

**FEATURES OF DEVELOPMENT OF PERSONAL AND PROFESSIONAL POTENTIAL DURING STUDY AT THE UNIVERSITY.**

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**Abstract**

**Aims.** The purpose of this article is to prove the necessity and importance of tracking the dynamics of the peculiarities of the development of personal and professional potential while studying at the university.

**Methods and sampling.** The studies were carried out on respondents related to different stages of the formation of personal and professional potential. It was attended by 150 respondents aged 15 to 37 years. The following methods were used in the empirical study: the Mayer-Briggs MBTI typology questionnaire; I.L.Solomin's questionnaire "Orientation"; questionnaire "Determine Career" J. Holland; E. Schein's questionnaire "Career Anchor Test"; short oriented test by Wanderlik and the methods of mathematical statistics: frequency, factor, cluster, analysis of variance; Fisher's coefficient, correlation analysis (Pearson's coefficient), experimental data processing was carried out using the statistical software package IBM SPSS Statistics 26.0.0.

**Results.** The more significant components of the personal and professional potential have been identified. It has been proven that personal and professional potential is an open self-organizing system. The stages of personal and professional potential formation were established, which consisted of four components: "professional self-determination", "initial praxeologization", "primary specialization and active development of personal and professional potential" and "praxeological realizability of personal and professional potential".

**Conclusion.** The obtained results of empirical research have significant practical value and open up new areas for scientists to study the characteristics of the development and formation of personal and professional potential.

**Keywords:** personality, potential, personal and professional potential, student life, ontogenesis.

**Introduction**

In the context of the lack of stability in the world and constant changes in society, the need to find new effective ways of the development modern Ukraine becomes especially important. This is especially true of the transformation of the education system. We are talking about reforming the education sector in general and higher education in particular. Society faces the problem of the transforming educational process in higher education to prepare the right professional in the labor market, able to shape modern Ukrainian society. In this regard, one of the basic requirements for the development of society becomes especially relevant - it is the development of personal and professional potential for implementation and

productive use in the process of socialization. The formation of personal and professional potential occurs in the process of personality development. The process of personal and professional formation is complex because, on the one hand, existence in the social environment makes demands on the adaptation of the individual in society, and on the other - self-realization is closely linked to the uniqueness and uniqueness of man.

According to many researchers dealing with the problems of higher professional education, today's trends in its implementation "obscure" the vision of personal development as a fundamentally multi-stage process (O. Asmolov, V. Fokin, V. Klochko, V. Slobodchikov, V. Zinchenko,). In many ways there is still only informational approach to the training of professionals, where important tasks of professionalization of the individual are either not set at all, or are solved in an extremely insufficient amount (V. Mikheev, L. Tarabakina). There are still tendencies to narrow professional knowledge and focus on standard tasks by standard methods, which are uninvited in modern culture (E. Vodopyanova, N. Luria, O. Remez, M. Ted, V. Turchenko). The main contradiction is the fact that modern higher education does not sufficiently meet the growing demands of life and innovative strategies to combine professional development and personal growth of professionals.

In modern Ukrainian psychological science there are many researchers (A. Bolshakova, J. Verna, G. Deryabina, L. Zhuravleva, J. Kalba, N. Kryvtsova, M. Kuznetsov, I. Manokha, V. Podshivalkina, M. Sadova, S. Sytnyk, A. Furman, N. Shevchenko) studied the phenomenon of personality potential, psychological components of self-realization potential and professional development of personality. At the same time, the question of determining the psychological components and typological features of personal and professional potential at the different stages of professional socialization remains poorly studied. Based on this, we formulated the purpose of the article: to analyze the features of personal development and personal and professional potential while studying in higher education.

### **Theoretical background**

Students, as a specific social group, are characterized by special living, working and living conditions; social behavior and the system of value orientations. The main features that distinguish students from other groups are social prestige, active interaction with various social formations (provides a wide range of communication) and the search for meaning in life, the desire for new ideas and progressive transformation. In the student age the process of accumulation, preservation, logical restructuring of the received knowledge, their designing for practical activity takes place most intensively. The problem of professional self-determination, development and formation of personal and professional potential remains relevant for a person throughout his professional career.

In our opinion, the main characteristics of the subject of educational activity are motivation, purposefulness, activity, independence. The presence of

these characteristics affects the development of personal and professional potential.

Based on the theoretical analysis, it was proposed to consider the formation of personal and professional potential as: 1) an open, self-organizing system; 2) a dynamic phenomenon; 3) one that is based on a subjective component.

The idea of personal and professional potential as an open, self-organizing system will allow us to present the problem of personal and professional development as a transition from reality to reality and understand personal and professional development in terms of free economic development as a basis for progressive human development as a complex psychological system. An important condition for successful professionalization, according to O. Muzyka, is the inclusion of components of self-efficacy, in particular professional abilities, in the value-motivational schemes of professional and personal self-development of students.

From our point of view, for a dynamic approach to the development of personal and professional potential as an open, self-organizing system, it is important to consider the studied phenomenon in the dynamics of its formation (V. Klochko). This process is presented as a gradual transformation of human thinking (with its inherent individual characteristics) into professional thinking (O. Krasnoryadtseva), which participates in ensuring the integrity and system, and consists of a professional picture of the world and provides self-development.

And the subjective component is the basis of personal and professional potential. The system, which is based on the subjective component, is the basis of modeling, because the active life position of the individual is a motivating force in the disclosure of potential opportunities. What matters to the success of an activity is not so much the objective results themselves as their interpretation by a particular person and the expectation of success and positive results of one's own actions. Psychological features of the subject, which will be productively realized in certain types of activity and in relation to which his self-consciousness in general is actualized and in particular self-efficacy is formed (M. Gaidar). We want to note that the considered principles of formation of personal and professional potential are deeply interconnected and follow from one to another.

### **Methodology**

The empirical study involved 150 respondents aged 15 to 37 years - 11th grade students, students of higher educational institutions in Ukraine and employees with higher education. Among them: high school children (11th grade) who plans to continue their education in the college - 30 people; full-time students of various universities and specialties in Ukraine - 90 people (students of 1-3 courses - 45 people; students of 4-5 courses - 45 people); employees with higher education - 30 people. By gender, 79 subjects - male, 71 - female.

### **Results**

Having considered the methodological bases that allow to determine the main approaches to the study of personal and professional potential ("activation potential" of D. Berline; "gradual potential" of J. Kalba (Kalba, 2011); "potential

of individual existence" of I. Manokha (Manokha, 2003); "behavioral potential" in the theory of social learning J. Rotter; K. Hull's "reaction potential"), we have demonstrated that personal-professional potential is a dynamic system that develops.

Through the empirical research, we have been found that the development of creative ( $M = 23.8$ ;  $SD = 7.2$ ) and social ( $M = 21.2$ ;  $SD = 5.8$ ) professional potentials is the most important for junior students. High School students ( $M = 17.2$ ;  $SD = 7.2$ ) and college students (1-3 year:  $M = 18.5$ ;  $SD = 7.5$ ; 4-5 year:  $M = 21.2$ ;  $SD = 6.6$ ) have a professional focus on management, while employees with higher education ( $M = 14.5$ ;  $SD = 7.3$ ) on executive activity. The potential of personality installation of high school ( $M = 14.6$ ;  $SD = 4.6$ ) and junior students ( $M = 13.9$ ;  $SD = 4.7$ ) is directed more to external contacts. But with age there is a dynamic to self-reflection and introversion (students 4-5 courses:  $M = 13.6$ ;  $SD = 5.1$ ; workers with higher education:  $M = 16.0$ ;  $SD = 5.3$ ). In both groups of students, individual-typological features of the potential of the individual in the perception and processing of information are aimed at practical experience more (1-3 course:  $M = 15.2$ ;  $SD = 5.5$ ; 4-5 course:  $M = 17.5$ ;  $SD = 4.3$ ) than the intuitive. High school, students and employees with higher education are more likely to make decisions based on logic (students:  $M = 13.8$ ;  $SD = 6.9$ ; 1-3 course:  $M = 15.0$ ;  $SD = 5.4$ ; 4-5 course:  $M = 15.2$ ;  $SD = 5.2$ ; employees with higher education:  $M = 11.6$ ;  $SD = 5.0$ ) than on the basis of a subjective value system. But for employees with higher education becomes equally important and their subjective value system ( $M = 11.5$ ;  $SD = 3.9$ ). The dynamics of the development of "self-concept" during training in free economic education is changes from the "social significance of professional activity" in junior students ( $M = 7.7$ ;  $SD = 1.9$ ) to the development of "professional potential only as part of life" in senior courses ( $M = 7.8$ ;  $SD = 1.3$ ). It is shown that an important place in the activities and life of the individual begins to occupy the development of not only professional potential but also personal. Important for the individual at all stages of development of personal and professional potential is the social significance of the profession. But it becomes most important after graduation, when the individual begins to be at the stage of initial professionalization.

We have identified significant components of personal and professional potential and the structure of its integral changes. It was found that junior and senior students have a 10-factor model of personal and professional development, and students and employees with higher education - a 9-factor model of personal and professional development (Table 1).

Thus, it was established that during the study at the University there is a process of the development and formation of personal and professional potential. Despite the fact that most of our factors in the studied groups have different titles, directly related to the fact that different components become key. However, some factors are repeated, occupying different weights: "professional inclusion", "customer-oriented professional activity", "rational orientation", "professional expertise", "social orientation".

Table 1

**Development of components of personal and professional potential  
from high school students to employees with higher education**

<b>School students</b>	<b>College students 1-3 year</b>	<b>College students 4-5 year</b>	<b>Employees with higher education</b>
Educational and professional ambitions	Educational orientation	Professional inclusion	Technological orientation
Professional self-determination	Professional inclusion	Professional sense	Rational and creative orientation
Technical and executive orientation	Rational orientation	Professional orientation	Orientation to management
Professional praxeology	Technical and professional orientation	Professional management	Praxiological orientation
Professional self-sufficiency	Socio-managerial orientation	Client-oriented professional activity	Creative component
Socio-research professional orientation	Professional expertise	Socio-creative orientation	Professional inclusion
Client-oriented professional activity	Meaningfulness of professional activity	Meaningfulness of professional activity	Social orientation
Professional inclusion	Social orientation	Technical professional orientation	Intellectual abilities
Professional management	Socionic orientation	Professional expertise	Executive and managerial social orientation
	Technical orientation	Executive orientation	

The dynamics of personal and professional potential development was revealed due to the change of components in different groups. The most important factor for high school children is "educational and professional ambitions" (18.034% of the total data variance). It includes four indicators (sorted by the absolute value of component loads): "professional focus on management" (L = 0.809), "intellectual ability" (L = 0.739), "professional focus on performance set" (L = 0.723) and "professional desire and ability to work in creative activity" (L = 0.699). High School students have dreams and ideas about their future profession, they are preparing to be part of the University and they have a high

professional focus on management. For junior college students in the first place is "educational orientation". This factor describes 15.179% of the total data variance. The first factor included four indicators, two of which are opposite in weight: "setting the individual on the inner world" (L = 0.927), "setting on collecting information" (L = 0.731). And with a negative weight opposite to them: "attitude of the individual to the outside world" (L = -0,850) and "attitude to decision-making" (L = -721). It is shown how the accents in the structure of personal and professional potential shift. Now it is not only ambitions and ideas about the future profession, but also direct acquaintance with the future professional activity. Gradually, this orientation changes from "professional inclusion" in students of 4-5 courses. They have such significant parameters as "professional management" (L = 0.927), "professional praxeology" (L = 0.854), "profession as a field of self-realization" (L = 0.707), "professional focus on tasks" (L = 0.536) and "social significance of the profession" (L = 0.525). Senior students receive not only theoretical knowledge, but also gain practical experience of acquaintance with the profession through internships. And this new experience of professional potential development directly affects the development of their personal potential, interests and desires. And for employees with higher education, the focus moved to a "technological focus." This factor is the most pronounced in comparison with others. It describes 23.568% of the total data variance, which is the highest indicator for the first factor among our sample. It includes seven indicators: "professional desire and ability to work with technology" (L = 0.862), "professional desire and ability to work with information" (L = 0.851), "research professional orientation" (L = 0.747), "technical professional orientation "(L = 0.656)," professional desire and ability to work in executive activity "(L = 0.644)," professional desire and ability to work with nature "(L = 0.639) and" professional desire and ability to work in creative activity "(L = 0.612). Workers with higher education have not only theoretical knowledge but direct practical experience.

It is established that the second factor in the development of personal and professional potential has a path from "professional self-determination" in students (15,040%) to "rational and creative orientation" (13.511%) in employees with higher education. Professional self-determination in high school students is characterized by acceptance of the social significance of the profession (L = 0.753), and also consists in self-determination of professional activity between different areas: work with art (L = 0.794), with people (L = 0.570) and nature (L = 0.536). At the stage of primary university education (junior students) he goes into "professional inclusion" (13,320%) with a desire to consider the profession as a field of self-realization (L = 0.737) and focus on developing professional praxeology (L = 0.811) and professional management (L = 0.834 ). At the stage of training for 4-5 years, this factor grows into a "professional sense" (12.188%), where the formation of such important components of personal and professional potential as the attitude to decision-making (L = 0.917) and information gathering (L = -0.910 ). And at the stage of direct professional activity, employees with

higher education develop a "rational-creative orientation" (13.511%), which is formed on the basis of the ability to make decisions based on logic ( $L = 0.874$ ) and professional sense ( $L = -0.755$ ). They have the skills and experience to develop their personal and professional potential based on a creative approach ( $L = 0.559$ ).

It is established that in the third factor in the structure of personal and professional potential of high school students there is a pronounced "technical and executive orientation" (12.143%). It is formed on the fact that they have a desire to work with equipment ( $L = 0.872$ ) and their professional desires and abilities allow them to work in executive activity ( $L = 0.790$ ). They are ready to perform work and develop their personal and professional potential under the guidance of more experienced professionals. Gradually, this orientation changes to "rational orientation" (9.876%) in the college students of 1-3 courses. It is a time to gain new knowledge and skills. The leading components are the decision-making setting ( $L = 0.547$ ) based on logic ( $L = 0.806$ ). Receiving theoretical knowledge in the University and taking the first steps in professional activity, students up to 4-5 years of age form a "professional orientation" (11.299%). In them, as well as high school students, one of the predominant components is the technical professional orientation ( $L = 0.574$ ). However, creative professional orientation ( $L = 0.809$ ) and social ( $L = 0.886$ ) are also added to it. It is important to note the fact that it is the social professional orientation that is most important for senior college students compared to high school students. And for college students of 4-5 courses the desire and ability to work in executive activity changes to the focus on management ( $L = 0.614$ ). Acquired professional skills and knowledge form a new competence in such a way that by the time they become professionals (a group of employees with higher education) their key factor is "management orientation" (12.334%). The key components of employees with higher education are the focus on practical experience ( $L = 0.764$ ) and the attitude to decision-making ( $L = 0.902$ ). It is established how in the structure of personal and professional potential there is a development from executive professional orientation to managerial.

Other factors studied are also important, but they all account for less than 10% of the sample.

Based on cluster analysis, we identified the main components of the formation of personal and professional potential: "meaningful professional activity", "professional inclusion", "professional self-sufficiency", "professional expertise" and "management focus".

It is determined that the subjects with praxeological realization of personal and professional potential are characterized by a high setting for decision-making ( $F_{emp.} = 15.60$ , at  $p \leq 0.01$ ), but they also have high performance in setting for information collection ( $F_{emp.} = 13, 93$ , at  $p \leq 0.01$ ). It is stated that they tend not only to make decisions, but constantly gather information and are always ready to change their views. They want to understand life more than control it. Researchers of this type remain open to new experiences, trusting their ability to

adapt to change and enjoying change. They are process-oriented rather than result-oriented. They are characterized by high indicators in terms of value (Femp. = 14.13, at  $p \leq 0.01$ ) and practical experience (Femp. = 12.13, at  $p \leq 0.01$ ). The least studied of this group is characterized by seeing the profession as a field of its implementation (Femp. = 4.92, at  $p \leq 0.01$ ). Not only professional realization of potential is important for them, but also realization of personal potential. In the first type, only 15 people, which was 10% of the total sample. It does not represent a group of schoolchildren, students of 1-3 courses - 3 people (20% of the first cluster), students of 4-5 courses: 2 people (13.3% of the cluster) and employees with higher education: 10 people (66, 7% of the cluster). As we can see in the first type the most represented graduates.

It is noted that the subject with the initial praxeologization. there is a high focus on practical experience (Femp. = 15.63, at  $p \leq 0.01$ ), so they are primarily interested in the practical experience they have. Studies of this type have a high setting for decision-making (Femp. = 14.98, at  $p \leq 0.01$ ) and they are characterized by a setting for information collection (Femp. = 14.07, at  $p \leq 0.01$ ). They have a desire to understand meanings and meanings. Least of all in the subjects of this type developed professional expertise (Femp. = 5.61, at  $p \leq 0.01$ ). They are still far from considering themselves experts. This type included 43 people, which accounted for 28.6% of the sample. The largest group of students here - 17 people (39.5% of the cluster), 1-3 course - 6 people (14% of the cluster), 4-5 course - 9 people (21% of the cluster) and employees with higher education - 11 people (25.5%).

It was stated that the subjects with professional self-determination are characterized by a high attitude to decision-making (Femp. = 20.00, at  $p \leq 0.01$ ), they are more likely to evaluate and criticize than to absorb new information, even if it can affect the change of their decision. This group is also characterized by high rates of focus on practical experience (Femp. = 17.69, at  $p \leq 0.01$ ). They are more absorbed in the real world around him, so that images and ideas that he cannot touch do not attract his attention. He is primarily interested in practical experience and what is happening "here and now". High scores on the scale "professional desire and ability to work with nature" (Femp. = 14.15, at  $p \leq 0.01$ ), which indicate that the subjects of this group are more prone to deal with what is part their environment, not philosophical reflections. The least studied of this group tend to see the profession as a field of their implementation (Femp. = 5.78, at  $p \leq 0.01$ ) and trade union stability (Femp. = 5.84, at  $p \leq 0.05$ ). It is noted that they do not yet see themselves in a professional environment. They are still at the stage of "finding themselves" and their professional and personal potential has not yet been formed. It included only 13 people, which was 8.7% of the total sample. It included 3 students (23.3% of the cluster), only 1 junior student (7.7% of the cluster), 4 senior students (30.8% of the cluster) and 5 employees with higher education %).

It is determined that the last type of personal-professional potential is called "primary specialization and active development of personal-professional

potential". It included more than half of the respondents - 52.7% of the total sample. It included 10 high school students (12.6% of the cluster), 35 students of 1-3 courses out of 45 in total (44.3% of the cluster), 30 students of 4-5 courses (38% of the cluster) and a total of 4 employees from higher education (5.1% of the cluster). The subjects of this cluster are also characterized by a high focus on practical experience ( $F_{emp.} = 16.68$ , at  $p \leq 0.01$ ), so they are primarily interested in the practical experience they have. The setting for decision-making ( $F_{emp.} = 14.95$ , at  $p \leq 0.01$ ) is dominated by the setting for information collection ( $F_{emp.} = 14.27$ , at  $p \leq 0.01$ ). But they still have high performance. Least of all in the subjects of this group, as well as in those with initial praxeologization, developed professional expertise ( $F_{emp.} = 5.26$ , at  $p \leq 0.01$ ).

### Discussion

In the modern Ukrainian psychological science in the study of the phenomenon of potential especially valuable works of V. Podshivalkina on social conditions and trends in the use of personal potential; J. Virna to the personal resources of professional adaptation; S. Sytnyk who considers personal potential as a condition of professional interaction; A. Furman considers the self-concept; A. Bolshakova reveals the personal realization of man in ontogenesis; M. Sadova considers the psychological components of the potential of self-realization of the individual; G. Deryabina considers the features of the managerial potential of the individual; S. Maksymenko introduces the term "human energy potential" as an indicator of a person's ability to act; Kalba introduces the term "gradual potential", which means structural and dynamic formation.

According to S. Maksymenko, a person's energy potential is an indicator of his ability to act (cognitive, sensory, mental, moral, aesthetic, creative). The author notes that the necessary condition for the development of the individual, the source material for performance, the transition from the possibility of action, its representation to reality, the materialization of images, feelings and thoughts is energy. The structure of human energy potential has two levels: the basic energy potential, which is determined by the inclinations, and operational energy potential - the energy obtained, which can be used mentally and practically (Maksimenko, 2006).

The potential of individual human existence, according to I. Manoha, is a phenomenon that reproduces the generalized signs of the development of the extraordinary nature of "I" of man during his life. This potential of individual existence appears as a person's ability to actualize during his life the intentions and potentials of his own existence, thus building an individually unique "space" and "time" of existential activity (Manocha, 2003).

The definition of self-realization potential provided by M. Sadova coincides with the definition of personality potential according to V. Podshivalkina, in fact the potential of self-realization is a dynamic integral formation that determines the resource possibilities of human development and its ability to master and productive activities (Podshivalkina, 1997; Sadova, 2010).

J. Kalba introduces the term "action potential", which means structural and dynamic education that integrates situational ("I am in a situation"), motivational ("I want to do"), effective ("I can do") and post-action ("I reflect") components of a specific action (Kalba, 2011).

Analysis of the peculiarities of the manifestation of different levels of personal and professional potential is largely based on the provisions of modern psychological theories of personality (B. Ananiev, A. Asmolov, L. Vygotsky, V. Merlin, V. Myasishchev, K. Platonov, L. Sobchik, A. Shmelev, A. Adler, G. Eisenk, A. Bandura, R. Kettel, Z. Freud, E. Fromm, K. Horney, E. Erickson, etc.).

The conceptual prerequisites for the study of personal and professional potential are work in the field of motivation, abilities and activities. The problem of abilities and talents is most fully covered in the works of V. Druzhinin, E. Ilyin, S. Rubinstein, A. Rean, K. Platonov, B. Teplov, V. Shadrikov and others, and Western psychologists - K. Spearman, E. Thorndike, L. Thurston and others. Studies of V. Aseev, B. Lomov, V. Vilyunas, V. Kovalev, O. Leontiev, V. Merlin, P. Simonov, D. Uznadze, P. Lkobson and foreign authors J. Atkinson, K. Levin are devoted to the problems of motivation. K. Madsen, A. Maslow, G. Hall, H. Heckhausen. The works of B. Ananiev, K. Abulkhanova, V. Druzhinin, E. Klimov, A. Leontiev, V. Zinchenko, B. Lomov, V. Myasishchev, K. Platonov, VA Ponomarenko are of fundamental importance in the study of activity and activity. , S. Rubinstein, B. Teplov, V. Khaikin and others. In the development of methods for assessing personal and professional potential an important role is played by works related to biographical and psychobiographical methods of its study (E. Golovakha, M. Dyachenko, L. Zheleznyak, N. Konyukhov, A. Kovalev, E. Korzhova, A. Kronik, N. Levitov, N. Loginova, N. Rybnikov, P. Rzhichan, Y. Sinyagin, etc.).

In our work the following steps were taken: for the first time empirically substantiated structure and dynamics of development of personal and professional potential, on the basis of ideas about potential as an open dynamic self-organizing system; the essence of personal and professional potential as a process characterized by constant changes and development is revealed; the dynamics of formation of personal and professional potential is traced: from high school student to professional; the notion of personal-professional potential as a dynamic integration formation, which determines the resource possibilities of human development, is specified.

Received further development of the study of the features of personal and professional potential and the influence of university studies on its formation; scientific ideas about the features of development and formation of personal and professional potential are expanded.

### **Conclusion**

The dynamics of personal and professional potential development from high school students to employees with higher education is empirically studied. The structure of integral changes of personal and professional potential is determined on the basis of factor analysis. It is established that the development

of personal and professional potential has a path from "professional self-determination" in high school students to "rational and creative orientation" in employees with higher education.

It is established that the development of creative and social professional potentials is the most important for junior students. It is established that the dynamics of development of "I-concept" during study at the University consists in changes from "social significance of professional activity" at junior college students to development of "professional potential only as a part of life" at senior college students. It is shown that an important place in the activities and life of the individual begins to occupy the development of not only professional potential but also personal.

It is noted that the social significance of the profession is important for the individual at all stages of development of personal and professional potential.

Four types of development of personal and professional potential are established and described: "professional self-determination", "initial praxeologization", "primary specialization and active development of personal and professional potential" and "praxeological realization of personal and professional potential". The main components of the formation of personal and professional potential are established: "meaningful professional activity", "professional inclusion", "professional self-sufficiency", "professional expertise" and "management orientation".

Thus, for the first time we have empirically substantiated the structure and dynamics of personal and professional potential, based on ideas about potential as an open dynamic self-organizing system; the essence of personal and professional potential as a process characterized by constant changes and development is revealed; the dynamics of formation of personal and professional potential is traced: from high school students to professional; the notion of personal-professional potential as a dynamic integration formation, which determines the resource possibilities of human development, is specified. However, the study of the features of personal and professional potential and the influence of free economic education on its formation was further developed; scientific ideas about the peculiarities of development and formation of personal and professional potential are expanded.

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