

**PSYCHOLOGICAL FACTORS OF
SPIRITUAL DEVELOPMENT AND SELF-REALIZATION
OF PSYCHOLOGY STUDENTS**

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Abstract

The purpose of the article is to analyze the psychological factors of spiritual development and self-realization of future psychologists at different stages of their educational and professional socialization. An empirical study was conducted with the participation of students (217 people), aged 16 to 25, who studied psychology at higher educational institutions in Ukraine. The following research methods were used in the study: "The Spiritual Potential of the Individual" by Pomytkin E., "Life meaning orientations" by Leont'ev D., "Test of Emotional Intelligence" by Hall N., "Psychological Well-Being Scale" Riff K., "Personal Differential" (as adapted in The St. Petersburg Bekhterev Psychoneurological Research Institute), "The questionnaire of diagnostics of practical psychologist's personality orientation type" by Danilova T., "The questionnaire for the study of the process of spiritual self-realization of learning youth" Pomytkin E.; mathematical methods for processing empirical data using the IBM SPSS Statistics 20 package (comparison of means, linear regression analysis).

It was revealed that 1.4% of the respondents have a high level of spiritual potential, 32.3% - a medium high level, 65.4% - a medium low level, and 0.9% - a low level. 20.7% of respondents have a high level of self-realization of the spiritual "Self", 46.5% - a medium level, 32.7% - a low level. Based on the regression analysis of the results of an empirical study, it has been proved that there are statistically significant individual psychological factors that have a noticeable impact on the manifestations of the spiritual potential of future psychologists (in 40% of cases due to the influence of variables: emotional intelligence, meaningfulness of life, humanistic type of professional orientation, personality, personality growth, egocentric type of professional orientation and self-acceptance) and their capacity for spiritual self-realization while studying at higher educational institutions (in 20% of cases: life orientation, cognition and self-knowledge, environmental and aesthetic values).

The article substantiates the need to focus on the formation and development of the humanistic type of students' professional orientation, to create conditions for reducing the influence of egocentric attitudes during their familiarization with professional activity, to pay attention to the development of the young people's emotional intelligence, meaningfulness of life and positive self-acceptance, when organizing the processes of educational and professional socialization of students in the educational setting.

Keywords: educational and professional socialization, psychology students, spiritual potential, self-realization, factors of spiritual development.

Олена Власова, Галина Лантєва. Психологічні чинники духовного розвитку та самореалізації студентів-психологів

Метою статті є аналіз психологічних чинників духовного розвитку самореалізації майбутніх психологів на різних етапах освітньо-професійної соціалізації. Емпіричне дослідження здійснювалося за участю студентів (217 осіб), віком від 16 до 25 років, які навчалися у закладах вищої освіти України та здобували професію психолога. У роботі використовувались методики дослідження: «Духовний потенціал особистості» Помиткін Е., «Сенсожиттєві орієнтації» Леонтьєв Д., «Тест емоційного інтелекту» Холл Н., «Шкали психологічного благополуччя» Ріфф К., «Особистісний диференціал» (адаптований в НДІ ім. В.М. Бехтерева), «Опитувальник діагностики типу спрямованості особистості практичного психолога» Данілова Т., «Опитувальник духовної самореалізації студентської молоді» Помиткін Е.; математичні методи обробки емпіричних даних з використанням пакету IBM SPSS Statistics 20 (порівняння середнього, лінійний регресійний аналіз).

Виявлено, що у 1,4% досліджуваних – високий рівень потенціалу духовного розвитку, у 32,3% середній рівень, і у 65,4% недостатній рівень, у 0,9% - низький рівень розвитку духовності. Самореалізація духовного «Я» у 20,7% опитаних знаходиться на високому, у 46,5% - на середньому, 32,7% - на низькому рівні розвитку. На основі регресійного аналізу результатів емпіричного дослідження доведено існування статистично значущих індивідуально-психологічних чинників, які здійснюють помітний вплив на прояви потенціалу духовності майбутніх психологів (у 40% випадків, обумовлений впливом змінних: емоційний інтелект, осмисленість життя, гуманістичний тип професійного спрямування, особистісне зростання, егоцентричний тип професійного спрямування і самоприйняття) та їх здатність до духовної самореалізації під час навчання в закладах вищої освіти (у 20% випадків: орієнтація на процес життя, пізнання та самопізнання, екологічні та естетичні цінності).

Обґрунтовано необхідність при організації процесів освітньо-професійної соціалізації студентів в навчальному середовищі робити акцент на формуванні та розвитку гуманістичного типу їх професійної спрямованості, створювати умови для зменшення впливу егоцентричних установок в освоєнні професійної активності, приділити увагу розвитку емоційного інтелекту молоді, осмисленості життя та позитивному самоприйняттю молодих людей.

Keywords: освітньо-професійна соціалізація, студенти-психологи, потенціал духовного розвитку, самореалізація, чинники духовного розвитку

Introduction

Spirituality and self-realization of a person are dialectically interdependent phenomena that are embodied in the processes of searching, acquiring and realizing by a person their basic needs of life self-actualization - self-realization and self-assertion. In recent times, scholars have seen an increased interest in the study of the person's spiritual world and including the topic of spirituality in the subject field of psychological science. Of interest are studies that reflect the modern psychological lines of research of the person's spiritual sphere (Zhyhajlo N., Karpinska R., 2019: 68),

namely: *philosophical and religious*, the subject of which is spirituality as the goodness of belief in supernatural forces; *culturological*, which understands spirituality as a way of self-actualization of the individual within the culturological world; *social and psychological*, which sees spirituality as a multidimensional social and historical phenomenon, the peculiarity of which is due to the distinctness of world history as a polycentric entity.

The issue of socialization and personality development is addressed in the works of Andreev G., Asmolov O., Vygotsky L., Kon I., Kostyuk G., Moskalenko V., Lazurskyj O. In modern studies, this topic is of interest to scientists Vashchenko I., Vlasova O., Danylyuk I., Karpenko Z., Maksymenko S., Rybalka V., Milyutina K., Tytarenko T. and others.

The analysis of the works shows that, despite the growing interest among modern scientists in the subject of spirituality, the topic of spiritual socialization of student youth remain insufficiently developed in psychological science. In professional education in Ukraine, there still is no optimal psychological and pedagogical approach to solving the problem of ensuring the spiritual growth of a future specialist at different stages of their educational and professional socialization.

According to the authors, the spirituality of a person should be considered as the peak processes inherent in her, providing the possibility of self-realization, fulfillment of one's abilities and potential in various forms of social or individual creative activity. Self-realization is interpreted as a human activity, which allows individuals to *express themselves* through certain life actions. *Spiritual "expression"* is a result of the implementation of a person's inner social and spiritual nature in their activities. The social and spiritual nature is conceived as a spiritual potential - a core spiritual formation of a person, which comprises the worldview attitudes, personal meanings, and values of a person, the source of which are social ideals and humanistic values, as well as their spiritual properties and spiritual capacities.

The article puts forward a hypothesis about that there are internal factors that affect the spiritual potential and self-realization of future psychologists in the process of their educational and professional socialization, which will allow the authors to use these scientifically-based data to develop corresponding psychological and pedagogical developmental interventions.

Therefore, the purpose of the article is the study of the spiritual "Self" of future psychologists and the identification of psychological factors that influence its development in the processes of their educational and professional socialization.

Theoretical background

Theoretical basis of the topic of spirituality and self-realization of the personality are covered in the studies of many psychologists. In world psychology, this issue is covered by representatives of different scientific schools: James's psychology of consciousness, Wundt's psychology of peoples, Jung's analytical psychology, Grof's transpersonal psychology, Adler's individual psychology, Maslow's, Rogers's, Fromm's humanistic psychology. In the current study, the design development of the empirical study of spirituality as a phenomenon of the human psyche is carried out based on Ukrainian researchers' theoretical and methodological groundworks. First of

all, these are the works of representatives of the Kyiv philosophical and psychological school founded by Georgij Chelpanov (Vlasova O. et al., 2017): a phenomenological analysis of the category of spirit by Gustav Shpet (Vlasova O. et al., 2019), works of Mykola Berdyaev (addressing the philosophical and psychological problems of human destiny (Vlasova O. et al., 2020), the concept of mental causality by Vasyl Zenkivskiy (Zenkivskiy V., 2019), the concept of an act by Volodymyr Romenets (Romenets V., 2017): (Rubinstein S., 2017) and others.

The complex methodology of the humanities created by Shpet G. (Shpet G., 2019: 13) provides for the study of social life as a complex social system in which a personality appears, socializes, and develops. Thanks to this methodology, the scientific theory and practice of material and spiritual production, nature and art as the content of cognition are combined into a single whole.

In the works of another prominent resident of Kyiv, Berdyaev M., (Berdyaev M., 2003) it is noted that spirituality is a true reality for a person. The spirit is not a substance, it is life, experience, destiny, and is known only on the concrete experience of the individual, in particular, on the spiritual experience. The spiritual realism inherent in human beings is revealed in their creativity, freedom, love. Freedom and creativity are inextricably intertwined, because the secret of creativity is the very secret of freedom.

According to the concept of "mental causation", developed by another representative of the Kyiv philosophical and psychological school, V. Zenkivskiy (V. Zenkivskiy, 2019), its author, like Mykola Berdyaev, also tends to single out three components of the integral human nature: *Spirit, Soul and Body*. At the same time, it is proved that the mental does not fundamentally originate from the material; the mental is a spiritual substance. Moreover, the "mental" cannot arise from other forms of being; mental causation is possible only under the condition of the ontological independence of the psyche.

According to Volodymyr Romenets, the leading social form and the main conscious mechanism of a person's spiritual self-realization is an *act* as a kind of social way of their activity, "addressed to other people" (Romenets V., 2017). A spiritual self-realization of a person as a socialized being capable of action should result in the strengthening of the person's subjectivity, internal balance, integrity as manifestations of individual and social integration, which should be considered as the main indicators of one's incremental personal growth.

A well-known psychologist and philosopher from Odesa Serhij Rubinstein understands the concept of spirituality (Rubinstein S., 2017) as the ideal results of cognitive mental activity, as a function of the soul, mental processes (perception, thinking, imagination, emotional sphere).

The modern Ukrainian scholar Eduard Pomytkin suggests the concept of the development of the person's spiritual potential. The methodological basis for the empirical research of spirituality was the spiritual and personal approach. (Pomytkin E., 2013:32). According to this approach, spirituality is a set of conceptual representations, models, principles and methods that contribute to a more objective understanding of the personality in the processes of their spiritual self-realization in various life spheres,

including educational activities.

In a meaningful term, the scientist defines spirituality as the orientation of a personality towards higher spiritual ideals, values and meanings, namely aesthetic, humanistic, environmental, cognitive, self-improvement and self-realization. Spiritual potential, according to him, may need conditions for manifestation or to be manifested, and this is evidence of its realizability.

Self-realization of the spiritual "Self" of the personality finds manifestation in spiritual creativity - creativity in the inner world, which requires conscious self-improvement, the formation of potential human capacities, which, in turn, have an impact on others, on personal destiny and on the world as a whole (Pomytkin E., 2013: 29).

The authors of the article also draw attention to the importance of taking into account this component of the activity of the human psyche in maintaining the mental health of students in the modern conditions of their educational and professional training (Lapteva G., 2021).

In the study of the self-realization of the students' spiritual "Self", the authors also rely on the foreign scholars' theoretical understanding of spirituality. Thus, in the works of Vaughan (Vaughan F., 2002), spirituality is closely connected to the category of "spiritual experience", with emphasis placed on the transcendental aspect of the latter. Spiritual experience is the basis for the integration and transformation of the personality, which leads to psychological growth, ensures the mental well-being of an individual, and thus allows self-realization.

Howard Gardner writes about personal spirituality, not related to religiosity, emphasizing the importance of reflections and experience (Gardner H., 2004). He draws attention to such important aspects of spirituality as existential (axiological), creative, religious, transcendental (including altered states of consciousness).

Relevant are also the works of Emmons (Emmons R., 2004), who believes that spirituality involves a set of capacities that foresees personal changes that constitute personal experience. Spiritual information is a part of the individual's knowledge base that can be used for adaptive behavior, facilitate problem solving and goal attainment. It leads to the realization of a person's spiritual potential in everyday life and reflects the practical significance of spirituality. Following his logic, the set of spiritual capacities reflects the person's spiritual potential, the realization of which leads to the person's spiritual self-realization (Emmons R., 2004: 314). Interesting is also the concept of spirituality, which involves the person's capacity to access life meanings and values, to assess actions and life in a broader and richer semantic context, to determine that one pattern of conduct or life path is more significant than another (Zohar D., Marshall Ya., 2000). Scholars identify 12 principles of spirituality, understood as the person's spiritual capacities. Another study of spirituality (Sisk D.A., 2016) is focused on revealing the concept of spirituality through the concept of spiritual intelligence. Spirituality means the person's capacity to use a multisensory approach (not only thinking, but also intuition, meditation, visualization) to access one's inner knowledge in solving global problems.

Natalia Buravleva (Buravleva N., 2011: 191, 192) associates the phenomenon of spirituality with the person's self-realization and self-actualization. She stated that important psychological characteristics of spirituality are values and value orientations, responsibility for one's actions and behavior. Spirituality of a person is considered as a fundamental factor in the possibility of self-realization of one's "Self", one's abilities and potential in various forms of social activity. Natalia Maryasova holds a similar view. She considers spirituality as the principle of a person's self-development and self-realization (Maryasova N., 2009). Spirituality endows a self-fulfilling personality with the capacity to comprehend and understand a life path, to possess all qualitative levels of meanings, to have inner strength, the capacity for sense regulation and transcendence as a tendency to spiritual development.

Studies (Noble K., 2000) reviewed are also dedicated to identifying self-regulation, self-control and self-improvement as aspects of a person's spirituality, i.e. those psychological mechanisms, the functioning of which allows the individual to use the inner experience, resources for self-development and self-realization of his spiritual "Self".

By studying the concept of spirituality (Ozhiganova G., 2019:44), Ozhiganova G. notes that spirituality is a person's striving for the actualization of one's highest capacities of self-realization and capacities leading to: a) achieving harmony with oneself, the world and "overworld" (higher reality) based on the cognition of eternal, absolute values, such as truth, goodness, love, beauty, justice; b) awareness of one's spiritual nature and spiritual dimension as a reality that is associated with the Absolute, but that can be perceived at the given moment outside the sacred context, as the beauty and grandeur of nature, art, heroic deeds, etc.; c) implementation of their spiritual ideals (humanistically oriented behavior and actions).

Volodymyr Shadrikov analyzes manifestations of spirituality through the study of the spiritual capacity of the individual. The author associates spiritual capacities with conscience, cognitive capacities and social morality. These cognitive and action capacities, good and evil, are expressed in certain behavior, reflected in the various moral qualities of the individual. (Shadrikov V., 2020: 7, 17).

Viktor Znakov, in his research, sees spirituality as the principle of a person's self-development and self-realization, as their conversion to the highest value instances of life design. Following his opinion, the development and self-realization of one's spiritual "Self" occurs when they start understanding and implementing such universal spiritual values as Truth, Goodness and Beauty (Znakov V., 2016: 145).

The carried out theoretical analysis gives grounds for asserting that the concept of spirituality is associated with many personal qualities of an individual: spiritual intelligence, spiritual capacities, spiritual values, spiritual experience, self-development, psychological well-being, the problem of life purpose, self-actualization, self-realization of one's spiritual "Self". The analysis of the above works allows us to implement a new understanding of spirituality and self-realization of the spiritual "Self" of future psychologists. Relevant is a prospect of studying the factors that have a direct impact on this construct in the daily practice of modern students.

Methodology

The post-non-classical paradigm, chosen as the methodological basis of the current paper, allows an integral and multidimensional study of the phenomenon of spirituality, the spiritual world of the individual and their self-realization as processes that have temporal dynamics. The use of this paradigm opens up the possibility of an interdisciplinary study of this phenomenon. An interdisciplinary approach allows us to combine heuristics and methods of different sciences, consolidating knowledge about spirituality in the fields of religious studies, philosophy, cultural studies, ethics, aesthetics, sociology, history, pedagogy and psychology. We suppose that such an approach will lead to the formation of a holistic picture of the phenomenon of spirituality and self-realization of a young person (Vlasova O., Vashchenko I., Danilyuk I., Shcherbina V., 2016).

An empirical study was conducted between 2013 and 2021 with the participation of 217 students aged 16 to 25 years. These are students who study psychology and practical psychology at the higher educational institutions in Ukraine, namely in Kyiv and Ternopil. Experimental study was carried out in 2 stages, in accordance with the peculiarities of the students' educational and professional socialization, substantiated in our previous studies (Bilodid V., 2016: 8). At the I (adaptation) stage there are currently 100 people (first- and second-year students), which is 46.1% of the respondents from the total sample. At the II (main) stage of educational and professional socialization, there are 117 people (third-sixth-year students), that is, 53.9% of the respondents.

The following methods were used in the study: "The Spiritual Potential of the Individual" (Pomytkin E., 2013: 103-110), which allows us to identify the level of the spiritual potential, integrates the volitional qualities and the spiritual orientation of future psychologists, the spiritual potential distribution within the personality structure, namely within substructures of communication, personal orientation, character, self-awareness, experience, intellect and psychophysiology, orientation of young professionals towards spiritual values: humanistic, aesthetic, environmental, cognitive, values of self-improvement and self-realization; "Life meaning orientations" by Leont'ev (Leont'ev D., 2000: 1-18), in general, makes it possible to describe the particularities of the personal meaning system development among respondents; to determine whether they have goals that make life meaningful, give it direction and time perspective; determine how the future specialists perceive their life experience, how they assess their past experience, its fruitfulness and meaningfulness; how they evaluate the ability to influence the course of one's own life, how high is their confidence in their ability to independently make one's life choice; "Test of emotional intelligence" by Hall N. (Fetyskyn M., Kozlov V., Manujlov G., 2002: 41), provides means for revealing the mental capacity of respondents to recognize the meanings of emotions, and revealing how they manage their emotions; "Psychological Well-Being Scale" by Riff K. (adaptation by Karskanova S.) (Karskanova S., 2011: 5-9), makes it possible to assess the overall level of psychological well-being of young people, including positive relationships with others, autonomy, time-management, a sense of self-development, realization of one's own potential, goal-attainment, self-awareness, a positive attitude towards oneself as an individual; "Personal differential" (as adapted in The St. Petersburg Bekhterev Psychoneurological Research Institute) (Fetyskyn M., Kozlov V.,

Manuilov G., 2002: 14) makes it possible to determine the level of self-esteem, self-acceptance, self-satisfaction, awareness of one's volitional qualities; "The questionnaire of diagnostics of practical psychologist's personality orientation type" by Danilova T. (Danilova T., 2004: 41-44), allows us to identify the main types of professional orientation of the respondents: egocentric, pragmatic, humanistic, existential; "The questionnaire for the study of the process of spiritual self-realization of learning youth" by Pomytkin E. (Pomytkin E., 2013: 133), which evaluates the process and result of the spiritually oriented activity of young people, as well as the development of five components of activity: need and motivation, cognition, goal-setting, performance and sensualism.

As quantitative methods of mathematical data processing, we used comparison of means and linear regression analysis from the IBM SPSS Statistics 20 package.

The results of regression analysis, namely linear regression analysis, allowed us to study the influence of various psychological indicators on the manifestations of spirituality within the focus group. For the regression analysis, we have chosen two dependent variables - the spiritual potential of the focus group and their spiritual self-realization. For the dependent variable, namely the spiritual potential of the individual, the independent variables were: a general indicator of meaningfulness of life, life goals, life process, life outcome, internal locus of control, external locus of control, a general indicator of emotional intelligence, emotional awareness, emotion management, self-regulation, empathy, recognition of other people's emotions, a general indicator of psychological well-being, positive relationships with other people, autonomy, environmental management, personal growth, life purpose, self-acceptance, self-esteem, extroversion, introversion, self-motivation, 4 types of professional orientation of future psychologists: humanistic, existential, pragmatic and egocentric.

For the dependent variable, spiritual self-realization, independent variables were: humanistic values, environmental values, aesthetic values, cognition and self-knowledge, self-improvement, self-realization, responsibility, communication, orientation, character, self-awareness, experience, intelligence, psychological and physiological characteristics, a general indicator of meaningfulness of life, life goals, life process, life outcome, internal locus of control, external locus of control, general indicator of emotional intelligence, emotional awareness, emotion management, self-regulation, empathy, recognition of other people's emotions, a general indicator of psychological well-being, positive relationships with other people, autonomy, environmental management, personal growth, life purposes, self-acceptance, self-esteem, extroversion, introversion, self-motivation, 4 types of professional orientation of future psychologists: humanistic, existential, pragmatic and egocentric.

In each case, with a sufficiently large number of independent variables, a step-by-step regression analysis was applied, which made it possible to automatically exclude variables with little effect on the dependent variable from the equation. Statistics used during the analysis include: the covariance matrix (used to test the statistical significance of the constructed linear model) and collinearity diagnostics (determines the correlations between variables close to 1) to demonstrate correlations between independent variables that should be excluded.

Results

Based on the theoretical notion about the influence of a person's spiritual potential on the self-realization of their personality, firstly, we have conducted an analysis of the spiritual potential among psychology students, and secondly, we have analysed the particularities of their spiritual self-realization. The results of the study of the spiritual component of the psychological organization of the focus group were obtained using the following research methods: "Spiritual potential of the individual" (see Table 1), "Questionnaire for the study of the process of spiritual self-realization of learning youth" (see Table 2).

According to the processing of the research method "The spiritual potential of the individual", the obtained "raw" students' scores can be placed at 4 levels, which are divided into high (38 - 49 points), medium high (25 - 37 points), medium low (12-24 points) and low (0 - 12 points).

Table 1

Levels of formation of psychology students spiritual potential

Levels of formation of psychology students' spiritual potential	% of the total number of observations	Median	Mean
Low 0 – 12 points	0,9	10	10
Medium low 12-24 points	65,4	20	19,2
Medium high 25 –37points	32,3	28	28,93
High 38 – 49 points	1,4	38	38,33

Processing the results according to the research method "The study of spiritual self-realization of learning youth" made it possible to divide the students' scores into high (8-10 points), medium (4-7 points) and low indicators (0-3 points). While comparing the means, 20.7% of the students have a high level of self-realization of the spiritual "Self", 46.5% - medium level, and 32.7% - low level.

Table 2

Levels of formation of self-realization of the spiritual "Self" of psychology students

Levels of formation of self-realization of the spiritual "Self" of psychology students	% of the total number of observations	Median	Mean
Low 0-3 points	32,7	2	1,56
Medium 4-5 points	46,5	6	5,62
High 7-10 points	20,7	8	8,64

As a result of the regression analysis of the influence of psychological factors on the indicator of the potential for spiritual growth of future psychologists, 6 possible models were obtained (see Table 3).

Table 3

Regression analysis models for the indicator of the psychology students spiritual potential

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,518 ^a	,268	,265	10,655
2	,567 ^b	,321	,315	10,289
3	,588 ^c	,345	,336	10,127
4	,604 ^d	,365	,353	9,999
5	,622 ^e	,386	,372	9,851
6	,633 ^f	,401	,384	9,754

Note: a. Emotional intelligence; b. Emotional intelligence, Meaningfulness of life; c. Emotional intelligence, Meaningfulness of life, Humanistic type of professional orientation; d. Emotional intelligence, Meaningfulness of life, Humanistic type of professional orientation, Personal growth; e. Emotional intelligence, Meaningfulness of life, Humanistic type of professional orientation, Personal growth, Egocentric type of professional orientation; f. Emotional intelligence, Meaningfulness of life, Humanistic type of professional orientation, Personal growth, Egocentric type of professional orientation, Self-acceptance.

Each of these models explains the step-by-step inclusion of variables: Emotional intelligence, Meaningfulness of life, Humanistic type of professional orientation, Personal growth, Egocentric type of professional orientation, and Self-acceptance. That is, it is these variables that have a direct impact on the spiritual potential of psychology students who study at higher educational institutions.

The highest coefficient of determination, R Square = 0.40, has the last sixth model, which includes all of the above-listed predictors. This indicates that in 40% of cases the level of the students' spiritual potential is due to the influence of the variables included in this model. On this basis, the sixth model was chosen for the regression equation of the spiritual potential that consists of six predictors: Emotional intelligence, Meaningfulness of life, Humanistic type of professional orientation, Personal growth, Egocentric type of professional orientation, and Self-acceptance.

The model chosen explains that in 40% of cases the students' spiritual potential is due to the influence of variables, among which the Emotional intelligence indicator has the greatest influence (Beta = 0.32 p<0.01), followed by the Meaningfulness of life (Beta = 0.25, p <0.01), Humanistic type of professional orientation (Beta = 0.21, p<0.01), Personal growth (Beta = 0.20, p<0.01), Egocentric type of professional orientation Beta = - 0.17, p<0.05) and Self-acceptance (beta = -0.16, p<0.05), the last two both with a negative sign. The collinearity index for the selected model is <5, indicating that there is no multicollinearity between the variables included in the model. A dependence equation makes it possible to foresee the main predictors of the potential for the spiritual development of future psychologists from the presented students' individual psychological characteristics:

- 1) Spiritual potential (prediction) = 7.590 + 0.193 (emotional intelligence) + 0.174 (meaningfulness of life) + 0.406 (humanistic type of professional orientation) + 0.268 (personal growth) + - 0.310 (egocentric type of professional orientation) + - 0,137 (self-acceptance).

Table 4

Factors that influence the spiritual potential of psychology students

Determinants of influence included	R2	Beta	p	Collinearity index
Emotional intelligence	0,40	0,32	0,000**	1,432
Meaningfulness of life		0,25	0,000**	2,081
Humanistic type of professional orientation		0,21	0,000**	1,166
Personal growth		0,20	0,000**	1,529
Egocentric type of professional orientation		-0,17	0,000*	1,109
Self-acceptance		-0,16	0,000*	1,634

Note: * $p < 0,05$, ** $p < 0,01$

We can expect, therefore, that by developing such personal characteristics of future psychologists as: a humanistic professional orientation, paying attention to the egocentric type of professional orientation, personal growth, emotional intelligence, meaningfulness of life and self-acceptance, one can develop the spiritual potential, which will contribute to the self-realization of the personality of the future psychologist.

A qualitative analysis of the results of the spiritual potential of future psychologists showed that the vast majority of the respondents have low and medium levels of indicators of emotional intelligence, meaningfulness of life, humanistic type of professional orientation, personal growth, non-egocentric type of professional orientation and self-acceptance. As a result, there is a predominance of medium low and medium high levels of their spiritual potential.

A step-by-step regression analysis was also applied to work out a regression equation for indicators of spiritual *self-realization of students*, which made it possible, with a sufficiently large number of independent variables, to automatically exclude variables from the equation with little effect on the dependent variable. The regression analysis of the influence of psychological factors on the indicator of spiritual self-realization of future psychologists allows us to single out 4 models (see Table 5). Each of these models explains the step-by-step inclusion of variables: Life orientation, Cognition and self-knowledge, Environmental and Aesthetic values. On this statistical basis, it becomes logical to conclude that it is these variables that have a direct impact on the spiritual self-realization of students - future psychologists. The highest coefficient of determination, R Square = 0.20, has the last fourth model, which includes all of the above predictors. This model states that the spiritual self-realization of the respondents is due to the influence of the variables involved in the study in 20% of cases (the rest becomes the prospect of further research).

Table 5

Regression analysis models for the indicator of spiritual self-realization of psychology students

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,307 ^a	,094	,090	2,688
2	,386 ^b	,149	,141	2,612
3	,426 ^c	,181	,170	2,568
4	,444 ^d	,197	,182	2,549

Note: a. Life process; b. Life process, Cognition and self-knowledge; c. Life process, Cognition and self-knowledge, Environmental values; d. Life process, Cognition and self-knowledge, Environmental values, Aesthetic values.

Table 4 shows that the most significant impact has the indicator of life orientation (Beta = 0.23 p<0.01), cognition and self-knowledge (Beta = 0.16, p<0.01), environmental values (Beta = 0.16, p<0.01) and aesthetic values (Beta = 0.14, p<0.01). The Collinearity indeces for the model chosen are <5, which indicates the absence of multicollinearity between the variables included in the model.

Table 6

Factors influencing the spiritual self-realization of psychology students'

Determinants of influence included	R2	Beta	p	Collinearity index
Life orientation	0,20	0,23	0,000**	1,077
Cognition and self-knowledge		0,16	0,000*	1,160
Environmental values		0,16	0,000*	1,156
Aesthetic values		0,14	0,000*	1,238

Note: **p<0,01

*p<0,05

As a consequence of such calculations, we can formulate the following dependence equation:

1) Spiritual self-realization (prediction) = -0.957 + 0.100 (life orientation) + 0.271 (cognition and self-knowledge) + 0.327 (environmental values) + 0.258 (aesthetic values). Therefore, we substantiate the prediction that by developing such personal characteristics of future psychologists as: Life orientation, Cognition and self-knowledge, Environmental and Aesthetic values, one can contribute to the self-realization of psychology students.

A qualitative analysis of the results of the empirical study showed that the vast majority of the respondents have a low and medium level of severity of indicators of their spiritual potential and spiritual self-realization. A small percentage (20%) of the influence of psychological factors on the manifestations of students' spirituality, obtained in the study, indicates that there are other variables that influence the level of their spirituality. It should be a prospect for future research of the modern psychology students' spiritual potential and of the conditions of their spiritual self-realization, chosen for our study.

Discussion

The problem of the spiritual self-realization of a person, which takes place throughout the whole life and is especially intense in young years, has an interdisciplinary status and remains relevant for many modern studies. Particularly noteworthy are works aimed at the empirical study of psychological and pedagogical conditions that enable the spiritual growth of students in the modern Ukrainian education system (Pomytkin E., Pomytkina L., 2021:137), actualization of the psychological mechanisms of childrens' and youth's spiritual awakening in the context of educational and professional socialization.

The study indicates the prospects of a scientific and psychological study of the phenomenon of spirituality in respect of the aspect of developing and scientifically based verification of psychological foundations of studying the formation of spirituality of different educational space actors, determining and comparing quantitative indicators obtained in the psychological diagnostics processes (Pomytkin E., 2019) . Thus, the study of spirituality can be carried out at different stages of human ontogenesis and in different conditions of their educational and professional socialization.

The psychodiagnostic tools developed in the works of Eduard Pomytkin that were used in this study, and the results obtained on their basis, expand the understanding of personal factors that contribute to the person's spiritual growth in the conditions of their primary socialization, namely, to their spiritual development and self-realization in conditions of educational and professional socialization. The statistical results presented in the article indicate significant individual and psychological predictors that influence the development of psychology students' spirituality and self-realization and open up a real prospect for organizing psychological and pedagogical interventions related to the development of spiritual potential and its realization by the students.

Conclusion

Based on a regression analysis of the results of an empirical study, the article proves that there are statistically significant individual and psychological factors that have a noticeable impact on the manifestations of the spiritual potential of future psychologists and their capacity for spiritual self-realization while studying at higher educational institutions. The article substantiates the need to focus on the formation and development of the humanistic type of students' professional orientation, to create conditions for reducing the influence of egocentric attitudes during their familiarization with professional activity, to pay attention to the development of the young people's emotional intelligence, meaningfulness of life and positive self-acceptance, when organizing the processes of educational and professional socialization of students in the educational setting.

The statistical forecast worked out in the study indicates that by developing such future psychologists' personal characteristics as life orientation, cognition and self-knowledge, environmental and aesthetic values, it is possible to facilitate the psychology students' self-realization.

At the same time, the majority of respondents have medium high, medium low and low levels of development of spiritual potential and self-realization, which indicates the expediency of further work on their development. At the same time, it should be

taken into account that the revealed low influence of individual psychological factors on the indicator of students' spiritual self-realization proves that there are other significant variables that have a great impact on the deployment and course of students' self-realization, which should become a prospect for further research by the authors.

Conflict of interest. We state that there is no conflict of scientific interests.

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