

according to the laws of nature and the cosmos; forming abilities of discovery one's life position in accordance to the laws of Nature and Cosmos, forming skills of self-realization, revealing one's of their creative potential, resistance to the difficulties of life; forming adaptive abilities [1].

5 Mobilization availability: the formation of volitional activity as self-tuning to the mobilization of volitional efforts, emotional tuning as self-orientation to the mobilization of protective and administrative reserves of an organism and energoafficity as a self-determination to a successful result of the activity.

The considered structure is one of the possible options of interpretation of pedagogical professionalism of future teacher personality, the author does not pretend to the completeness and integrity of the study.

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### ***SOCIO-PEDAGOGICAL PERCEPTION AS A PROFESSIONALLY-SIGNIFICANT CHARACTERISTIC OF TRAINING SPECIALISTS IN SOCIONOMIC SPHERE OF PEDAGOGICAL UNIVERSITIES***

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***Abstract.*** *The article deals with the problem of socio-pedagogical perception as a professionally-significant characteristic of training specialists in socionomic sphere of pedagogical universities. Personal component that increases the effectiveness of the profession is an important part of professional training in socionomic areas, including teachers, psychologists, social workers.*

*Our research of the current requirements for the curriculum showed that "socionomic" work requires a high level of social and educational perception of the individual*

*professional and creative abilities in order to be able effectively perform their professional functions.*

*According to our definition, socio-pedagogical perception of socio-economic specialist at the pedagogical university, includes a number of special, new and important factors that determine the process of perception. These are professional orientation, teaching ability, teaching intuition, the peculiarities of educational activities as a factor in the overall socialization of the individual, competence and others.*

*Therefore, socio-pedagogical perception is supposed to be a capacity of a teacher (in the broad sense of the word) through the direct subject-to-subject interaction to transform the information of holistic perception of social objects and pedagogical professionally-based situations into didactic dimension, thus solving the following problems: strategic (planning the result of interaction), tactical (the choice of means and methods of influence), situational (reaction in action), tasks.*

*The effectiveness of educational activity in the "subject-to-subject" system depends on the completeness and adequacy of teacher knowledge of the student's individuality, taking into consideration that teacher interaction always involves a parallel process of interpersonal cognition.*

**Keywords:** *socio-economic sphere, socio-pedagogical perception, professionally-significant characteristic, "subject-to-subject" system*

In a highly dynamic changes in Ukrainian society, enhancing of market competitiveness and economic relations, the priority of human development as a creative person at the stage of professional development, the issue of the cognition of the student's individuality by the teacher has become rather topical. K. D. Ushynsky paid considerable attention to the psychological aspects in the solving the pedagogical problems, he emphasized that if education wants to educate a man in every respect, it should learn him in all respects at first.

Starting with the first step - the knowledge of the structure, peculiarities of socio-economic sphere, the specific socio-economic profession as a professional "person-to-person" system - we are going to realize that the personality of the teacher is the "main" tool of student's success, and from this - to understanding the extent of their preparedness to comply with such professional requirements as: the depth of knowledge, the sophistication of pedagogical thinking, certain abilities and skills.

General ability, which brings together all the leading ones, is in our opinion, most accurately determined by N. Kuzmin. This is sensitivity, which increases, to the individual, that is formed. The researcher singles out six major skills for pedagogical activity, including perceptual abilities that are defined by professional insight, diligence, teaching intuition, the ability to perceive and understand the other person.

Acknowledging the absolute importance of modern scientists' research, the problem of socio-pedagogical perception as a professionally-significant characteristic of future specialists in socio-economic spheres is not fully investigated and requires the use of new approaches to its solution, systematization and theoretical understanding.

It should be noted that the role of social perception in human life is reflected in the scientific works of many Soviet and foreign researchers. In particular, social and perceptual characteristics of joint activities were studied (H. Andreyeva, A. Kossakovsky, M. Obozov, H. Tedzhfel, S. Freyzer, A. Harash, P. Shyhyrev, A. Yurevych); mechanisms of social perception, which determine the effectiveness of human interaction (V. Aheyev, H. Andreyeva, O. Bodalov, I. Kon, B. Paryhin, T. Hayder, V. Yadov); the problems of increasing the accuracy of interpersonal perception, development of social perception (A. Bandura, M. Herbert, M. Darnet, K. Devis, O. Dontsov, H. Kelli, Dzh. Kempbell, R. Krychevskyy, K. Levin, L. Petrovska, Z. Freyd); the peculiarities of interpersonal perception in different spheres of life, human communication (H. Andreyeva, L. Hozman, Ya. Kolominskyy, R. Krychevskyy, S. Maksymenko, M. Piren, V. Semychenko, V. Tsyba, N. Chepelyeva, Yu. Shvalb, Yu. Sherko etc.), in scientific and industrial groups (V. Aheyev, T. Bazarov, V. Solovyov, A. Svetsytskyy), sport (R. Krychevskyy, A. Marzhenya, T. Myronova, M. Novikov), in the pedagogical process (O. Bodalov, E. Dubovska, Ya. Kolominskyy, L. Savenkova, T. Yatsenko).

The importance of perception and assessment of social objects as professionally significant characteristic is described in the following scientific works: G. S. Abramova, N. Antonova, L. S. Bazilevskia, M. Barna, A. Borysyuk, L. F. Burlachuk, P. P. Hornostaj, T. N. Danilova, I. M. Kyrylyuk, O. Kondrashyhina, R. Kochyunas, A. G. Liders, I. A. Martyniuk, V. G. Punk, H. I. Pov'yakel, K. Rogers, A. G. Samoilova, S. Sobków, N. A. Surhund, T. I. Fedotyuk, N. V. Chepelyeva, T. Yatsenko, et al.

*The aim* of this article is to explore the socio-pedagogical perception as a professionally-significant characteristic of training specialists in socio-economic sphere of pedagogical universities.

A personal component that increases the effectiveness of the profession is an important part of professional training in socio-economic areas, including teachers, psychologists and social workers.

According to the five clusters which E. O. Klimov distinguishes, socio-economic professions where the subject of labor are the people, groups or teams are related to such class of professions like "man - the man". As it is pointed out by V. Korneshchuk, "singling out particular professions for which another person or community is not a social environment of the production sphere, not a labor condition, but the labor is the subject – the subject of recognition, evaluation and impact" [1].

By the content, this work is associated with direct interaction with people, which includes: education and training; providing personal services (information, household); management and protection (social, legal); organizing social processes at the national level.

It should be mentioned that E. O. Klimov in the context of the content area "a man - a man," gives preference to the cognitive activity. The main groups of works that require interaction with people, were divided into two groups: gnostic (diagnostic), where the main purpose of serving is the assessment of social objects, descriptions of events and actions of people on the basis of research and summarize of documentary sources' facts, interviews; gnostic-operative, when the experts face a problem of parallel solving different tasks, such as research(study of the conditions and circumstances) and the management and organization of joint actions people, taking measures to correct deficiencies, training, education, service [1].

Our research of the current requirements to the curriculum showed that "socio-economic" work requires a high level of social and educational perception of the professional's individuality and creative abilities in order to be able to perform their professional functions effectively.

Success of interpersonal interactions and activities in the professions of socio-economic type strongly depends on adequate knowledge of the individuality of the "other". And this knowledge must be preventive. Any influence and interaction should be preceded by the formation of an adequate knowledge of the identity of the "other" so that the influence and selected methods of exposure and interaction with the person would be adequate to his personal characteristics. Only on this basis there can be a truly profession-personal anticipation, prediction results of their own professional conduct and the consequences of their actions on the identity of the "other" [2].

For a teacher the principle of advanced knowledge of the individual "other" is of particular importance because most occupational and educational activities is the development of the student's personality.

Getting adequate knowledge of personality is also important from another point of view. Undoubtedly, studying the personality of a student is a requirement and a type of feedback in the pedagogical process. The solution to this problem is one of the key conditions of professional teacher correcting their own activities. Implementation of such a feedback in the pedagogical process (whereby the teacher analyzes the impact of own professional activity) is essential for the growth of professional and pedagogical skills [2].

According to our definition, socio-pedagogical perception of a specialist in socionomic sphere of pedagogical university, includes a number of special, new and important factors that determine the process of perception. These are as professional orientation, teaching ability, teaching intuition, peculiarities of pedagogical activity as a factor in the overall socialization of the individual, competence and others.

Therefore, socio-pedagogical perception is regarded to be an ability of a teacher (in a broad sense of the word) in the direct subject-to-subject interaction to transform information of holistic perception of social objects and teaching situations in a professional manner into a didactic dimension, solving strategic (planning the result of interaction), tactical (choice of means and methods of influence) and situational (reaction in action) tasks.

The effectiveness of pedagogical activity in the "subject-subject" system depends on the completeness and adequacy of teacher knowledge of the student's personality, as teacher interaction always involves a parallel process of interpersonal cognition.

Socio-pedagogical perception as a form of pedagogical relationship of a teacher and a student is determined by many individual sides, ideological beliefs, culture, behaviour, general and special education, supply of relevant skills. It is impossible to master socio-pedagogical perception, without training. Socio-pedagogical perception is not absorbed by learning, memorizing or training. It is the result of creative individuality, flexibility index of his mind, unfixeness, it can take many forms, depending on certain preconditions of the knowledge of individual characteristics, mental state, mood and emotions of the interlocutor.

Thus, the study of the theory and practice of training specialists socionomic professions showed that currently there is no research the subject matter of which is the foundation of the system of socio-pedagogical perception as a professionally- significant characteristics of training future specialists in socionomic sphere of pedagogical universities

that actualizes the determination of its status in the structure of training specialists of socio-economic sphere.

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**CHARACTERISTIC OF CORRELATIONS AMONGST  
INDICES OF SELF-SUFFICIENCY: THE RESULTS OF  
EMPIRICAL RESEARCH**

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**Abstract.** The article presents the results of empirical research aiming the studying of *correlations amongst various indices of self-sufficiency*. Author deals with different psychological individual parameters which are probably closely connected with the essence of self-sufficiency as personal characteristic. On the ground of analyzed scientific psychological resources the importance of task-oriented studying of the phenomenon is pointed. The problem of scantily investigated and diffused comprehension of the term is