PSYCHOLOGICAL AND EDUCATIONAL SUPPORT OF STUDENTS' SELF-REGULATION DEVELOPMENT

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ABSTRACT

The modern social environment, in general, and the educational one in particular, impose several requirements on the personality of the student as a future representative of the professional community. This is manifested in need to acquire expert knowledge and skills in the face of constantly changing requirements, plan your activities for the short and/or long term, as well as added flexibility of behaviour. To organize activities in accordance with the described requirements, it is necessary to systematically build and implement them, which is carried out by resorting to self-regulation.

The article discusses theoretical approaches to the problem of personality self-regulation in psychological and pedagogical literature, identifies individual and age-related characteristics of college students 'self-regulation, identifies the relationship between the level characteristics of self-regulation and cognitive personality styles,

Oksana Furman, Serhii Shandruk, Elvira Gerasymova, Vitalii Panok, Olena Vasylkiv,
Maryna Lukashuk

identifies the main directions of psychological and educational support for the development of students' self-regulation, implemented through the integrated use of variable forms and means and presents the results of a study of the possibilities psychological support of educational development of self-regulation of students, taking into account the cognitive styles.

1. INTRODUCTION

The modern system of education in higher education institutions requires the student to develop both the creative potential and the disclosure of individual qualities of the individual in the process of professionalization. In this process, the student is seen as the subject of initiation of his own activity, that is, one who is able to arbitrarily regulate his activity to achieve the educational goals of the educational establishment in the preparation of the future professional. In this context, the function of the leading characteristics of the personality is fulfilled by initiative, creativity, responsibility, ability to self-definition, self-actualization, self-determination, self-reflection (Grinenko & Morozova, 2017; Prokopenko et al, 2018; Martinez et al., 2010).

Domestic and foreign psychological science shows a great interest in the study of different mechanisms of regulation of the activity of the individual, especially in the self-regulation of student activity. After all, the most important task of higher education is the psychological preparation of the future specialist, which will provide him with the ability to overcome the difficulties of an objective and subjective character in the process of professional activity.

Self-regulation is a personality quality that contributes to the organization of activities and the productivity of achieving a goal. Moreover, the formation of self-regulation is reflected in all types of personality activities. Appeal to self-regulation occurs at several stages of activity, outside of which a high level of regulation can have the opposite effect. In this regard, the study of the awareness of self-regulation acquires significance.

The purpose of this article is to distinguish, on the basis of theoretical and empirical research, the notion of self-regulation of students' educational activity methodical recommendations on the formation of components of such self-regulation in the process of educational activity.

2. THEORETICAL APPROACHES TO THE STUDY OF THE PROBLEM OF SELF-REGULATION

To understand the structure of self-regulation and the features of its formation, a general idea of this phenomenon is necessary. Self-regulation is understood as directing, restraining, or inducing oneself to achieve a goal. From this position, self-regulation involves the control and participation of the will in the organization of behaviour and activity. The meaning of will formulated by Plato as a synthesis of objective evaluation and one's aspirations is partially a prerequisite for subsequent ideas about self-regulation. Similarly, Aristotle interprets the will. According to the philosopher, the will is a combination of reason and desire, aimed at achieving the goal. Aristotle also introduced the concepts of "will", "arbitrary", "decision" and "goal".

In psychology, regulation is considered as mechanisms for controlling behaviour and activity and is also associated with physiological processes by some researchers. An analysis of the results of studies presented in foreign literature shows that self-regulation is considered as an adaptive characteristic that allows a person to determine and adjust his behaviour following personal needs and social standards (Baumeister, 2004; Gollwitzer, 2004; Karoly, 1993).

The study of self-regulation was of great importance for understanding activity and behaviour, which is reflected in philosophical, physiological and psychophysiological studies. In this regard, in psychological science, the problem of self-regulation began to be considered as an independent object of scientific research. Plurality in understanding the structure and functions of self-regulation is also represented in the variability of psychological studies of this phenomenon.

There are several stages of self-regulation, which can be combined as follows:

1. The indoor unit. It includes self-diagnosis of internal and evaluation of external conditions to achieve the goal.

2. Organizing unit. It involves the manifestation of independence and initiative at all stages of the activity. This stage is cross-cutting.

3. The implementing group, where the direct achievement of the goal (goal-realization) takes place.

4. The correction block, which includes self-control and self-correction.

Self-regulation is considered not only from the perspective of different approaches based on an understanding of the object of study and the possibilities of study but also from the perspective that defines it as a multi-level and individualized phenomenon. Thus, there are several classifications of self-regulation, reflecting its types, levels and styles.

The classification is based on three characteristics, two of which are bipolar: awareness/unconsciousness, arbitrariness/involuntariness and purposefulness.

Based on a different combination of these characteristics, four levels of self-regulation can be distinguished (Fig. 1):

1. An involuntary and unconscious level involves a higher degree of regulation of the physiological state, therefore, does not correlate with a specific activity, although it affects it. It manifests itself in direct reactions to the environment or ongoing operations.

2. An arbitrary and unconscious level is manifested in automatic actions that allow you to remove emotional or muscle tension in a situation of monotony or physical fatigue. This level of self-regulation is present when performing simple and straightforward operations.

3. An arbitrary and conscious level is the regulation of the psychophysiological state. The main incentive for resorting to arbitrary self-regulation is the mismatch of specific requirements and the psychophysiological state, while this mismatch cannot be eliminated using automation. In this case, there is a need for conscious state regulation through the use of cognitive-emotional components of self-regulation. The primary manifestation of self-regulation at this level is targeted action.

4. Conscious and focused level. The transition to this level occurs in a situation where the mismatch of the psychophysiological state and external requirements not only interferes with productive work but can lead to an unfavourable state and refusal to carry out activities. To bridge this gap in self-regulation, a change in goals, motives, self-persuasion, introspection, etc., is used.
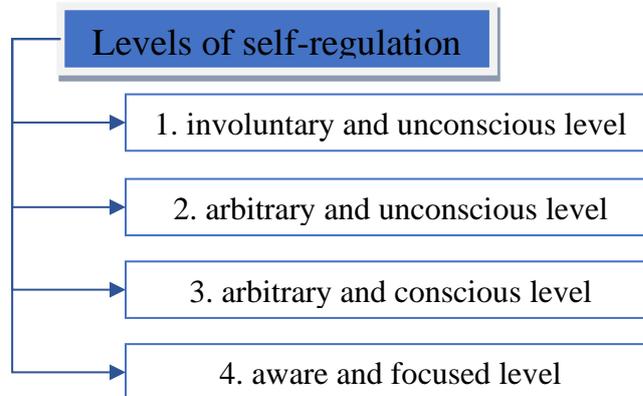

Figure 1 Levels of self-regulation

2.1. Profiles based on the Predominance of Individual Components of Self-Regulation

There are seven typical profiles, formulated based on the predominance of individual components of self-regulation.

Profile No. 1 is characterized by well-formed planning and programming, but low modelling and evaluation indicators. The more significant the difference in the performance of these components, the more pronounced is the accentuation in behaviour. Thus, high planning and programming values are reflected in the formation of an activity plan much earlier than the situation requires, and they also imply strict adherence to this plan. Due to inattention to the elements of the plan, as well as to errors in the assessment, the result may not be achieved or may be too costly. Representatives of this typical profile are characterized by high anxiety, impulsivity and problems in controlling emotions.

Profile No. 2 is characterized by different values in planning, modelling, programming, and evaluating the result. In this case, modelling and evaluation are more mature than in planning and programming. People with a predominance of this profile are characterized by the inconsistency of activity and inconsistency of plans. At the same time, they can objectively assess the situation, themselves and the results of events taking into account a large number of criteria (basic and situational), which avoids severe problems and in many cases achieve the desired result. Due to the fact that the components of flexibility and independence are also formed, these people are highly adaptive and proactive.

Profile No. 3 reflects high rates in modelling and programming, but low in planning and evaluation. Thus, people with a predominance of this profile rarely set themselves goals consciously, taking into account all the features of the situation and their capabilities, but are very persistent in the implementation of the planned actions. More clearly and fruitfully, they demonstrate themselves in a work that presumes uniformity of operations, since a frequent change of activity implies a switchability that is unusual for them.

Profile No. 4 is characterized by the formation of modelling, programming and evaluation of the result, but low values on the planning scale. Even though representatives of this profile do not set conscious goals and prefer not to plan activities, in the process of achieving what

they want, they can be very successful. This is since they are able, in a situation of necessity, to form an action plan, objectively evaluating all conditions and actions following this plan and making adjustments related to the changing situation.

Profile No. 5 has high values on only one scale - modelling. People with this profile more adequately evaluate themselves and can independently adjust the plan for achieving the goal. At the same time, they quickly switch from one type of activity to another. The highly developed flexibility of behaviour largely compensates errors in assessing the external situation and the result. These people can strive for success in business and social approval from others, but they do not always achieve what they want since they are often inattentive to the words and actions of the interlocutor.

Profile No. 6 and No. 7 are combined based on the fact that in both cases, programming is formed, and modelling has low values. Moreover, both profiles are more characteristic of introverted personalities. Thus, these profiles are characterized by awareness of the goal and persistence in achieving it. Difficulties can be caused by the inability to think over and adjust the plan of activity, as well as behavioural inflexibility. In communication, they are also constant and consistent, but inflexible and often restrain their emotions. These students are characterized by emotional stability, high normative behaviour, the fulfilment of social requirements and a high level of personal anxiety (Ball, 1990; Jimenez, 2015; Tkachenko et al., 2019;).

Classification of typical profiles is the most detailed regarding the degree of formation of each component of self-regulation, as well as their combination and relationship with other personality qualities. Based on this, the described classification allows maximum consideration of the individual characteristics of self-regulation. Moreover, one of its drawbacks is the neglect of internal causes that contribute to a particular type of self-regulation.

Thus, the presented classification reveals the features of self-regulation awareness based on what type of needs and goals a person is guided in regulating his activities.

2.2. Organization of Psychological and Educational Support for the Development of Self-Regulation of Students

Considering the accompanying activity as a particular form of organization of work with students, which involves taking into account individual characteristics when assisting in solving personal and educational problems, we assume that the prerequisites for this form of action were laid down in the theory of education. The method of knowledge has different stages of its development and ideas about the purpose of the activity. Education can be directed both to the development of personality in strict accordance with the ideals of society at a particular stage of historical development and to the formation of individuality. Because in the educational process, upbringing and training are interrelated processes, the ideas of helping students have an impact not only on personal development but also on the outcome of studies.

According to the results of the theoretical analysis of data on the organization of components of psychological self-regulation of students in educational activities, we can formulate some psychological and methodological recommendations for the formation of these components.

Yes, successful self-regulation depends on the student's awareness of himself/herself as an active subject of learning activity. To achieve this, it is necessary:

- master the required for participation in the educational process of the norms of behaviour and business, to form specific skills and habits of scholarly activity;
- to establish patterns of interaction with the teaching staff in the learning process;

- participate in activities aimed at rapid adaptation of students to the educational institution, the development of personal qualities (discipline, tolerance, confidence, organization, perseverance, responsibility), to increase activity and improve the success of educational activities.

The coordinated action of teacher-student provides the fundamental basis for effective student participation in the learning process, that is, awareness of oneself as an active participant in the process. Thus, teachers should make learning activities an informed process. This can be achieved through the interaction of teachers with the psychologists of the educational institution and their joint work to facilitate the adaptation of students, the development of personal qualities necessary for this, and so on.

Thus, at this stage, the primary psychological and methodological recommendation is that students should be provided with the support of new persons (teachers, management of the educational institution) at the expense of the possibility of personal address to them about existing problems, questions, etc.

It should be noted that in the process of learning, students should learn to regulate psychomotor actions and movements (Fig. 2).

Sensorimotor learning	Psychomotor	Mind learning
To deftly use images of the received information	Combine body and thought movements, imaginations and feelings into holistic photos, organize the information obtained to solve problems	Learn how to perform actions with objects mentally

Figure 2 Techniques of regulation of psychomotor activity

This can be achieved through the collaboration of teachers and psychologists. Working together, they will conduct training, mugs and other types of work, which will involve obtaining, developing and developing skills in working with information and regulating their psychomotor actions.

Several approaches consider the role of psychological and pedagogical support in the structure of professional assistance to students.

Programs of psychological and pedagogical support can be aimed at solving the following problems or their components:

1. Preservation and strengthening of psychological health;

2. Monitoring the abilities of the child and supporting children with disabilities or gifted children;

3. Differentiation of training according to the level of proficiency, psychological and physical condition of the child;

4. Support for students participating in educational and artistic events (olympiads, contests, etc.);

5. Assistance in choosing an individual development path (training profile, profession, work); 6. Solving problems in cognitive processes, communication, adaptation, etc.

Psychological and pedagogical support is carried out in the framework of the main activities of the psychologist: diagnosis, counselling, correction, education, prevention. The main

difference lies in the topics and methods of implementing these types of activities. Thus, pedagogical support and psychological and pedagogical education have similar features. That is why some researchers use these concepts as synonyms or varieties of each other. We hold the position that the two forms are 69 separate and have significant differences. The main difference is the number of escort participants and the degree of their subjective involvement in this process. Pedagogical support, to a greater extent, involves the organization of work with students in an educational organization. Attracting other participants in the accompaniment is minimal, as it does not meet the solution of the problems laid in the basis of pedagogical support. The desire for a subject-subject relationship between the teacher and the student is also not fully realized since the organizing, and controlling function still belongs to the teacher. However, control is not authoritative.

The following changes should occur as a result of the implementation of the program of psychological and educational support:

1. Understanding your capabilities.

2. Correlation of one's skills with the conditions of the external (including educational) environment.

3. The ability to work with your potential and the potential of the situation to create an innovative product (Che et al., 2014; Aismontas et al., 2017).

Based on the preceding, we consider it possible to assert that psychological and educational support assumes the maximum involvement of the student in the implementation of the support program, which also increases the degree of responsibility for the result. The formation of an escort program based on the individual needs of students and the mutual separation of duties make this form of escort more effective. Besides, subjectivity is achieved in the relationship between the psychologist and the student, since the result of the accompaniment is not rigidly fixed and built on the basis of an unambiguous solution to the tasks. The main limitations of psychological and educational support are the impossibility of its use in work with all age categories and the use only in the work of a psychologist.

Summarizing the theoretical approaches described above, we can say that the accompanying activity of a psychologist is one of the most popular and relevant at the moment. The choice of forms of accompaniment depends on the specific goals and positions of both the psychologist and teachers.

So, pedagogical support is focused on enhancing the individualization of development and working with each individual student regarding problems that concern him. The main disadvantage of pedagogical support is the structured way to achieve the goal and the existence of clear criteria for evaluating the result.

3. METHODOLOGY

Accompanying activities are implemented through the use of techniques and technologies formed on the basis of general theoretical principles of support and the goals of specific interaction. Technologies represent a general orientation and vary depending on the possibilities of their adaptation to the problems of a particular student or the educational environment as a whole. General support technologies are based on an activity approach and are interconnected mainly with the features and conditions of that activity, the subject of which is an escort. The techniques of psychological and educational support consider a broader range of problems for the solution of which they can be used, and do not have a fixed structure of actions. The primary technique used to implement the technologies of psychological and educational support is a reflexive workshop. It is he who makes it possible to comprehend the received information and experience and adapt them following their own cognitive and personal needs. Achieving the

Oksana Furman, Serhii Shandruk, Elvira Gerasymova, Vitalii Panok, Olena Vasylkiv,
Maryna Lukashuk

goal of psychological and educational support is carried out by creating and implementing a support program (Fig. 3).

The program allows you to structure the process of tracking, correlating goals, objectives and means of activity aimed at its implementation. A necessary component of the maintenance program is an explanatory note, which indicates: the relevance of the problem, goals, objectives and tools.

Following the characteristics of first-year students and the educational and professional problems that they solve, we set the following tasks, through the solution of which self-regulation and cognitive styles also developed:

1. Assisting in overcoming maladaptation to the conditions of educational and professional activities.

2. The formation of objective ideas about the profession and its place in it.

3. Creating the optimal socio-psychological climate in the study group.

4. RESULTS ANALYSIS

The empirical study in the framework of this work was aimed at determining the current level of formation of components of students' psychological self-regulation in educational activities.
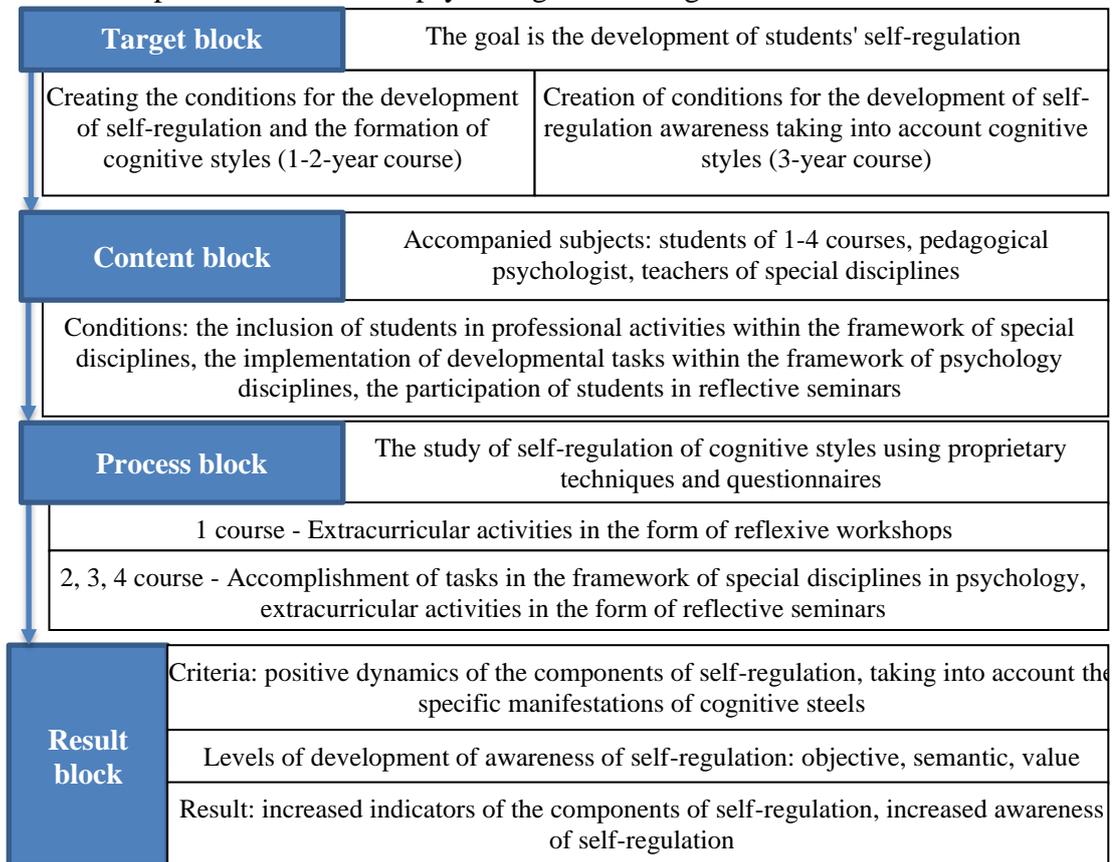
Target block	The goal is the development of students' self-regulation	
	Creating the conditions for the development of self-regulation and the formation of cognitive styles (1-2-year course)	Creation of conditions for the development of self-regulation awareness taking into account cognitive styles (3-year course)
Content block	Accompanied subjects: students of 1-4 courses, pedagogical psychologist, teachers of special disciplines	
	Conditions: the inclusion of students in professional activities within the framework of special disciplines, the implementation of developmental tasks within the framework of psychology disciplines, the participation of students in reflective seminars	
Process block	The study of self-regulation of cognitive styles using proprietary techniques and questionnaires	
	1 course - Extracurricular activities in the form of reflexive workshops	
	2, 3, 4 course - Accomplishment of tasks in the framework of special disciplines in psychology, extracurricular activities in the form of reflective seminars	
Result block	Criteria: positive dynamics of the components of self-regulation, taking into account the specific manifestations of cognitive steels	
	Levels of development of awareness of self-regulation: objective, semantic, value	
	Result: increased indicators of the components of self-regulation, increased awareness of self-regulation	

Figure 3 The scheme of the program of psychological and educational support

This study was of ascertaining nature and provided an assessment of the intrinsic personal aspects-components of psychological self-regulation. Thus, based on the analysis of literature and general knowledge about the structure of personality, we distinguish the motivational, emotional-value and reflexive aspects of psychological self-regulation in educational activities.

By motivation we mean the level of student's readiness to regulate his/her educational activity; in other words, how prepared the student is, motivated to succeed and to achieve positive results in the learning process.

Under the emotional-value aspect of psychological self-regulation in learning activities, we understand what the orientations are, values the student guides in the process of self-regulation during learning.

Reflective aspect means how, and in general, a student is inclined to reflect, to analyze his/her learning process, to mastering a new one, to what extent it is inherent to him/her.

So, to diagnose these aspects of psychological self-regulation in students' educational activities, we chose the Rean questionnaire, the method of determining the value orientations of M. Rokich and the process of determining the level of Karpov reflection [8-10]. The sample of the study consisted of 92 students from Khmelnytsky, Kyiv and Ternopil universities.

Analysis of the empirical data of the study allowed us to study the age-related variability of the components of self-regulation and its relationship with the parameters of cognitive styles. It was established that indicators of the elements of self-regulation characterize 1st-year students within the framework of average values, which is reflected in the presence of difficulties in setting an objective and specific goal, planning ways to achieve it and bringing them to an end. The dynamics in the indicators of the components of self-regulation between the 1st and 2nd courses is minimal. This allows us to talk about maintaining difficulties in formulating and planning ways to achieve the goal. At the same time, the indicators of "assessment of the result", "independence" and "perseverance" significantly change, which testifies to the desire of the subjects to compensate for the difficulties encountered at the first stages by tracking the mistakes made and persistence in the chosen behaviour model. According to the "planning" and "modelling" components, significant changes occur between the 3rd and 4th courses, which is manifested in need for setting a goal and setting a plan for achieving it. In contrast, the remaining components remain at the same level. At the 4th year, the indicators of the ingredients are somewhat aligned with each other, which allows the subjects not only to set goals but also to productively implement a plan for their achievement (Table 1).

Table 1 Average Values of Students' Self-Regulation Parameters at All Courses

Self-regulation component	Average			
	1 course	2 course	3 course	4 course
planning;	5,5	5,4	5,5	6,9
modelling;	4,5	4,6	4,8	5,3
programming;	6,1	6,2	6,1	6,3
assessment of results;	5,1	5,3	6,7	6,9
flexibility;	6,2	6,4	6,9	7,4
independence	7,2	6,4	6,8	8,4

As part of the shaping impact, classes were held in the form of a seminar aimed at solving problems relevant to each year of study. In the 1-2- m years of research, classes are aimed at developing self-regulation and the formation of cognitive styles. At the 3-4th courses, an orientation is added to the development of self-regulation awareness.

For students of the experimental group, the presence of significant changes occurring as a result of psychological and educational support at all courses is characteristic. Indices of self-regulation in 1st-year students are the same in the control and experimental groups. Thus, they are characterized by the occurrence of difficulties in formulating and setting the goal of the activity, in developing a plan for its achievement. Subjects are focused on organizing activities in accordance with their own ideas about the targets of the intended result, but often do not finish what has been started. When evaluating the results, a lot of mistakes are made, which is

partially offset by the flexibility of the application of behaviours, but it does not appear in all problem situations. The subjects have a low level of independence; that is, they need external assistance in organizing and orienting themselves in it. They can persevere in personally significant situations. On the 2nd year, there is an increase in indicative planning, modelling, flexibility, independence and perseverance, which remains intact on the 3rd year. This suggests that through the use of support technologies, the number of situations in which subjects can independently set a goal and formulate a plan of their activity increases, thereby enriching the experience of resolving problem situations. Changes in indicators for the component of "independence" indicates the orientation of the subjects on their criteria for advancing goals, assessing external conditions and performance.

4th year students are characterized by the maximum representation of the components of self-regulation (Table 2).

Table 2 Average Values of Students' Self-Regulation Parameters at All Courses after Seminar

Self-regulation component	Average			
	1 course	2 course	3 course	4 course
planning;	5,5	5,6	5,4	7,3
modelling;	4,5	4,8	4,7	5,2
programming;	6,1	6,3	6,2	6,4
assessment of results;	5,1	5,5	6,8	7,2
flexibility;	6,2	6,6	6,9	7,6
independence	7,2	6,7	6,9	8,7

An increase in the level of perseverance in achieving the set goal is recorded, the level of self-control in the implementation of the selected and carefully planning ways to track the goals is increased. There is an awareness of the need for planning and phased modelling of possible ways to achieve goals and the variability of evaluating the results obtained, taking into account the point of view of the various participants in the interaction.

Figure 4 The dynamics of self-regulation awareness levels in the experimental group
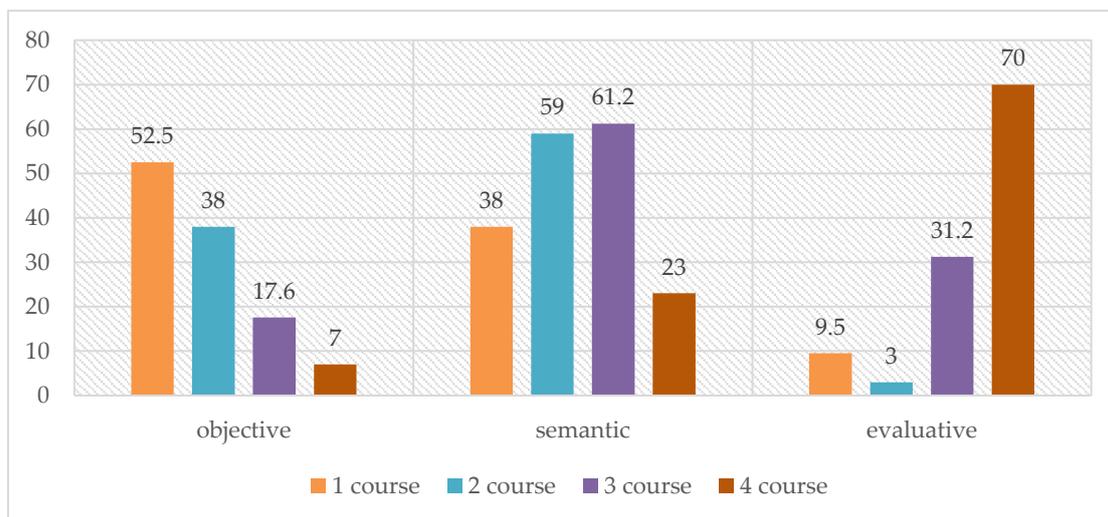
There are statistically significant differences in the degree of representation of levels of awareness of self-regulation. In the 1st year, the most represented is the subject level, and in the 4th year, the value level. At the same time, the dynamics of changes is characterized by a gradual decline, qualitative stability at the 2nd-3rd courses and rise at the 4th. Analyzing these indicators, we can say that most first-year students perceive themselves as capable of setting goals in life. However, they are not ready to accept responsibility, which is a consequence of setting goals and actions aimed at achieving it. Besides, the purposes for which the subjects are

oriented are mainly short-term in nature and are characterized by a low degree of detail. Among 1st year students, the level of value is the least represented (7%) and characterizes the test subjects as capable of making independent decisions, setting goals and being responsible for them. Students with a subject level have average indicators for all components of self-regulation.

In comparison with the subject with a semantic level, significantly higher indicators of planning and independence are characteristic. These indicators correlate with goal setting and decision-making scales for adapted scaling. In the 2nd year, significant changes occur. A decrease in the degree of representation is observed both in the objective and in the semantic levels of awareness of self-regulation. The reduction in the number of subjects in an aim level is partly due to the detailing of plans carried out in conditions of psychological and educational support. At this training course, the formation of ideas about the profession is being completed, and the idea of concrete actions is being built that will be realized in the conditions of educational and professional activity. Reflective seminars conducted as part of psychological and educational support allow us to concretize and generalize this process. An increase in the degree of detail in the formulation and remoteness of the goal is manifested in a significant increase in the number of students with a semantic level of awareness of self-regulation. Due to the fact that on the 1st-year, the value level was represented by a small number of subjects, a change in the level of awareness in one of them affected the result as a whole. This change may be due to the need for decision-making and detailed objectives, for the features of which the subject was not fully prepared.

Significant changes also occurred in the degree of representation of the subject and value levels in the third year of study. The semantic level has remained the same, but qualitative changes have occurred. Some students with this type in the 2nd year, in the 3rd, have a value. In turn, the number of subjects with a semantic level is supported by their transition from the issue. Differences in the degree of representation of the three levels in the 4th year also suggest that significant changes have occurred. Accordingly, 4th-year students, to a greater extent, feel their ability and the need for independent decision-making, and the degree of responsibility for it. On the one hand, they value what they are doing at the moment of their life; on the other, they set distant and detailed goals to consolidate or change the current situation.

Neuro-psychic resistance is associated with the mental states of the individual. And they have also changed in comparison with the ascertainment stage of the study (Table 3).

In particular, the number of low, anxious respondents increased by 15%. Regarding frustration, there are no statistically significant differences, but it is worth noting a decrease of 18.8% of the average level due to the increase by the same percentage of the number of students with low levels. There is a decrease in the level of aggressiveness of our students. High-level changes are statistically significant. The most significant changes are on the rigidity scale. In particular, if at the ascertaining stage of the study of low-level students it was 27.6%, then at the control level it was 51.7%. The number of respondents with an average level of rigidity decreased by 27.6%, as well as by 5.5% - with the highest. The obtained results state the possibility of purposeful influence on the mental states of the individual.

Table 3 Dynamics of Indicators of Mental States in Students of the Experimental Group

Mental states	Levels	Stages of the experiment		Difference (%)
		Ascertaining (%)	Checking (%)	
Anxiety	⬆	15,1	0,1	15
	➡	36,4	27,7	8,7
	⬇	48,5	72,2	-23,7

Oksana Furman, Serhii Shandruk, Elvira Gerasymova, Vitalii Panok, Olena Vasylkiv,
Maryna Lukashuk

Frustration	⬆	3,7	3,8	-0,1
	➡	46,2	27,4	18,8
	⬇	50,1	68,8	-18,7
Aggressiveness	⬆	15,7	5,3	10,4
	➡	54,1	43	11,1
	⬇	30,2	51,7	-21,5
Rigidity	⬆	9,2	3,7	5,5
	➡	63,5	35,9	27,6
	⬇	27,3	60,4	-33,1

Compared to the ascertainment stage, the number of students with an average level of frustration increased by 18.8% in the control group, and by 11.1% aggression and 27.6% rigidity. Taking into account that the rigidity associated with difficulties in restructuring activities can cause an outbreak of aggression, the increase in frustration resulting from a real or perceived impediment to achieving the goal in the control students we study is quite real. The consequence is a decrease in neuro-psychic resistance, which, incidentally, is observed in future psychologists of the control group.

Thus, the control phase of the study showed positive changes in the development of those personal qualities and properties that represent the willingness of future psychologists to professional activity. Considering the close correlation between them and the components of the self-regulation process revealed at the ascertaining stage of the study, we believe that the mentioned changes were made possible due to the same qualitative changes in the field of self-regulation. A qualitative analysis of the influence of features of self-regulation on the professional formation of future psychologists is presented in the following paragraph of our work.

4. CONCLUSION

Therefore, psychological and methodological recommendations on the formation of components of psychological self-regulation of students in educational activities are directed mainly to the importance of combining the teaching staff of the educational institution and the psychological service. Through a concerted effort, psychologists and teachers should guide and support students in the formation, development, and promotion of their attempts to regulate their learning activities arbitrarily. To achieve this, you can use the various methods and methods available to psychological science, in particular, training, group and individual work, counselling, psychological support, psychoprophylaxis, psychoeducation, etc.

The activity of a psychologist to assist students in solving psychological problems that arise in the learning process requires a specialist implementation such as individual and group forms of work. Taking into account empirical research and theoretical analysis, we conclude that the work of a psychologist should be as follows:

- introducing students to the concept of psychomotor activity, muscular freedom, which are the main factors for the success of learning activities;
- organization of seminars and round tables with the participation of teachers and students on the manifestation and development of the psychomotor activity of students;
- assisting professionals to create favourable conditions, different tools and techniques of teaching material that take into account the individual characteristics of each student, namely the features of higher nervous activity, the speed of thought processes, the level of knowledge and skills, ability to work, motivation, ability;

- psychological and pedagogical diagnostics of students' behaviour and development.

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