for the subject himself, according to S. R. Pantileev. At the same time, self-attitude is embodied in one or another special form (modality) with a specific semantic coloring and a definite emotional tone, rather than being formed as a sum of emotional manifestations according to some predefined list of emotional qualities. [2, p. 9].

N. I. Sarjveladze has coined the term self-attitude defines it as the attitude with which the person perceives the topic of the need in relation to the circumstances in which he is satisfied. In the processes of cognition (self-knowledge), emotional states, and behaviors, a person realizes self-attitude as an attitude behavior.

A. A. Derkach concludes that self-attitude is not only an evaluation of person’s attitude to himself but also his general life attitude that is formed in the process of ontogenesis and through conscious efforts [3, p. 94], identifying self-attitude as one of the structural elements of the emotional component of acmeological culture.

Self-attitude, according to V.N. Markin, is an emotional-evaluative act of self-assessment that is at the same time self-cognitive (subjective-personal) activity and the crystallized product of this activity is a personal neoformation - a stable attitude toward oneself (in reality, self-attitude)." At the same time, the author believes that successive self-actualization process, self-improvement and self-realization can be viewed as the intention of self-attitude [3, p. 93, 95].

According to P.P. Gornostay, self-attitude is an element of self-awareness, which includes an awareness of one's own capabilities, which can be manifested in understanding the vocation, the individual's specific purpose, or the ability to solve a problem that others are unable to address. If one's self-attitude is unconscious (or only partially conscious), it is based on intuition. In addition, the author gives a vision of the ideal "Self" [3, p. 168].

V.N. Markin considers an attitude oriented towards his personality as a property, process, and state, combining the approaches of numerous authors to self-attitude. As a property, self-attitude serves as the subjective core of the personality, which consists of:

1. System "I," i.e. is a set of I-constructs integrated into the Self-concept;
2. The meaningful system of the personality (the meaning of life, basic life values, including the intrinsic value of one's own life, the Self-image);
3. Meaningful vertical of personality (orientation, meaningfulness of its life and professional self-determination).

The stages of self-inquiry, self-determination, self-assessment, self-perception, and so on are distinguished in self-attitude, as they are in the process.

In self-attitude, as in the process, the stages of self-inquiry, self-determination, self-assessment, self-perception, etc. are distinguished. At the same time, "there is an experience of one's self, one's place and purpose in the existing world order, of hidden and discovered personal forces.

Summing up the above-mentioned definitions it becomes clear that there is no common definition of a term "self-attitude". Moreover, various researchers have different approaches in studying self-attitude.

According to V.N. Markin the concept of developing a student's personality's self-attitude (undergraduate student, student) can be described as a pedagogically regulated interaction between:

- general social factors influencing the formation of personality (macro-conditions);
- organized pedagogical influences: the general situation in the teaching staff and targeted pedagogical influence (meso-conditions);
- individual personal activity (micro-conditions) [4].

Referring to the structure of self-attitude, it can be argued that its structure is most often described as consisting of three dimensions: positive evaluative self-attitude (self-esteem), positive emotional self-attitude (autosympathy) and negative self-attitude (self-humiliation).

At the same time, both self-esteem and autosympathy and self-abasement are complex in their structure and include a number of modalities that differ in their content (S.R. Pantileev, E.T. Sokolova, V.V. Stolin. For example, according to the results of a study by S.R. Pantileev, self-esteem consists of "openness", "self-confidence", "self-guidance" and "reflected self-attitude", autosympathy consists of "self-worth", "self-acceptance" and "self-attachment", and self-humiliation consists of "self-blame" and "internal conflict"[5].

### **Description of research methods and materials**

The purpose of our research is to identify the role of students' self-attitude in the formation of a professional self-determination in the study process at a university. In this regard, the following research objectives were set:

1. to identify the specifics of self-attitude by conducting S. R. Pantileev's methodology "self-attitude research" for students of the specialty social pedagogue.
2. give a systematic analysis of the results and recommendations.

The object of the study was students of 1-2 courses of the specialty social pedagogue studying at the university.

For 1-2-year students of the Eurasian National University and Aktobe regional university, the of "Methodology of self-attitude research" S. R. Panteleev's was conducted to determine the self-attitude of students studying in the speciality of a social teacher. The method is designed to identify the personality self-determination structure, as well as the manifestation of individual features of self-determination such as closedness, self-confidence, self-management, internal conflicts and self-attachment, self-blame, reflected self-attitude. The methodology consists of 110 statements and 9 scales. The study involved 67 students.

### Results of the research

The results obtained are shown in the table 1 below. The results obtained are divided into three levels: high, medium, and low.

Scales	Obtained results	Percentage of the result
<b>Closedness</b>	low	0%
	medium	100%
	high	0%
<b>Self-confidence</b>	low	0%
	medium	100%
	high	0%
<b>Self-management</b>	low	0%
	medium	67%
	high	33%
<b>Reflected self-attitude</b>	low	0%
	medium	90%
	high	10%
<b>Self-worth</b>	low	0%
	medium	63%
	high	37%
<b>Self-acceptance</b>	low	0%
	medium	53%
	high	47%
<b>Self-attachment</b>	low	0%
	medium	90%
	high	10%
<b>Internal conflictiness</b>	low	0%
	medium	93%
	high	7%
<b>Self-blame</b>	low	0%
	medium	87%

	high	13%
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Table 1

Analyzing each scale represented in table 2 it should be noted that there was no result that showed a low level on the entire scale.

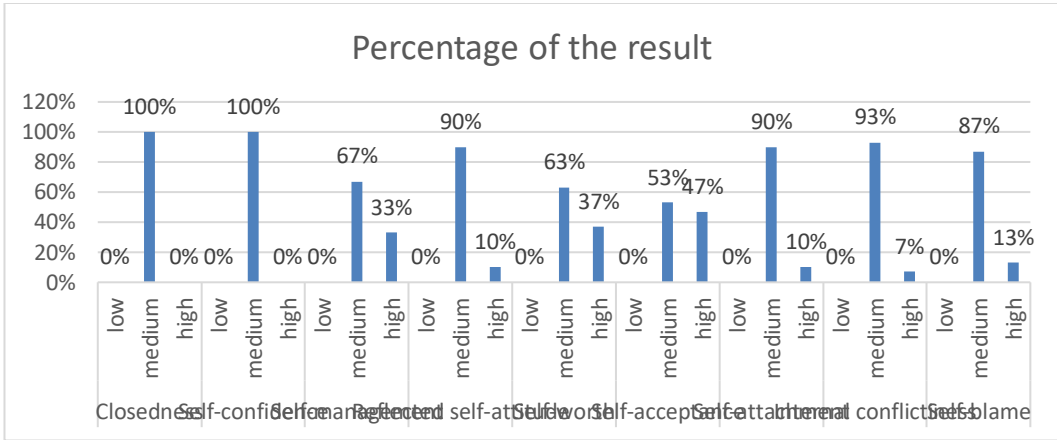


Table 2

**Discussions**

The results obtained by 100% of the researchers on the closedness scale are average. This is due to the irreconcilable attitude of a person towards himself; overcoming some psychological barriers especially in critical situations.

On the self-confidence scale, the results obtained by 100% of the respondents are at an average level. This is characteristic of those who, maintain efficiency, self-confidence, and focus on the accomplishment of their attempts in familiar conditions. When obstacles emerge unexpectedly, self-confidence suffers, and worry and stress rise.

According to the **self-management** scale, 33% of the surveyed demonstrate a high level. These students consider themselves the main source of their personality development, the regulator of access and success. The student perceives his own "Self" (I) as an inner core that coordinates and leads all activity, organizes conduct and interpersonal relationships, and allows him to foresee his actions and the consequences of potential interactions with others. He believes he is capable of assisting external influences, as well as resisting fate and natural occurrences. A person is characterized by control over emotional reactions and feelings about himself. And 67% of the surveyed showed an average level. 1-2-year students reveal the peculiarities of their attitude to their "Self", depending on the degree of adaptability in the situation. In the usual conditions of life, in which all possible changes are significant and well predictable, a person can show a pronounced ability to personal control. In situations new to them, the regulatory capabilities of the "Self" weaken, the tendency to submit to environmental influences increases.

A high level was detected in 10% of the surveyed on the scale of well-established self-attitude. This means that only 10% of students feel that they are accepted by people around them. They feel that they are appealed to others, appreciated for their personal and spiritual qualities, their actions are often socially upheld due to their adherence to group norms and rules. They communicate with

people easily, emotionally open to interacting with others, establish business and personal ties easily. Then 90% of students showed an average level. This means the students' selective perception of the attitude of others to themselves. From this position, positive attitude of other people is represented only to certain qualities, to definite positions; other personal manifestations can cause them annoyance, irritation and can be rejected.

According to the **self-worth** scale, 37% of the surveyed had a high level. It means that students appreciate their spiritual potential, the richness of his inner world, they are inclined to accept himself as a person and highly appreciate his own infallibility. The average level was found in 63% of respondents. This means the exclusivity of the attitude towards oneself. A person does not accept all his virtues and criticize not all his shortcomings.

**Self-confidence** helps to resist environmental influences, rationally perceive criticism to one's address. And 93% of the surveyed have an average level. This is reflected in the selective attitude towards oneself. A person tends to appreciate a number of his qualities, to recognize their uniqueness. Other qualities are clearly underestimated, so the observations of others can cause awareness of low value, personal insolvency.

According to the **self-acceptance** scale, 47% of students showed high level. They emphasize the high rigidity of the "Self" concept, the desire to preserve their qualities, requirements for themselves, and most importantly, visibility and self-assessment in an unknown form. The feeling of self-sufficiency and achievement of the ideal prevents the realization of the possibility of self-development and self-improvement. An obstacle to self-disclosure can also be a high level of personal anxiety, a predisposition to perceive the surrounding world as threatening self-esteem. The medium level of 53% of the surveyed indicates a selective attitude to their personal relationships, a desire to change only some of their qualities while preserving others.

On the scale of **self-attachment** 90% of the subjects showed a medium degree. And high and low levels were not observed. The average level obtained indicates the selectivity of the attitude to their personal relationships, the desire to change only some of their qualities while preserving others.

On the scale of **intrapersonal conflict** 7% of respondents showed a high level. These students have a predominant negative background of self-attitude. These students control themselves and tend to evaluate their state and things that are happening in their inner world. They are distinguished by high expectations of themselves, which results in a struggle between the real "I" and the ideal "I," between the level of claims and actual achievements, and in the awareness of their low value.

And the remaining 93% of respondents have an average level. This is indicative of a person whose self-esteem is determined by their ability to adjust to changing circumstances. There is a good backdrop of attitude towards oneself, acknowledgement of one's own qualities, and high enjoyment of one's achievements under familiar surroundings, the features of which are well known and predictable. Unexpected difficulties, emerging additional obstacles can contribute to the effort to underestimate one's own achievements.

On the scale of **self-accusation** 13% of respondents showed a high level. This is characteristic, first and foremost, of such students who find all of their shortcomings in themselves and are willing to blame themselves for all of their mistakes and mistakes. Problematic circumstances and conflicts in the realm of communication realize pre-existing psychological defenses, the most notable of which are self-defense reflexes in the shape of aggression, self-condemnation. Self-blame is followed with the development of internal tension, a sense that basic demands cannot be met. The rest 87% of students show the average level. This indicates an attitude towards independent choice. The accusation of oneself for certain actions and actions is made up with an expression of anger, annoyance at others.

### **Conclusion**

From the above interpretation, it can be concluded that the attitude of students of 1-2 courses studying in the specialty of social pedagogy can be characterized as follows. The students' own self-image worries them a lot. Only 10% of students perceive themselves as accepted by people. 93% of the surveyed students have selective attitude to themselves. The rigidity of the concept of "I", observed in half of the students. They want to keep the qualities they have. They might not strive for self-development and self-improvement. It was also noted that a small number of students have a negative attitude towards themselves. Based on these results, we believe that in order to form qualified social pedagogues, it is important, first of all, to develop students' positive self-attitude.

In this regard, the following recommendations can be made to prepare students for the profession of social pedagogue:

1. To form in students a full understanding of their profession;
2. Training of students on "My profession";
3. Organization of various academic events for self-development and improvement;
4. Organize meetings with qualified social pedagogues working at schools or other educational institutions. Implementing these recommendations will lead to the formation of a positive attitude of students majoring in social pedagogy to the realization of a professional "self-image".

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## **СТУДЕНТТЕРДІҢ КӘСІБИ «МЕН» БЕЙНЕСІНІҢ ҚАЛЫПТАСУЫНДА ӨЗ-ӨЗІНЕ ДЕГЕН ҚАТЫНАСЫНЫҢ АЛАТЫН РӨЛІ**

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**Андатпа.** Қазіргі әлемдегі әлеуметтік және экономикалық өзгерістер адамнан жаһандық өзгерістерге сай өзін-өзі жетілдіруге дайын болуды талап етеді. Адамның әлеуметтік субъект ретіндегі белсенділігі осы процесте адамның өзіндік қарым-қатынасын қоса қамтиды. Өзіне деген оң көзқарасы бар адамдар өздерінің ішкі проблемаларына азырақ бейім, психосоматикалық бұзылулардан әлдеқайда аз зардап шегеді. Позитивті көзқарас пен өзіне деген сенімділік мұғалімдерге қиын және стресстік жағдайларды жеңуге көмектеседі және оқу процесін тиімді етеді. Осы себепті, жоғары білім беру жүйесі болашақ мамандарда кәсіби дайындықпен қатар, кәсіби өзін-өзі дамыту білігі мен дағдыларын қалыптастыратын бағдарламаларды қамтуы керек, олардың жетістігі көптеген жағдайларға, соның ішінде адамның өзіне деген көзқарасына байланысты.

Соңғы зерттеулер адамның өз-өзіне деген қатынасы мен жұмыстағы сәттілік арасындағы байланысты көрсетеді, сонымен қатар өзін-өзі бағалау мен кәсіби күйзеліс арасында параллель жүргізеді.

Мақалада «өзіндік қарым-қатынас» ұғымының тарихи дамуы сараланып, 1-2 курс студенттерінің өзіндік қарым-қатынасын анықтау, кәсіби өзіндік тұжырымдамасының мәселесі қарастырылған. Кәсіби өзіндік тұжырымдаманы зерттеудің негізгі тәсілдері талданды. Жоғары оқу орны студенттерінің кәсіби өзіндік тұжырымдамасын қалыптастыру ерекшеліктерін көрсететін эмпирикалық зерттеулердің нәтижелері ұсынылған. Студенттерінің кәсіби өзіндік тұжырымдамасының факторлық құрылымы анықталды, бұл кәсіби дайындық кезеңінде оның дамуына ықпал ететін жеке қасиеттердің интеграциялық көрсеткіштерін анықтауға мүмкіндік береді.

**Тірек сөздер:** өзіндік қарым-қатынас, бакалавриат студенттері, өзін-өзі бағалау, өзін-өзі дамыту, «өзін-өзі бейнелеу», позитивті өзіндік қарым-қатынас, өзіндік сана, тұлғалық, тұлғалық өсу.



## РОЛЬ САМООТНОШЕНИЯ СТУДЕНТОВ В ФОРМИРОВАНИИ ПРОФЕССИОНАЛЬНОГО «Я-ОБРАЗА»

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**Аннотация.** Нестабильность современного мира с его быстро меняющимися социальными и экономическими реалиями требует от человека готовности к самосовершенствованию. Каждое проявление человека как социального субъекта предполагает включение в этот процесс отношение к себе. Люди с позитивным отношением меньше погружены в свои внутренние проблемы, гораздо реже страдают психосоматическими расстройствами. Позитивный настрой и уверенность в себе помогают учителям преодолевать трудные и стрессовые ситуации и делают учебный процесс более эффективным. По этой причине высшее образование, помимо профессиональной подготовки, должно включать программы, формирующие навыки и способности будущих специалистов к профессиональному саморазвитию, успех которого зависит от многих обстоятельств, в том числе от отношения личности к себе.

Недавние исследования показывают взаимосвязь между отношением и успехом в работе, так же проводят параллель между отношением и профессиональным выгоранием.

В статье анализируется историческое развитие понятия "отношение" и ставится цель определить отношение студентов 1-2 курсов, проанализировать и интерпретировать полученные результаты. Представлены результаты эмпирических исследований, отражающих особенности формирования концепции профессиональной самоидентификации студентов вуза. Роль отношения во время профессиональной подготовки также отражена в этой статье.

**Ключевые слова:** отношение, студенты бакалавриата, самооценка, саморазвитие, «Образ я», позитивное отношение, самосознание, личность, личностный рост.

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