

UDC: 159.001.378

DOI: <https://doi.org/10.24195/2414-4665-2017-9-10>**Svitlana Khilko,**senior lecturer, Department of Psychology and Personal Development,
post-graduate student,University of Education Management of National Academy of Educational Sciences of Ukraine,
52-a, Sichovykh Striltsiv Str., Kyiv, Ukraine

STUDY OF FUTURE PSYCHOLOGISTS' TOLERANCE TO UNCERTAINTY MATURITY

The article deals with the results of the preliminary stage of the experiment aimed at examining the maturity of tolerance to uncertainty in future psychologists. The purpose of the study is to determine the levels of tolerance to uncertainty in future psychologists, which consists of the following components: cognitive, affective, and conative. The experiment involved 282 respondents – students of psychological faculties of higher educational institutions, which, with a view to identifying socio-psychological factors in the formation of tolerance to uncertainty, were divided into groups according to gender, age, level of education, course of study, form of study, work experience, desire to work as a psychologist. The following research methods were used in the empirical study: a questionnaire for identifying future psychologists' awareness of tolerance to uncertainty (author's development), a method for diagnosing the level of reflexivity maturity, the method of "Personal Readiness for Changes", a method for diagnosing the level of empathic abilities, Melbourne Decision-Making Questionnaire for, "Personal Factors of Decision-Making" questionnaire, a questionnaire of tolerance to uncertainty, the method "Tolerance to uncertainty", statistical mathematical methods for processing data using the computer program SPSS (version 17.0). As a result of the study it has been found that most of future psychologists have low and moderate levels of maturity of cognitive, affective and conative components of tolerance to uncertainty. The developed methodological basis for the study of the formation of tolerance to uncertainty of future psychologists, consisting of cognitive, affective and conative components deepens the knowledge of the components of tolerance to uncertainty, which will be used in the program for forming tolerance to uncertainty in future psychologists.

Keywords: tolerance to uncertainty, intolerance to uncertainty, interpersonal intolerance to uncertainty, coping strategy, future psychologists.

Introduction

Modern Ukrainian realities, characterized by dynamism and unpredictability, lead to new challenges and undeniably affect the human psyche. This fact indicates the need to take into account these nonlinear processes in the training of future psychologists who can effectively act in new, unstructured, ambiguous situations, and manifest tolerance to the influence of uncertainty factors under conditions of information lack.

The results of theoretical analysis of literature and experience of professional training of future specialists make it possible to distinguish different types of attitude towards uncertainty, which in turn affects professional development and self-realization in the chosen professional sphere. Given that the psychologist's performance of any kind of professional activity is associated with uncertainty, both external and internal, tolerance to uncertainty, the essence of which involves not only being able to navigate in less predictable and volatile situations, but also stimulating creative search and professional development [9], is one of the conditions for the professional development of a future psychologist.

Thus, the issue of empirical research on the formation of tolerance to uncertainty of future psychologists is relevant both from scientific and practical points of view.

The issue of uncertainty in various aspects, especially in the context of tolerance to uncertainty, has been studied by foreign and Ukrainian scholars. Thus, there are scientific works dedicated to the consideration of the content and structure of the "tolerance to uncertainty" construct (S. Budner, S. Bochner, D. Foster, Frenkel-Brunswik) [8]; peculiarities of decision-making under conditions of uncertainty (D. Evans [19]); tolerance to uncertainty as a stable personality trait (R. Hallman, A. MacDonald, R. Norton, N. Rotter) [8].

On the other hand, correlations between tolerance to uncertainty and creativity were studied by T. Kornilova [6], K. Stoycheva [20]; intellectual and personal potential of a person in the context of the psychology of uncertainty was investigated by T. Kornilov, S. Kornilov, M. Novikov, M. Chumakova [6]; psychological aspect of decision making in situations of uncertainty and risk was examined by G. Solntseva, G. Smolyan [16]; the influence of tolerance to uncertainty on the professionally important qualities of managers was studied by I. Leonov [8]; tolerance to uncertainty as a progressive quality that provides the vigor of a modern person and his/her willingness to change was researched by T. Bergis [1].

Ukrainian scientists investigated the phenomenon of tolerance to uncertainty: in connection with the study of the mechanisms of personal changing (P. Lushin [9]); as a

transition to a new identity (A. Gusev [3]); as “system-forming personal factor of creative talent” (E. Nosenko, M. Shapoval) [11]; as one of the components of professional tolerance of school principals (O. Briukhovetska [2]); as one of possible conditions for the formation of professional competence of future psychologists (N. Perogonchuk [12]); as an indicator of cognitive style of general education institutions managers (G. Solomin [17]).

However, the issue of the levels of tolerance to uncertainty of future psychologists is still understudied and which is why relevant.

The paper **aims to** determine the level of maturity of tolerance to uncertainty in future psychologists.

Objectives of the study: 1. To examine the level of cognitive, affective and conative components of tolerance to uncertainty maturity in future psychologists. 2. To determine the generalized index of tolerance to uncertainty maturity in future psychologists and identify psychosocial factors that contribute to its formation. 3. To analyze the effectiveness of the developed methodological framework of empirical research on the formation of tolerance to uncertainty in future psychologists.

Research Methods

In the empirical study, the following research methods were used: a questionnaire for identifying the awareness of future psychologists about the formation of tolerance to uncertainty (author’s technique); method of diagnostics of the level of reflexivity maturity (by A. Karpov) [4]; Method “Personal Readiness for Changes” (by Rolnik, Heather, Gold, Hull, in the adaptation of N. Bazhanova and G. Bardier) [13]; Methodology for diagnosing the level of empathic abilities (by V. Boyko) [15]; Melbourne Decision Making Questionnaire (Russian-language adaptation by T. Kornilova on the basis of the Flinders Decision Making Questionnaire) [5]; “Personality Factors of Decision-Making” Questionnaire (in the modification of T. Kornilova on the basis of the Q-sorting technique by H. Wolfram) [6]; New Tolerance to Uncer-

tainty Questionnaire (in the modification of T. Kornilova) [6]; Methodology “Tolerance to Uncertainty” by S. Badner in the translation and adaptation of G. Soldatova [14]; Statistical and mathematical methods for processing data using SPSS computer software (version 17.0).

The sample was comprised of 282 students of psychological faculties of higher educational institutions, which were divided into groups according to the following characteristics: 1) gender: 89.4% of women, 10.6% of men; 2) age: 40.4% were aged up to 20 years, 28.4% - from 21 to 30 years old, 31.2% - over 30 years; 3) education: 35.5% have secondary education, 25.5% - vocational, 39% - higher; 4) years of study: 14.9% first-year students, 19.9% second-year students, 15.6% third-year students, 14.2% fourth-year students, 16.3% fifth-year students, 19.1% sixth-year students; 5) the form of studying: 38.3% full-time students and 61.7% of part-time students; 6) work experience: 61.7% have work experience, 38.3% have no work experience; 7) desire to work as a psychologist after graduation: 73% do, 27% do not.

The selected methods, which formed the methodological basis of the research and their diagnostic scales, correspond to the components of tolerance to uncertainty maturity: cognitive, affective (emotional) and conative (behavioral).

Research Results

At the first stage of the empirical study, the levels of maturity of the cognitive component of tolerance to uncertainty in future psychologists were determined. At first, we assessed the respondents’ knowledge of the essence of tolerance to uncertainty according to the developed questionnaire, whose reliability was determined using Cronbach’s alpha ($\alpha = 0.888$).

It has been found that the respondents are aware of the need for the formation of tolerance to uncertainty, as indicated by the arithmetic mean of 4.09 points (from maximum five) (Table 1).

Table 1.

The respondents’ knowledge of tolerance to uncertainty phenomenon and its features

№	Knowledge of	Mean values
1.	Essence of “tolerance to uncertainty” concept	3.45
2.	Essence of “intolerance to uncertainty” concept	3.13
3.	Situations of uncertainly faced by psychologists	2.59
4.	Ways of forming psychologists’ tolerance to uncertainty	2.87
5.	Internal and external conditions of tolerance to uncertainty formation	2.44
6.	Features distinguishing a tolerant and intolerant psychologist to uncertainty	2.45
7.	The necessity of future psychologists’ tolerance to uncertainty formation	4.09

According to the data presented in Table 1, despite the fact most of the respondents recognize the need for the formation of tolerance to uncertainty in future psychologists, it is difficult for them to determine the conditions for its development, as well as to list the signs that distinguish the psychologists tolerant to uncertainty and the ones intolerant to it; to give examples of the situations of

uncertainty faced by psychologists in professional activity, and to determine the possibilities for the formation of tolerance to uncertainty in future psychologists. So, as can be seen from the data given, the result is not very good.

In addition, features of future psychologists’ reflexivity by means of A. Karpov’s diagnostics of reflexivity maturity [4] were revealed. Thus, 29.1% of the respond-

ents are not aware of their thinking, acquisition of knowledge and behavior in the situations of the past, actual and predicted future and thus, have a low level of reflexivity; 66.7% of the students have a medium level of reflexivity maturity and only 4.3% of the respondents

fully comprehend their thoughts, feelings and motives in changing circumstances.

According to the results of generalization of the data obtained, the levels of maturity of the cognitive component of tolerance to uncertainty in future psychologists have been determined (Table 2).

Table 2.

Levels of cognitive component	Number of the respondents (%)
low	42.6
medium	51.4
high	6

As indicated in Table 2, 42.6% of the respondents have a low level of cognitive component maturity, 51.4% have a medium level and only 6% of future psychologists have a high level, they are aware of the important aspects of the formation of tolerance to uncertainty, consider uncertain situations as desired ones, as opportunities for professional growth.

According to the statistical results of the dispersion analysis, the transition to the further stages of study ($p \leq 0.01$), work experience ($p \leq 0.05$), desire to work as a psychologist in the future ($p \leq 0.05$) increase the level of awareness of positive components of tolerance to uncertainty, which has a positive effect on the formation of its cognitive component.

S. Bayer [18] and his colleagues (S. Bayer, R. Lev-Wiesel, M. Amir) point out that the cognitive evaluation of uncertain situations that can be perceived as stressful, has two phases: the initial assessment indicates the evaluation of the situation as useful or stressful, the secondary one means the study of internal and external resources that affect the personality and his/her ability to act. Thus, a person performs a subjective assessment of a situation that forms the emotional and behavioral responses and determines the significance of situational and personal variables to overcome stressful events.

At the second stage of the empirical study, the levels of maturity of the affective component of tolerance to uncertainty in future psychologists were determined.

First of all, according to the "Personal Readiness for Changes" technique [13], the analysis of the results on the following diagnostic scales was performed: passion and optimism, which made it possible to determine the emotional constituent of the affective component in stressful situations that arise due to changes in living conditions. In particular, it has been found that 68.8% of future psychologists note that they have decreased vigor; 24.8% of the subjects are characterized by insufficient vigor in stressful situations due to innovative changes; and only 6.4% of the subjects feel energy, emotionality and increased vigor in stressful situations.

At the same time, the results of the research according to the indicator of optimism, give an opportunity to note that 1.4% of the respondents (high level) perceive stressful situations positively; 17% of future psychologists (medium level) do not always strive to take a positive attitude to stressful situations and focus on the best outcome. Instead, the majority of the surveyed (81.6%) have low values of this indicator, which show their pessimism, the desire to be focused on problems rather than the possibilities of their solution.

The next step in the study of the affective component of the maturity of tolerance to uncertainty involved the consideration of the level of future psychologists' empathic abilities [15]. Thus, only 1.4% of the subjects have a low level of empathic abilities maturity, 74.5% of future psychologists can empathize with others, which is a personal component of their professional activities, and 24.1% of the subjects have a high level of empathic abilities maturity, they can empathize, penetrate into the subjective world of another person.

Further by means of the questionnaire (designed by us), the emotional attitude of future psychologists to situations of uncertainty was determined (the maximum score is 5). The mean value of emotional attitude to situations of uncertainty in the learning process is 2.72 points, the desirability of situations of uncertainty, ambiguity, contradictions is 3.04 points ($p \leq 0.01$). It means that future psychologists point out the reluctance of situations of uncertainty, ambiguity, controversy, and associate their emotional attitude to situations of uncertainty with negative experiences.

The generalization of the results of the study aimed examining indicators of the affective component of tolerance to uncertainty makes it possible to reveal its levels of maturity. In particular, it has been established that only a small number of future psychologists positively assess situations of uncertainty, approve the need for the formation of tolerance of uncertainty in psychologists for the effective implementation of professional activities (Table 3).

Table 3.

Levels of maturity of the affective component of tolerance to uncertainty in future psychologists

Levels of affective component	Number of respondents (%)
low	49.3
medium	48.9
high	1.8

As can be seen from Table. 3, almost half of the subjects (49.3%) have a low level of maturity of the affective component of tolerance to uncertainty, other 48.9% have its medium level and only 1.8% have the high level.

According to the results of the dispersion analysis, statistically significant indicators ($p < 0.01$) were found to have a positive effect on the formation of the affective component of tolerance to uncertainty in future psychologists: aging, getting academic degree, or just getting sen-

ior students at a university, work experience, desire to work in the future according to the major.

At the third stage of the empirical research, the levels of maturity of a conative component of tolerance to uncertainty in future psychologists were determined. First of all, the analysis of behavioral features in stressful situations and the ability to act under changing conditions (“Personal Readiness for Changes” method [13]) was performed (table 4).

Table 4.

Distribution of future psychologists according to the levels of personal readiness for changes in stressful situations

Levels of personal readiness for changes	Number of respondents (%)
low	80.9
medium	19.1
high	-

The study has revealed that most of the future psychologists (80.9%) cannot act decisively in difficult situations, use new opportunities to solve new problems, and only 19.1% of the respondents, depending on the subjective complexity of stressful situations, can change their plans, ideas and ways of problems solution in new situations.

Herewith the behavioral features of future psychologists in stressful situations, in particular regarding manifestations of ingenuity, courage, adaptability and assurance (Table 5), have been determined.

Table 5.

Indicators of levels of personal readiness for changes of future psychologists according to ingenuity, courage, adaptability, confidence scales

Levels	Ingenuity	Courage	Adaptability	Confidence
	Number of respondents (%)			
low	61.7	98.6	96.5	58.9
medium	29.1	3.5	3.5	37.6
high	9.2	-	-	3.5

As indicated in Table 5, the vast majority of future psychologists do not use new, unknown ways to solve problems; they cannot change their plans and decisions in new situations, while for more than a half of the respondents it is difficult to operate in difficult situations, use new sources for addressing new challenges. On the other hand, a third of the respondents are resourceful and self-

confident, ready for changes in situations of uncertainty, depending on the subjective perception of such situations.

The next step in the study of the conative component formation of tolerance to uncertainty in future psychologists involved establishing the levels of maturity of productive and unproductive coping patterns in decision-making situations (Melbourne Decision Making Questionnaire [5]) (Table 6, Figure 1).

Table 6.

Distribution of future psychologists according to the levels of coping in situations of decision-making under conditions of uncertainty

Coping patterns Levels	Productive coping pattern	Unproductive coping patterns		
	Vigilance	Avoiding	Procrastination	Excessive vigilance
	Number of respondents (%)			
low	-	1.4	2.8	2.8
medium	12.1	73.8	73	77.7
high	87.9	24.8	24.1	19.5

Thus, it has been found (Table 6) that the majority of future psychologists, when making decisions to act in uncertain situations, have high and medium indicators of

both productive and unproductive coping patterns, indicating the subjectivity and ambivalence of the repertoire of actions in uncertain situations.

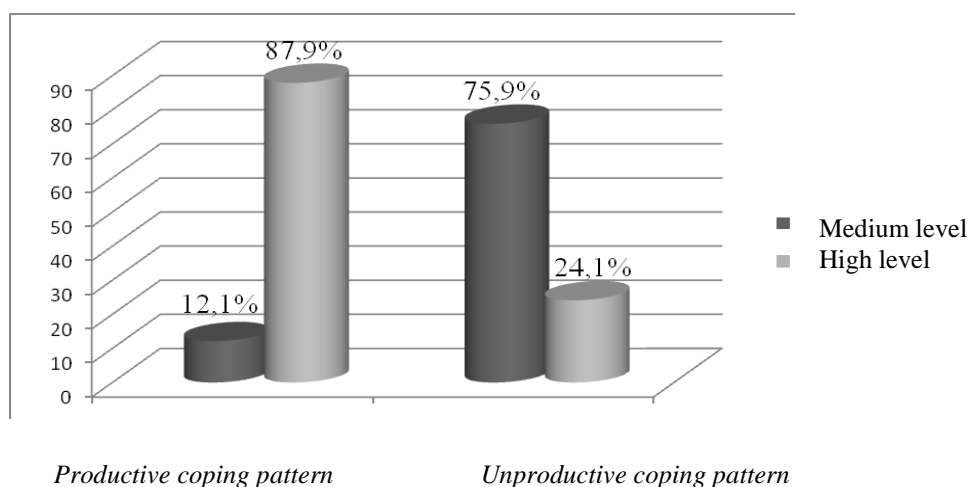


Fig. 1. Levels of productive and unproductive coping patterns of future psychologists in situations of decision-making under uncertainty

Fig. 1 shows that the subjects have signs of both productive and unproductive coping patterns, thus they are characterized by the positive adoption of variability and uncertainty, flexible decision-making strategies in uncertain situations on the one hand, and on the other hand, uncritical adoption of the scenario, shifting responsibility to other shoulders, excessive rationalization in situations of uncertainty, impulsiveness of decision-making. Only 12.1% of the respondents make rational decisions and have flexible action strategies under conditions of uncertainty.

It can be explained by the fact that the main source of uncertainty lies in the internal subjective mental field

of the acting subject [16], and since uncertainty itself can be caused by its various kinds (internal and external situations of uncertainty), then decision-making under conditions of uncertainty looks like a complex hierarchical process, when in different situations the subject manifests both tolerance and intolerance to uncertainty, which requires a more detailed examination.

Besides, the study of the conative component of tolerance to uncertainty formation in future psychologists provided the definition of productive ways of solving situations of uncertainty, including risk proneness in consciousness (Personality Factors of Decision-Making Questionnaire [6]) (Table 7).

Table 7.

Distribution of future psychologists according to the levels of personal factors of decision-making (DM) in situations of uncertainty

Personal factors of DM levels	Personal readiness for risk	Subjective rationality
	Number of respondents (%)	
low	18.1	17.7
medium	36.5	64.9
high	45.5	17.4

It has been found that readiness to take risks and act in situations of uncertainty (Table 7), taking into account past experience, the effectiveness of actions, ability to be on one's own, without sufficient orientation in situations of uncertainty, are peculiar for 45.5% of the subjects. Accordingly, the medium level of such abilities is characteristic of 36.5% of the respondents and 18.1% of them have a low level of maturity of such abilities.

It has been also revealed that the readiness to contemplate the decisions rationally and to operate in situa-

tions of uncertainty is characteristic only of 17.4% of the subjects, 64.9% of the respondents have the medium level of this indicator, and 17.7% have the low level.

It should be noted that personal readiness for risk plays an important role in case of higher uncertainty, and rationality – in case of lower uncertainty. At the same time, regardless of the level of uncertainty of the situation, in general, people who are highly willing to act, in case of information lack and conditions of uncertainty tend to make decisions in a more successful way [6].

Analyzing the received answers according to the author's questionnaire concerning the participation in the educational program aimed at the formation of tolerance to uncertainty (indicator of the conative component), it should be noted that the majority of subjects (62.8%) have taken positive decision, one third of the subjects (33.7%) do not consider it necessary to form tolerance to uncer-

tainty and do not want to participate in the educational program and 3.5% of the respondents are undecided.

The obtained data according to all constituents of the conative components of tolerance to uncertainty maturity in future psychologists make it possible to sum up and determine its overall level of maturity (Table 8).

Table 8.

Levels of maturity of the conative component of tolerance to uncertainty of future psychologists

Levels of conative component	Number of respondents (%)
low	10.6
medium	88.7
high	0.7

Table 8 shows that the high level of the maturity of the conative component is peculiar for only 0.7% of the respondents, the medium level is characteristic of 88.7% of the students and the low one – for 10.6%. This fact indicates the need for increasing the ability of future psychologists to make decisions and to work productively under conditions of uncertainty.

According to the results of the dispersion analysis, there have been found statistically significant indicators

($p < 0.01$), which affect the increase of the level of the conative components of tolerance to uncertainty: aging, academic development and the desire to work as a psychologist in the future.

The generalization of the obtained data according to the levels of maturity of the three selected components (cognitive, affective, and conative components) makes it possible to determine the generalized level of tolerance to uncertainty maturity in future psychologists (Table 9).

Table 9.

The generalized level of tolerance to uncertainty maturity in future psychologists

Levels of tolerance to uncertainty	Number of respondents (%)
low	31.2
medium	68.4
high	00.4

As follows from the data presented in Table 9, 31.2% of the respondents have a low level of tolerance to uncertainty, 68.4% - medium and 0.4% - high.

In the context of this work we should emphasize the results of the study involving Israeli university and college students. Thus, the correlation between the main assumptions, tolerance to uncertainty and post-traumatic growth has been established. The results show that higher rates of growth were observed in the injured subjects as compared to those who did not experience such events. Researchers indicate that individuals with different levels of tolerance to uncertainty differ in two types of growth: low tolerance to uncertainty is characterized by a sharp increase, while high level show a gradual increase [18].

Consequently, different levels of tolerance to uncertainty maturity in future psychologists determine their subjective view of uncertainty, which at first glance, as P. Lushin notes [10], are considered as traumatic and harmful, but they can open up new opportunities for the development.

At the next stage of the study, in order to examine the effectiveness of the developed methodological framework of the empirical research on the formation of tolerance to uncertainty in future psychologists and to deepen the understanding of its components, an analysis of the general index of the formation of tolerance to uncertainty

consisting of the following diagnostic scales (standardized techniques): tolerance to uncertainty, intolerance to uncertainty, interpersonal intolerance to uncertainty (New Tolerance to Uncertainty Questionnaire [6]); novelty, complexity and unresolved problem as factors of intolerance (methodology "Tolerance to Uncertainty" [14]); tolerance to ambiguity (method "Personal Readiness for Changes" [13]). Thus, it has been found that the low level of tolerance to uncertainty maturity is peculiar for 26.3% of the subjects, the medium level is peculiar for 73% and the high level is characteristic of 0.7% of the students.

These results are consistent with the data of the aforementioned generalized indicator of the formation of tolerance to uncertainty in future psychologists, which consists of cognitive, affective and conative components as indicated by the absence of significant difference between these two indicators according to Pearson's chi-squared test ($p \leq 0.2$), which deepens the knowledge about the components of tolerance to uncertainty and indicates the effectiveness of the developed methodological basis of the study.

Conclusion

The level of maturity of cognitive, affective and conative components of tolerance to uncertainty in future psychologists has been found. The vast majority of the respondents have low and medium levels of each compo-

ment maturity, indicating a lack of awareness of the issue of the formation of tolerance to uncertainty, as well as negative attitude to situations of uncertainty in both educational activities and life, ambivalent emotions in situations of uncertainty, lack of ability to act productively in uncertain situations.

The generalized index of maturity of tolerance to uncertainty in future psychologists has been determined, in particular, a third of the subjects have the low level, more than a half have the medium level and less than one percent have the high level of tolerance to uncertainty maturity. It has been statistically confirmed that the increase in the level of tolerance to uncertainty maturity is positively influenced by the following socio-psychological factors: age, education, work experience and desire to work as a psychologist in the future. Accordingly, it is expedient to facilitate the formation of tolerance to uncertainty in future psychologists in order to raise awareness

about the formation of tolerance to uncertainty and its positive constituent, the ability to change plans and decisions and choose productive coping patterns in situations of uncertainty.

The effectiveness of the developed methodological basis of empirical research on the formation of tolerance to uncertainty in future psychologists is proved by the absence of statistically significant differences between the generalized indicator of maturity of tolerance to uncertainty, which includes cognitive, affective, and conative components, and the general index of the maturity of tolerance to uncertainty on the basis of standardized research methods.

Further research studies are planned to involve the development and substantiation of a program for the formation of tolerance to uncertainty in future psychologists based on the in-depth understanding of its components.

REFERENCES

1. Bergis, T. A. (2015). Gotovnost lichnosti k peremenam i tolerantnost k neopredelennosti na etape ranney vzroslosti [Readiness of the person for changes and tolerance to uncertainty at the stage of early adolescence]. *Vektor nauki TGU – Vector science of TSU*, 4, 38-42. Saint Petersburg [in Russian].
2. Briukhovetska, O. V. (2015). Psykholohichni osoblyvosti tolerantnosti do nevyznachenosti v upravlin-skii diialnosti yak odniiei zi skladovykh profesiinoi tolerantnosti kerivnykiv zahalnoosvitnikh navchalnykh zak-ladiv [Psychological peculiarities of tolerance to uncertainty in management activity as one of the components of professional tolerance of heads of general educational institutions]. *Problemy suchasnoi psykholohii – Problems of modern psychology*, 27, 700-81 [in Ukrainian].
3. Gusev, A. I. (2011). Tolerantnost k neopredelen-nosti kak sostavlyayuschaya lichnostnogo potentsiala [Tolerance to uncertainty as a component of the personal potential]. *Lichnostnyiy potentsial: struktura i diagnostika – Personal Potential: Structure and Diagnostics* (pp. 300-329). Moscow: Smysl [in Russian].
4. Karpov, A. V. (2003). Refleksivnost kak psi-hologicheskoe svoystvo i metodika ee diagnostiki [Re-flexivity as a psychological property and a method of its diagnostics]. *Psikhologicheskii zhurnal – Psychological Journal*, 5, 45-57 [in Russian].
5. Kornilova, T. V. (2013). Melburnskiy oprosnik prinyatiya resheniy: ruskoyazychnaya adaptatsiya [Mel-bourne Decision Making Questionnaire: Russian-language Adaptation]. *Psikhologicheskie issledovaniya – Psychological research*, 31, 4. Retrieved from: <http://psystudy.ru/index.php/num/2013v6n31/883-kornilova31.html> [in Russian].
6. Kornilova, T. V. (2010). *Printsip neopredelen-nosti: yedinstvo intelektualno-lichnostnogo potentsiala cheloveka [Principle of uncertainty: unity of intellectual and personal potential of a person]*. Moscow: Smysl [in Russian].
7. Kornilova, T. V. (2015). *Risk i prinyatie resh-eniy: psihologiya neopredelennosti: monogr. [Risk and decision-making: uncertainty psychology: monogr.]*. Moscow [in Russian].
8. Leonov, I. N. (2015). Vliyanie tolerantnosti k neopredelennosti na professionalno vazhnyie kachestva rukovoditelya [Influence of tolerance to uncertainty on professional qualities of the head]. *Candidate's thesis*. Udmurtiya [in Russian].
9. Lushin, P. V. (2005). *Lichnostnyie izmeneniya kak protsess: teoriya i praktika: monogr. [Personality changes as a process: theory and practice: monogr.]*. Odessa: Aspekt [in Russian].
10. Lushin, P. V. (2017). *Haos i nepredelennost: ot stradaniya k rostu i razvitiyu: monogr [Chaos and uncer-tainty: from suffering to growth and development: monogr.]*. Kiev [in Russian].
11. Nosenko, E. (2002). Tolerantnist do nevyznachenosti yak systemoutvoriuvalniy osobystisnyi chynnyk tvorchoi obdarovanosti [Tolerance to uncertainty as a system-forming personality factor of creative talent]. *Psikhohiia i suspilstvo – Psychology and Society*, 1, 97-106 [in Ukrainian].
12. Pehonchuk, N. V. (2016). Sytuatsiia nevyznachenosti perekhidnoho periodu rozvytku suspilstva yak psykholohichna umova formuvannia profesiinoi kompetentnosti maibutnoho psykholoha [The situation of uncertainty of the transition period of society development as a psychological condition for the formation of the professional competence of the future psychologist]. *ScienceRise*, 3/1, 41-45 [in Ukrainian].
13. Pochebut, L. G. (2012). *Kross-kulturnaya i et-nicheskaya psihologiya: ucheb. posob. [Cross-cultural and ethnic psychology: textbook]*. Saint Petersburg: Piter [in Russian].
14. Soldatova, G. U., Shaygerova, L. A. (2003). *Praktikum po psihodiagnostike i issledovaniyu tolerant-nosti lichnosti [Practicum on psychodiagnosics and*

research of personality tolerance]. Moscow: MGU [in Russian].

15. Raygorodskiy, D. Ya. (2001). *Prakticheskaya psihodiagnostika. Metodiki i testyi: ucheb. posob. [Practical psychodiagnosics. Methods and tests: study. guide]*. Samara [in Russian].

16. Solntseva, G. N. (2009). *Prinyatie resheniy v situatsii neopredelennosti i riska [Making decisions in situations of uncertainty and risk]*. Moscow: Trudy ISA RAN [in Russian].

17. Solomina, H. V. (2011). Tolerantnist do nevyznachenosti yak pokaznyk kohnityvnogo stiliu kerivnykiv zahalnoosvitnoho navchalnoho zakladu [Tolerance to uncertainty as an indicator of the cognitive style of the heads of a comprehensive educational institution].

ЛІТЕРАТУРА

1. Бергис Т. А. Готовность личности к переменам и толерантность к неопределенности на этапе ранней взрослости / Т. А. Бергис // Вектор науки ТГУ. - СПб. - 2015. - №4 (23). - С. 38-42 (Серия: Педагогика, психология).

2. Брюховецька О. В. Психологічні особливості толерантності до невизначеності в управлінській діяльності як однієї зі складових професійної толерантності керівників загальноосвітніх навчальних закладів / О. В. Брюховецька // Проблеми сучасної психології. - 2015. - Вип. 27. - С. 70-81.

3. Гусев А. И. Толерантность к неопределенности как составляющая личностного потенциала / А. И. Гусев // Личностный потенциал: структура и диагностика / Под ред. Д. А. Леонтьева. - М.: Смысл, 2011. - С.300-329.

4. Карпов А. В. Рефлексивность как психологическое свойство и методика ее диагностики / А. В. Карпов // Психологический журнал. - 2003. - Том 24. - № 5. - С. 45-57.

5. Корнилова Т. В. Мельбурнский опросник принятия решений: русскоязычная адаптация / Т. В. Корнилова // Психологические исследования. - 2013. - № 31. - Т. 6. - С. 4. - Режим доступа: <http://psystudy.ru/index.php/num/2013v6n31/883-kornilova31.html>

6. Корнилова Т. В. Принцип неопределенности: Единство интеллектуально-личностного потенциала человека / Т. В. Корнилова, М. А. Чумакова, С. А. Корнилов, М. А. Новикова. - М.: Смысл, 2010. - 334 с.

7. Корнилова Т. В. Риск и принятие решений: психология неопределенности: моногр. / Т. В. Корнилова. - М. - 2015. - 242 с.

8. Леонов И. Н. Влияние толерантности к неопределенности на профессионально важные качества руководителя: дис. ... канд. психол. наук: 19.00.03 / И. Н. Леонов; Удмуртск. гос. ун-т. - Удмуртия, 2015. - 256 с.

Visnyk Chernihivskoho natsionalnoho pedahohichnoho universytetu imeni T. H. Shevchenka – Bulletin of Taras Shevchenko Chernigiv National Pedagogical University, 84, 47-51 [in Ukrainian].

18. Bayer, S. (2007). The Relationship Between Basic Assumptions, Posttraumatic Growth, and Ambiguity Tolerance in an Israeli Sample of Young Adults: A Mediation-Moderation Model. *Traumatology*, 13, 4-15 [in English].

19. Evans, D. (2012). *Risk intelligence. How to live with uncertainty*. New York: Free press [in English].

20. Stoycheva, K. (2010). Tolerance for ambiguity, creativity, and personality. *Bulgarian Journal of Psychology (SEERCP 2009 Conference Papers, Part Two)*, 4, 178-188 [in English].

9. Лушин П. В. Личностные изменения как процесс: теория и практика: моногр. / П. В. Лушин. - Одесса.: Аспект, 2005. - 334 с.

10. Лушин П. В. Хаос и неопределенность: от страдания к росту и развитию: моногр. / П. В. Лушин. - Киев, 2017. - 144 с. - (Серия «Живая книга»; Т. 4).

11. Носенко Е. Толерантність до невизначеності як системоутворювальний особистісний чинник творчої обдарованості / Е. Носенко, М. Шаповал // Психологія і суспільство. - 2002. - № 1. - С. 97-106.

12. Перегончук Н. В. Ситуація невизначеності перехідного періоду розвитку суспільства як психологічна умова формування професійної компетентності майбутнього психолога / Н. В. Перегончук // «ScienceRise». - 2016. - №3/1 (20). - С. 41-45.

13. Почебут Л. Г. Кросс-культурная и этническая психология: учеб. пособ. / Л. Г. Почебут. - СПб.: Питер, 2012. - 336 с.

14. Практикум по психодиагностике и исследованию толерантности личности / Г. У. Солдатова, Л. А. Шайгерова. - М.: МГУ, 2003. - 112 с.

15. Практическая психодиагностика. Методики и тесты: учеб. пособ. / Ред. и сост. Д. Я. Райгородский. - Самара, 2001. - 672 с.

16. Солнцева Г. Н. Принятие решений в ситуации неопределенности и риска / Г. Н. Солнцева, Г. Л. Смолян. - М.: Труды ИСА РАН. - Т.41. - 2009. - С. 266-280.

17. Соломіна Г. В. Толерантність до невизначеності як показник когнітивного стилю керівників загальноосвітнього навчального закладу / О. І. Бондарчук, Соломіна Г. В. // Вісник Чернігівського національного педагогічного університету імені Т. Г. Шевченка. - 2011. - Т. 1, Вип. 84. - С. 47-51. - (Серія «Психологічні науки»).

18. Bayer S. The Relationship Between Basic Assumptions, Posttraumatic Growth, and Ambiguity Tolerance in an Israeli Sample of Young Adults: A Mediation-Moderation Model / S. Bayer, R. Lev-Wiesel, M. Amir // *Traumatology*. - 2007. - Vol. 13. - P. 4-15.

19. Evans D. Risk intelligence. How to live with uncertainty / D. Evans. – N.Y.: Free press, 2012. – 277 p.

20. Stoycheva K. Tolerance for ambiguity, creativity, and personality / K. Stoycheva // Bulgarian Journal of

Psychology (SEERCP 2009 Conference Papers, Part Two). – 2010. – Vol.1. – №4. – P. 178-188.

*Світлана Олександрівна Хілько,
старший викладач кафедри психології та особистісного розвитку, аспірант,
ДВНЗ «Університет менеджменту освіти» НАПН України,
вул. Січових стрільців 52-А, м. Київ, Україна*

ЕМПІРИЧНЕ ДОСЛІДЖЕННЯ СФОРМОВАНOSTІ ТОЛЕРАНТНОСТІ ДО НЕВИЗНАЧЕНОСТІ У МАЙБУТНІХ ПСИХОЛОГІВ

Актуальність вивчення проблеми сформованості толерантності до невизначеності у майбутніх психологів обумовлена необхідністю ефективної підготовки фахівців, здатних ефективно діяти в нових, неструктурованих, неоднозначних ситуаціях, в умовах нехватки інформації проявляти толерантність до впливу фактору невизначеності. Метою дослідження є визначення рівнів сформованості толерантності до невизначеності у майбутніх психологів. Основні завдання: виявлення рівнів сформованості когнітивного, афективного і конативного компонентів толерантності до невизначеності у майбутніх психологів; визначення узагальненого показника сформованості толерантності до невизначеності у майбутніх психологів та виявлення соціально-психологічних чинників, що сприяють його формуванню; аналіз ефективності розробленої методичної бази емпіричного дослідження сформованості толерантності до невизначеності у майбутніх психологів. В емпіричному дослідженні використано такі методи дослідження: анкета на виявлення обізнаності майбутніх психологів щодо формування толерантності до невизначеності (авторська розробка), методика діагностики рівня розвитку рефлексивності, методика «Особистісна готовність до змін», методика діагностики рівня емпатичних здібностей, Мельбурнський опитувальник прийняття рішень, опитувальник «Особистісні фактори прийняття рішень», новий опитувальник толерантності до невизначеності, методика «Толерантність до невизначеності», статистично-математичні методи опрацювання даних з використанням комп'ютерної програми SPSS (версія 17.0). За результатами дослідження переважна більшість майбутніх психологів мають низький і середній рівні сформованості когнітивного, афективного і конативного компонентів толерантності до невизначеності. Результати узагальненого показника толерантності до невизначеності, де низький рівень має третина досліджуваних, більше половини – середній рівень і менше одного проценту – високий, свідчить про недостатню обізнаність та усвідомленість з питань формування толерантності до невизначеності, наявність негативного ставлення до ситуацій невизначеності як в навчальній діяльності, так і в житті, відчуття амбівалентних емоцій в ситуаціях невизначеності, неоднозначності та труднощі у виборі продуктивних способів дій. Отже, аналіз особливостей сформованості толерантності до невизначеності у майбутніх психологів виявив проблеми її формування як загалом, так і за окремими її компонентами, що потребує розробки та обґрунтування програми її розвитку як важливого чинника професійного становлення психолога.

Ключові слова: толерантність до невизначеності, інтолерантність до невизначеності, міжособистісна інтолерантність до невизначеності, копінг стратегії, майбутні психологи.

Sumbitted on July, 17, 2017

Reviewed by Doctor of Psychology, prof. P. Lushin