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REFLECTION OF PROFESSIONAL ABILITIES AS RESOURCES OF PERSONALITY DEVELOPMENT OF MODERN CIVIL SERVANTS

Gorova, Olena. Reflection of professional abilities as resources of personality development of modern civil servants.

Introduction. The problem of maintaining the mental health of the individual in the process of building a successful career is often studied by scientists in the context of the ability to strategic life management. Personal self-management involves the formation of an image of the world in which a person lives and oneself as part of this world, which is not possible without a developed reflection of their resources.

Aim: to determine the reflection of professional abilities as resources of personality development of modern civil servants.

Results. Based on the results of the analysis of the social component of reflection, it can be concluded that there is sufficient differentiation of the circle of reference persons, which includes well-known statesmen. This means that management is an important part of their lives and self-realization.

Conclusion. An empirical study of the features of reflection on the professional abilities of public sector civil servants has been carried out. Peculiarities of activity and social component of reflection of professional abilities of civil servants are described. According to the results of the analysis of social reflection for most of the respondents, an effective management strategy is associated with their compliance with ethical norms.

Key words: personal reflection, professional abilities, mental health, personality development.

Горова Олена. Рефлексія професійних здібностей як ресурсів розвитку особистості сучасних управлінців.

Вступ. Проблема збереження психічного здоров'я особистості у процесі побудови успішної кар'єри часто вивчається вченими в контексті здібностей до стратегічного управління життям. Особисте самоврядування передбачає формування образу світу, у якому живе людина, і як частини цього світу, що неможливо без розвиненого відображення його ресурсів.

Мета: визначити відображення професійних здібностей як ресурсів розвитку особистості сучасних державних службовців - менеджерів.

Отримані результати. За результатами аналізу соціальної складової рефлексії можна дійти невтішного висновку про достатню диференціацію кола референтних осіб, куди входять відомі державні діячі. Це означає, що менеджмент - важлива частина їхнього життя та самореалізації.

Висновки. Проведено емпіричне дослідження особливостей рефлексії професійних здібностей управлінців державного сектору. Описано особливості діяльності та соціальну складову відображення професійних здібностей державних службовців - менеджерів. Відповідно до результатів аналізу соціальної рефлексії, у більшості респондентів ефективна стратегія управління пов'язана з дотриманням ними етичних норм.

Ключові слова: особистісна рефлексія, професійні здібності, психічне здоров'я, розвиток особистості.

Горова Елена. Рефлексия профессиональных способностей как ресурсов развития личности современных руководителей.

Введение. Проблема сохранения психического здоровья личности в процессе построения успешной карьеры часто изучается учеными в контексте способности к стратегическому управлению жизнью. Личное самоуправление предполагает формирование образа мира, в котором живет человек, и себя как части этого мира, что невозможно без развитого отражения их ресурсов.

Цель: определить отражение профессиональных способностей как ресурсов развития личности современных государственных служащих.

Результаты. По результатам анализа социальной составляющей рефлексии можно сделать вывод о достаточной дифференциации круга референтных лиц, в который входят известные государственные деятели. Это означает, что менеджмент - важная часть их жизни и самореализации.

Заключение. Проведено эмпирическое исследование особенностей рефлексии профессиональных способностей государственных служащих государственного сектора. Описаны особенности деятельности и социальная составляющая отражения профессиональных способностей государственных служащих. Согласно результатам анализа социальной рефлексии, для большинства респондентов эффективная стратегия управления связана с соблюдением ими этических норм.

Ключевые слова: личностная рефлексия, профессиональные способности, психическое здоровье, развитие личности.

Introduction. The problem of maintaining the mental health of the individual in the process of building a successful career is often studied by scientists in the context of the ability to strategic life management. Personal self-management involves the formation of an image of the world in which a person lives and oneself as part of this world, which is not possible without a developed reflection of their resources.

The high level of the latter creates preconditions for self-knowledge and self-development. The focus is «I» as «integrated into the form of an instance of the individual's feedback to oneself, the product of human reflection of oneself, one's essence» (Tatenko, 2005, p.33). Therefore, there is a need to analyze self-knowledge and search for internal resources for personal development methods.

We understood the personal and professional development resources as the professional abilities of modern specialists in our study. In understanding professional abilities, we rely on the K. K. Plato's definition of the abilities; defines them as personality traits in their compliance or non-compliance with any activity for which they are potential, but may become relevant as systemic qualities of this activity (Platobov, 1972).

Analysed the World Health Organization definition, it becomes clear that by interpreting the mental health concept of the individual, the emphasis is on the achievement of a certain maximum possible level of human development. After all, «mental health is not just the absence of mental disorders, but a state of well-being in which everyone can realize their potential, cope with life stresses, work productively and productively, and contribute to the life of their community» (Vsesvitnya orhanizatsiya okhorony zdorovya). In this positive sense, mental health is the basis of the life and professional success of an individual, which provides a certain level of development of personal reflection for a meaningful view of yourself and your life. It is with the advent of reflection that the attitude to life arises when every action of a person reflects his level of freedom (Rubynshteyn, 2003).

According to many authors, reflection is one of the ways of self-development of personality. We studied several studies in the context of person professional formation (J. P. Virna, E. I. Isayev, S. G. Kosaretsky, V. I. Slobodchikov); in the context of psychological work with the individual (O. B. Starovoitenko) (Virna, 2006, p. 12). According to Maksymenko S. D., the reflexive understanding of oneself and one's place in the world allows a person to determine the direction of one's life and the potential of one's development (Maksymenko, 2006).

In the concept of the lifeworld, developed by Titarenko T. M., with the help of reflection, a vital part of a person's personality is formed - one's representation from the side of inner, essential self-presentation. Accordingly, such a core of personality integrates all mental life, all aspects of human individuality, where all the potential of personal growth is concentrated (Tytarenko, 2003).

Ideas about the role of cognition and self-knowledge in personal development and the preservation of one's mental well-being have deep philosophical principles that reflect the historical development of this problem.

In particular, in the works of the Ukrainian scholar G. Skovoroda, the idea is held that a person is internally prosperous and mentally healthy if one knows oneself. By the philosopher, the process of cognition is defined in terms of «rise», which in any case should not be confused with «accumulation»: «why wish for everything to be re-recognized? An insatiable fun to walk in Solomon's gardens and houses, and not to look out for everything» (Skovoroda, 1994, p.31). «That is not the highest wisdom to know the whole world. Who can afford it? ... After looking at all the planets... you will be poor and ignorant» (Skovoroda, 1994, p.129). Using modern terminology, we can assume that G. Skovoroda is inclined to believe that a person should have specific competencies related to its nature and realize, reflect these competencies as potential opportunities for personal and professional development. A person competent in something will most likely be wise, capable of good deeds, will be positive in communication with other people (Skovoroda, 1994, p. 232).

Immanuel Kant defended the human ability to set life goals and have internal resources to achieve them. In his opinion, the ultimate goal of human development is its ability to consciously set goals. The author identifies a «culture of skills», the purpose of which is to develop the means to achieve goals. The philosopher has a research goal - to study human as a citizen of the world. Kant describes this way of thinking, according to which a person considers him/herself and behaves not only as «I» but also as a citizen of the world. The philosopher focus is the human attitude to other people, which is an indicator of his/her development and, using the modern term, an indicator of mental health (Guberskyi, 2009).

Domestic psychologist Ananiev B. considered human evolution as a single process determined by the historical conditions of human life in society. He paid particular attention to socio-cultural factors in the formation of human personality (Ananiev, 1980). «Human life as a history of the individual in a particular historical epoch and as a history of the development of his/her activities in society is made up of many systems of social relations... Undoubtedly, a person becomes what life makes him/her in specific circumstances in the formation of which he himself/she herself participated» (Ananiev, 1980, p. 134). Views of B. Ananiev on

human nature are reflected in acmeology - the science of human achievement of the peaks of their development, personal and professional maturity, their «acme».

Our contemporary Starovoitenko O.B. notes that in the conditions of different sciences convergence, one of the interdisciplinary tasks is the study of personality in its simultaneous belonging to many cultures and many cultural epochs. She writes about the need to create a new scientific direction - the cultural psychology of the individual. Some research strategies being within the competence of the individual's cultural psychology, in our opinion, are directly related to the problems of personal reflection (Starovoytenko, 2007). This is «the revelation of the «I» of the individual in terms of its cultural conditioning and the ability to be a subject of cultural creativity, cultural dialogue and reflection of his/her life - in – culture» (Starovoytenko, 2003, p. 235).

Extremely bright ideas of the development of personality reflexivity as a necessary prerequisite for psychological well-being sound in the works of *Alfred Adler*. According to the author of the individual theory of personality, a human is a social being. Adler believed that each person has a «social interest» (*Gemeinschaftsgefühl*), which means «social feeling», «sense of community», «sense of solidarity», a sense of identity with humanity and resemblance to each member of the human race. In our opinion, one of the prerequisites for the emergence of «social interest» is a fairly high level of personal reflection and the appropriate level of development of human abilities (Rayhorodskyyi, 2002).

The author of the epigenetic concept of personality development *Eric Erickson* believed that human life includes several stages, each of which expands the social horizons and radius of social interaction. He notes that a sense of competence should be formed during the school years. Studying different cultures, the author noticed that children are taught differently in each culture but as a result, they should develop the ability of interpersonal competence - the belief that in search of important individual and social goals a person can have a positive impact on society. Under adverse conditions, on the contrary, a feeling of inferiority or incompetence is formed. For example, incompetence may develop if a child understands that his or her race, nation, religion, or socioeconomic status, rather than the level of knowledge, determines personal significance. Thus, from the standpoint of the epigenetic theory of human development, the formation of a sense of competence is seen as a vital prerequisite for effective human functioning in the modern world (Erikson, 2000).

A high level of formation of abilities and awareness of them as resources for their development and usefulness for others, allows an individual to experience a sense of unity with other people and, accordingly, feel protected. According to *Erich Fromm*, it is the feeling of connection with other people and inner freedom that is one of the conditions for the formation of a socially productive type of character, which is considered by the author as the ideal state of a person. The author believes that a productive type of character is formed through positive thinking, which is expressed in care, responsibility, respect and, most importantly, knowledge (Rayhorodskyyi, 2005).

The connection between the development of personality and the level of development of reflection in professional activity is studied in the works of V. V. Rybalka, V. V. Sinyavsky, N.A. Temchenko (Sinyavskyy, 2005). According to V. V. Rybalka, personal awareness of their internal resources allows them to effectively perform professional duties in critical professional situations (Rybalka, 2005).

The presented review convinces that psychological science has significant achievements in terms of theoretical and practical analysis of the problem of development of personal reflection and its role in the context of professional development. At the same time, the works presenting the results of the study of the ability to reflect on the professional abilities of employees of the management sector of public authorities are insufficiently presented.

Aim. In our study, we proceeded from the fact that the developed reflection of professional abilities allows a person to build their activities, succeed in it and then take a managerial position. The aim of the research was to study the features of reflection of the abilities of civil servants.

Methods of the research and procedure. The study was conducted according to the method of studying the dynamics of abilities (MSDA), which allows identifying the level of development of reflection of professional skills and operations, the range of reference persons and personal qualities (Muzyka, 2005). The author has developed a structural and operational model of the development of abilities, which reflects the relationship of abilities with specific activities and takes into account the possibility of forming abilities as personal qualities of man (Fig. 1).

According to the author, the separation of such components is due to the fact that the development of abilities and personality development are two interrelated processes. In addition, the reflection on the activities (in which abilities are developed) and the social relations (which develop in these activities) are the necessary conditions for the conscious regulation of these processes. Problematic moments that appeared in the process of reflection can be removed by organizing value support. It is also important that «creative abilities are considered as a result of reflection of effective-operational and cognitive-operational components of several separate

abilities and development on this basis of individual strategies of activity» (Muzyka, 2006, p. 52).

Figure 1. Structural and operational model of ability development (O. L. Muzyka)

The study was conducted in several stages:

The first is an individual conversation. The goal is to create an atmosphere of trust and cooperation, analysis of the experience of participation in various activities in the context of relationships with other people.

The second - filling out a form where the subjects identify the activities and skills they possess, assess the level of development of individual actions and operations, reference people and their personal qualities. Extensive reflection and self-assessment of activities and skills possessed by a person, mental actions and operations, reference persons and personal qualities allow you to consciously influence the process of development of abilities and personality.

The third is the analysis of quantitative indicators, which allows us to see some trends that accompany the development of abilities and directions of this development.

The fourth stage is the analysis and interpretation of the obtained data. Comparison of the development of individual structural components may show uneven development of abilities.

The fifth stage is the value support of the development of abilities, the purpose of which is to gain valuable experience. The basic principles of value support are the provision that the ability to any activity develops; each activity has elements of creativity, the mastery of which can be the basis of creativity in other activities; productive relations between people are created based on value exchange - a mutual interest in each other's achievements (Muzyka, 2006).

The connection of abilities with a specific activity is revealed through the characteristics of individual skills and operations (activity-operational component). The role of social influences on the development of abilities is manifested through socially favourable and unfavourable factors of development (reference component) (Muzyka, 2005).

Results and discussion. During the analysis of the research results, attention was paid to the number of professional skills, the ratio of general and special skills, the number of potential skills, the ability to distinguish in the skills of action and operation. Important indicators of the social component of reflection were the number of reference people and the level of significance of the opinions of different people. At the beginning of the study, an individual conversation was conducted with the respondents in order to establish contact and create a trusting atmosphere, as well as to update the activity and social experience. Topics of life and professional success were raised in the conversation; the strategy of human resources management was discussed. Next, the respondents were asked to distinguish between activities in which abilities are developed and social relations that develop in these activities. Then a quantitative and qualitative analysis of the reflection of activities and social relations was carried out, which allowed assessing the development of individual components of abilities. At this stage, we determined the number of selected activities and skills; also analysed the content of activities, determined the focus on a particular area of life; identified the most significant for the studied activities; determined the place of professionally important properties among them; assessed the level of generalization of abilities.

The analysis of social reflection was carried out according to such criteria as contact - non-contact of reference persons and the degree of their influence on the respondent. Quantitative and qualitative analysis of selected personal qualities, including professionally important ones, was conducted.

The analysis of the results of the study revealed the general characteristics of the reflection of the abilities of civil servants and the specific features of their activity and social reflection.

The respondents are characterized by the awareness of a fairly large number of professional skills (84% of

all selected) and their correlation with the subject and means of a particular activity. Based on the inclusion in various activities and due to extensive professional experience, civil servants have formed the ability to distinguish skills of different levels of generalization: special (24%), which are inherent in certain professional activities («know the subject», «persuasiveness», «filling the contract»), and general (71%), which can be used in various activities (communicative («sense of humor», «ability to explain», «ability to influence people», «ability to listen and hear»), reflexive («feelings myself», «listening to myself», «knowing what I really want», «trusting myself», «knowing my strengths and weaknesses»), analytical («the ability to analyze», «the ability to see perspectives»), regulatory («the ability to keep one's emotions to oneself», «the ability to coordinate work», «the ability to restrain aggression»), organizational («the ability to consolidate people», «building long-term solutions»), predictive («predicting the consequences of their actions»), leadership («the ability to motivate and lead people», «the ability to inspire», «the ability to provide support»), self-recovery («to keep oneself in good physical and mental shape», «the ability to relax»), creative («the ability to find extraordinary solutions»)).

As we can see, for people who are engaged in management activities, more relevant are generalized, universal skills as a concentration of experience in many activities. Examples of general abilities that are perceived by the respondents as resources of their own personal and professional development are presented in Table 1.

Table 1

**Examples of generalized professional skills of civil servants
(results of activity reflection)**

Kind of skill	Examples of generalized professional skills of civil servants
communicative	«sense of humour», «ability to explain», «ability to influence people», «ability to listen and hear»
reflexive	«Feeling yourself», «listening to yourself», «knowing what I really want», «trusting yourself», «knowing own strengths and weaknesses»
analytical	«The ability to analyze», «the ability to see perspectives»
regulatory	«The ability to keep your emotions to yourself», «the ability to coordinate work», «the ability to restrain aggression»
organizational	«Ability to consolidate people», «building long-term solutions»
predictive	«Predict the consequences of your actions»
leadership	«The ability to motivate and lead people», «the ability to inspire», «the ability to provide support»
self-recovery	«Maintain yourself in good physical and mental shape», «the ability to rest»
creative	«Ability to find extraordinary solutions»

This indicates that the management process itself involves not only knowledge of the subject of work, but the development of universal skills related to the organization of work, achieving results and interacting with other people. These features of activity reflection indicate a wide range of resources for the personal development of civil servants in different areas. And the more differentiated the range of skills, i.e. more developed activity reflection, the more opportunities for development.

The types of general skills that civil servants are aware of and distinguish are presented in Fig.2.

An important point of reflection on the abilities of civil servants is their ability to realize potential skills, which indicates a desire to change and develop professionally («plan to improve a foreign language», «undergo leadership training», «read the necessary literature for work»). The different level of generalization of the desired skills, their differentiation illustrates the high level of awareness of the problematic issues related to both external and internal factors.

The respondents of this group single out reflection as a significant component of professional abilities. According to the results of our study, graduates distinguish reflection as a separate skill or action or operation («predict the results of their actions», «understand their condition»).

In the component of the assessment of the success of professional activity the importance of the opinion of different people has traced: parents, the head, colleagues at work, friends (Fig. 3). Differentiation of the reference circle means that management is an important part of life and allows for recognition in other important areas, including volunteering («I respect people who can help others»), public («now it is important to take an active public position»), political. At the same time, the circle of reference persons is dominated by people primarily related to professional activities (86%), who can objectively assess not only the result of work but also the process itself. The peculiarity of the circle of reference persons is that it includes recognized professionals

and well-known statesmen. These results suggest that professional activity in adulthood is leading, and professional development is closely linked to personal.

Fig.2. Activity reflection of civil servants: types of general skills

Fig.3. Social reflection of civil servants: differentiation of the reference circle

It is also noteworthy that according to the results of the analysis of social reflection for most of the respondents, an effective management strategy is associated with their compliance with the ethical norms adopted in a particular professional environment (72%).

Researchers are more focused on development through management than on specific professional achievements, which are manifested in the reflection of such an orientation as a separate personal quality («self-realization in the activity», «disclosure of their potential»). This feature of social reflection indicates the ability

of the subjects to realize the possibility of developing abilities in a particular activity and during management.

Personal professionally important qualities are recognized as special professional skills associated with communication («the ability to communicate information interestingly», «the ability to correctly explain the terms of the transaction», «the ability to persuade», «the ability to be eloquent», «the ability to understand another person and put oneself in her place»).

Most of the personal qualities that are associated with the achievement of professional success are positive or neutral, however, some are considered by the respondents as positive for activities and at the same time negative for communicating with other people («the ability to achieve goals at any cost», «the ability to not pay attention to emotions», «the ability to be persistent, regardless of the opinions of other people»).

An overview of the features of activity and social reflection of the subjects is presented in Table 2.

Table 2

Features of reflection of abilities of civil servants

Component of reflection of professional abilities	Features of reflection	Statements of the respondents
Activity reflection	Differentiation of perceived skills	special («know the subject of activity», «ability to persuade», «completion of the contract»); general («sense of humour», «ability to explain», «ability to influence people», «ability to listen and hear»)
	Awareness of how important skills are for work	«I plan to improve my foreign language», «I am undergoing leadership training», «I am reading the necessary literature for work»
	Isolation of reflection as a separate resource of development	«Predict the results of their actions», «understand their condition», «know yourself, your strengths and weaknesses», «realize your potential»
	Awareness of how important communication skills are for work	«The ability to communicate interesting information», «the ability to correctly explain the terms of the agreement», «the ability to persuade», «the ability to be eloquent», «the ability to understand another person and put yourself in his place»
Reflection of the social component	Differentiation of the reference circle	«I respect people who can help others», «now it is important to take an active public position»
	Awareness of the possibility of developing abilities in a particular activity	«Self-realization in the activity», «disclosure of the potential»

Conclusions. Based on the results of the analysis of the data obtained during the study, we can draw the following conclusions about the peculiarities of the reflection of professional abilities of civil servants:

1. The respondents are characterized by the awareness of a sufficiently large number of professional skills and the formed ability to distinguish skills of different levels of generalization.
2. Generalized, universal skills are more actualized: communicative, reflective, analytical, regulatory, organizational, predictive, leadership, self-recovery, creative.
3. An essential point of reflection of the abilities of civil servant is their ability to realize potential skills, which indicates a desire to change and develop professionally. The very ability to reflect is distinguished as a separate skill.
4. Based on the results of the analysis of the social component of reflection, it can be concluded that there is sufficient differentiation of the circle of reference persons, which includes well-known statesmen. This means that management is an important part of their lives and self-realization.
5. According to the results of the analysis of social reflection for most of the respondents, an effective management strategy is associated with their compliance with ethical norms.

We see research prospects in the creation and application of a program of value support for the development of the abilities of civil servants in the context of management activities. The purpose of such value support can be the search for social, activity, and personal development resources based on a person's life experience as a result of reflection on one's skills, actions and operations, circles of reference persons and personal qualities.

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