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PSYCHOLOGICAL CORRECTION OF THE SELF-CONCEPT AMONG PROFESSIONALS IN THE HUMANITIES

У статті теоретично обґрунтовано зміст психологічної корекції Я-концепції фахівців гуманітарного профілю, розроблено структурно-процесуальну модель її реалізації. Вихідним є положення про те, що професійна діяльність гуманітарного спрямування ґрунтується на інтенсивній міжособистісній взаємодії, передбачає постійне співвіднесення фахівцем власних особистісних характеристик, професійних можливостей, цінностей і способів поведінки з вимогами професійної ролі. За таких умов Я-концепція виступає важливим внутрішнім регулятором професійної діяльності, а її суперечливість, ригідність або нестійкість можуть ускладнювати професійну самореалізацію, знижувати впевненість у власній компетентності й посилювати емоційне напруження.

Використано аналіз і синтез наукових праць із проблем Я-концепції, професійної ідентичності, особистісного й професійного розвитку; поняттєво-термінологічне зіставлення; систематизацію; теоретичне узагальнення; структурно-функціональне, концептуальне моделювання. Методологічну основу становлять особистісно орієнтований, когнітивно-поведінковий, рефлексивний, ресурсний і компетентнісний підходи.

Уточнено зміст поняття психологічної корекції Я-концепції фахівців гуманітарного профілю. Обґрунтовано структурно-процесуальну модель, що охоплює діагностично-рефлексивний, когнітивно-реконструктивний, емоційно-ціннісний, поведінково-діяльнісний та інтегративно-рефлексивний компоненти. Визначено психологічні механізми корекції: самоспостереження, рефлексію, усвідомлення суперечностей між реальним і бажаним Я, когнітивну реструктуризацію, переосмислення професійного досвіду, актуалізацію особистісних ресурсів, формування більш адаптивних моделей професійної поведінки та інтеграцію змін у професійний образ Я.

Психологічна корекція Я-концепції фахівців гуманітарного профілю доцільно розглядається не як формування «ідеального» образу професіонала, а як створення умов для більш реалістичного, цілісного, диференційованого й позитивно прийнятого уявлення людини про себе як особистість і суб'єкта професійної діяльності. Її результатами є підвищення узгодженості компонентів Я-концепції, розвиток професійної рефлексії, самоприйняття, усвідомлення власних ресурсів та обмежень, посилення професійної самоефективності й здатності до гнучкої саморегуляції.

Ключові слова: Я-концепція; психологічна корекція; професійна Я-концепція; професійна ідентичність; фахівці гуманітарного профілю; самоставлення; рефлексія; професійний розвиток; психологічні ресурси.

The article provides a theoretical substantiation of the content of psychological correction of the self-concept of humanities professionals and develops a structural-process model for its implementation. The study is based on the premise that professional activity in the humanities involves intensive interpersonal interaction and requires professionals to continuously correlate their personal characteristics, professional capabilities, values, and behavioral patterns with the requirements of their professional role. Under these conditions, the self-concept functions as an important internal regulator of professional activity, while its inconsistency, rigidity, or instability may hinder professional self-realization, reduce confidence in one's own competence, and increase emotional tension.

The study employed analysis and synthesis of scholarly works addressing self-concept, professional identity, and personal and professional development; conceptual and terminological comparison; systematization; theoretical generalization; structural-functional and conceptual modeling. The

methodological framework comprises person-centered, cognitive-behavioral, reflective, resource-oriented, and competency-based approaches.

The concept of psychological correction of the self-concept of humanities professionals has been clarified. A structural-process model has been substantiated, comprising diagnostic-reflective, cognitive-reconstructive, emotional-value, behavioral-activity, and integrative-reflective components. The psychological mechanisms of correction have been identified, including self-observation, reflection, awareness of discrepancies between the real and desired self, cognitive restructuring, reinterpretation of professional experience, activation of personal resources, development of more adaptive patterns of professional behavior, and integration of changes into the professional self-image.

Psychological correction of the self-concept of humanities professionals should be viewed not as the formation of an «ideal» image of a professional, but as the creation of conditions for developing a more realistic, holistic, differentiated, and positively accepted perception of oneself as both a person and a subject of professional activity. Its outcomes include greater coherence among the components of the self-concept, development of professional reflection and self-acceptance, increased awareness of one's own resources and limitations, enhanced professional self-efficacy, and a greater capacity for flexible self-regulation.

Key words: self-concept; psychological correction; professional self-concept; professional identity; humanities professionals; self-attitude; reflection; professional development; psychological resources.

Modern professional activity of humanities professionals takes place under conditions of intensive social interaction, the need to respond rapidly to change, make decisions in situations of uncertainty, address emotionally complex issues, and maintain the quality of interpersonal interaction. Psychologists, social workers, educators, social-sector professionals, and representatives of other “human-to-human” professions rely in their professional practice not only on specialized knowledge and technologies but also on their own personality as an important instrument of professional interaction.

Under these conditions, particular importance is attached to how professionals perceive and evaluate themselves, the extent to which they are aware of their own professional capabilities and limitations, how they see themselves in interactions with others, how they experience professional successes and failures, and the degree to which their actual self-image corresponds with their perceptions of the professional they aspire to become.

The system within which these perceptions are integrated is the individual's self-concept. It develops throughout life, changes under the influence of social and professional experience, and at the same time determines how individuals interpret their own achievements, difficulties, and future prospects.

For humanities professionals, a significant component of the general self-concept is the professional self-concept, which reflects individuals' perceptions of themselves as subjects of professional activity, their assessment of their own competence, professional qualities, capabilities, values, and prospects for further development.

Professional development is not always accompanied by the harmonious development of the self-concept. The accumulation of professional experience may be associated with increased self-criticism, doubts about one's own competence, dependence of self-esteem on external approval, excessively high self-demands, difficulties in accepting professional mistakes, or the development of a rigid image of the “right professional.” Consequently, the issue of purposeful psychological correction of the self-concept becomes increasingly relevant.

Theoretical Foundations of the Study. The issue of self-concept occupies an important place in psychological theories of personality. Within Carl Rogers' humanistic tradition, the self-concept is regarded as an organized system of an individual's perceptions of oneself that develops through interaction with the social environment. Particular importance is attributed to the relationship between the real self and the ideal self. A significant discrepancy between them may be accompanied by internal tension, reduced self-acceptance, and difficulties in personal self-realization.

R. Burns conceptualized the self-concept as a set of attitudes that individuals hold toward themselves, integrating cognitive, emotional-evaluative, and behavioral aspects. This approach makes it possible to analyze the self-concept not merely as a system of self-knowledge but as a psychological construct directly related to behavior and to the ways in which individuals interact with their environment [7].

In the context of professional activity, the self-concept is manifested more specifically through the professional self-image. Professionals develop a system of perceptions regarding their own competence,

professional abilities, effectiveness, the social significance of their work, their position within the professional environment, and their prospects for further professional development.

The professional self-concept is not static. New professional tasks, changes in social roles, professional achievements, mistakes, criticism, and interactions with colleagues and recipients of professional services continuously provide experiences through which it is refined and transformed.

A distinctive feature of humanities professions is the substantial involvement of the professional's personality in professional activity itself. Empathy, communicative openness, reflectivity, tolerance of uncertainty, the ability to establish professional boundaries, emotional self-regulation, and readiness to assume responsibility directly influence the nature and quality of professional interaction.

This creates a specific psychological risk: the evaluation of professional performance may be transferred to a global evaluation of one's own personality. A single professional mistake may be interpreted as «I am a bad professional»; a difficult interpersonal interaction as «I am unable to work effectively with people»; and critical feedback as confirmation of professional inadequacy.

Therefore, an important direction of psychological work is to differentiate between the evaluation of a specific professional action and the global self-evaluation of the individual.

Aim and Methodological Framework. The aim of the article is to provide a theoretical substantiation of the content of psychological correction of the self-concept of humanities professionals and to develop a structural-process model for its implementation. To achieve this aim, the following objectives were defined: to reveal the psychological content of the self-concept of humanities professionals; to identify the main directions of its psychological correction; to specify the psychological mechanisms underlying corrective interventions; to substantiate the components of the structural-process model; and to determine the criteria for evaluating the effectiveness of psychological correction.

The methodological framework of the study is based on person-centered, cognitive-behavioral, reflective, resource-oriented, and competency-based approaches. The person-centered approach recognizes the uniqueness of individual professional experience and rejects the formation of a universal «correct» image of a professional. The cognitive-behavioral approach makes it possible to analyze the relationships between self-perceptions, automatic thoughts, emotional responses, and professional behavior. The reflective approach emphasizes an individual's ability to become aware of their own patterns of thinking, emotional experiences, and actions. The resource-oriented approach directs psychological work toward identifying personal strengths and effective professional experiences. The competency-based approach links changes in the self-concept with the actual development of professional competencies and modes of professional activity.

The issue of self-concept occupies an important place in psychological research on personality, since an individual's system of self-perceptions determines the nature of self-perception, attitudes toward one's own capabilities, interpretation of life experiences, and patterns of interaction with the social environment. The self-concept becomes particularly significant in humanities professions, where the professional's personality is directly involved in professional interaction. Psychologists, educators, social workers, counselors, and other specialists in “human-to-human” professions perform their professional functions not only through acquired knowledge and technologies but also through their own values, communicative attitudes, emotional responses, patterns of self-regulation, and attitudes toward themselves and others.

The theoretical understanding of self-concept is largely associated with the humanistic psychology of Carl Rogers. In his theory, the self is viewed as an organized system of an individual's perceptions of oneself that develops and changes through life experience. Particular importance is attached to the relationship between the real self and the ideal self. Congruence between one's lived experience and self-perceptions contributes to psychological integrity, whereas a substantial discrepancy between the actual and desired self-image may be accompanied by internal tension and difficulties in self-acceptance (Rogers, 1961).

This proposition is particularly important for analyzing the professional self-concept. In the process of professional socialization, individuals gradually develop not only an understanding of the kind of professional they currently are, but also an image of the kind of professional they should or aspire to become. For representatives of humanities professions, such an ideal is often associated with high ethical and professional expectations: being competent, empathic, responsible, emotionally resilient, tolerant, capable of helping others, and able to identify appropriate solutions in complex situations. At the same time, an excessively idealized image of the professional self may create a substantial discrepancy between one's actual and desired professional self-images [10].

In this context, the propositions of E. T. Higgins' self-discrepancy theory are particularly important. According to this theory, an individual's psychological functioning is associated with the relationship between different self-representations, particularly the actual self, ideal self, and ought self (Higgins, 1987). Applying this approach to professional development makes it possible to distinguish at least three interrelated self-images: «the professional I actually am», «the professional I would like to be», and «the professional I believe I ought to be». A substantial discrepancy among these representations may be accompanied by dissatisfaction with oneself, professional insecurity, excessive self-criticism, and a sense of failing to meet professional requirements [8].

Therefore, one of the important objectives of psychological correction is not the mechanical «enhancement» of a professional's self-esteem, but rather the optimization of the relationship among different components of the professional self. This involves developing a more realistic perception of one's own capabilities and limitations, reconsidering excessively rigid professional standards, while simultaneously maintaining an orientation toward continued professional development.

A significant contribution to understanding the structure of the self-concept was made by R. Burns, who associated it with cognitive, emotional-evaluative, and behavioral aspects (Burns, 1979). This structure is of fundamental importance for the development of psychological correction of the professional self-concept. Changes occurring solely at the level of an individual's knowledge about oneself may prove insufficient unless they are accompanied by a transformation of one's emotional and value-based attitude toward oneself and are consolidated through behavior. Accordingly, psychological correction should encompass at least three interrelated areas: awareness and reinterpretation of the professional self-image; optimization of the emotional and value-based attitude toward oneself as a professional; and the development of new patterns of professional behavior [7].

In Ukrainian psychology, the professional self-concept is also regarded as a complex integrative psychological construct. R. V. Kalamazh emphasizes the systemic nature of the professional self-concept and its integration into the holistic structure of personality. In the process of professional development, individuals not only acquire specialized knowledge and skills but also develop a system of perceptions of themselves as subjects of the relevant professional activity (Kalamazh, 2010).

For humanities professionals, this implies continuously correlating their own characteristics with professional requirements and the outcomes of their professional activity. Professionals assess the extent to which they are able to establish interpersonal contact, understand another person, provide professional counseling, manage complex situations, maintain professional boundaries, assume responsibility, and at the same time preserve their own psychological resilience. Thus, the professional self-concept is continuously refined and transformed under the influence of actual professional experience.

An individual's professional formation involves not only the acquisition of a particular professional role but also the gradual integration of this role into the overall system of self-perceptions. In this context, O. M. Kokun conceptualizes professional formation as a long-term process of personal development in which the individual becomes a subject of professional activity (Kokun, 2012). Professional development is accompanied by changes in motivational, value-based, personal, and activity-related characteristics, providing grounds for considering the transformation of the professional self-concept as a natural component of professional genesis (professionogenesis).

An important aspect is the relationship between the self-concept and professional identity. V. I. Shakhov and V. V. Shakhov, analyzing the development of professional identity among future psychologists, emphasize the importance of professional self-awareness and the image of oneself as a future professional (Shakhov & Shakhov, 2019). Professional training creates an environment in which individuals correlate their personal characteristics with the requirements of their chosen profession, internalize its values, and gradually define their own place within the professional community.

This relationship is further elaborated in the works of O. P. Liashch. The researcher considers professional identity in relation to personal self-fulfillment, which makes it possible to emphasize not only an individual's belonging to a particular professional group but also the subjective experience of oneself as a professional and the opportunities for realizing personal potential through professional activity (Liashch, 2020).

This approach is significant for understanding the psychological correction of the self-concept. If individuals perceive themselves as insufficiently competent, insecure, or somehow «inadequate» as professionals, this may limit their professional initiative, readiness to make complex professional decisions, and motivation for further professional development. At the same time, the formation of a more realistic and coherent professional self-image may provide a psychological foundation for professional self-fulfillment [4].

An equally important component of the professional self-concept is an individual's emotional attitude toward oneself as a professional. O. P. Liashch emphasizes the role of the emotional sphere in the structure of teachers' professional identity (Liashch, 2020). This proposition suggests that professional self-perception cannot be reduced solely to a rational assessment of professional competencies. Individuals do not merely «know» what kind of professionals they are; they also emotionally experience their professional success or failure and their acceptance or non-acceptance of themselves in their professional role.

For representatives of humanities professions, the emotional-value component is of particular importance. A strong subjective sense of responsibility for the outcomes of helping another person may contribute to transferring the evaluation of a particular professional outcome to the evaluation of one's personality as a whole. For example, an unsuccessful counseling session may be interpreted not as a specific professional situation requiring further analysis, but as evidence of general professional inadequacy: «If I was unable to help, then I am a bad professional» [11].

Such globalization of negative evaluation may become one of the important targets of psychological correction. It is therefore appropriate to develop the ability to differentiate between one's personal worth, professional competence, and the outcome of a specific professional action. A professional may make a mistake, lack a particular competence, or require supervisory support; however, this should not automatically lead to a globally negative evaluation of oneself.

The concept of self-efficacy proposed by A. Bandura is particularly important for explaining the mechanisms of psychological correction. Self-efficacy reflects an individual's beliefs about their own ability to successfully perform the actions required to achieve a particular outcome (Bandura, 1977).

In the professional context, self-efficacy determines not only how individuals assess their own capabilities but also their readiness to initiate action, invest effort, persist following setbacks, and cope with challenging professional situations. Professionals with low professional self-efficacy may avoid certain tasks not because they are objectively incapable of performing them, but because they anticipate failure [6].

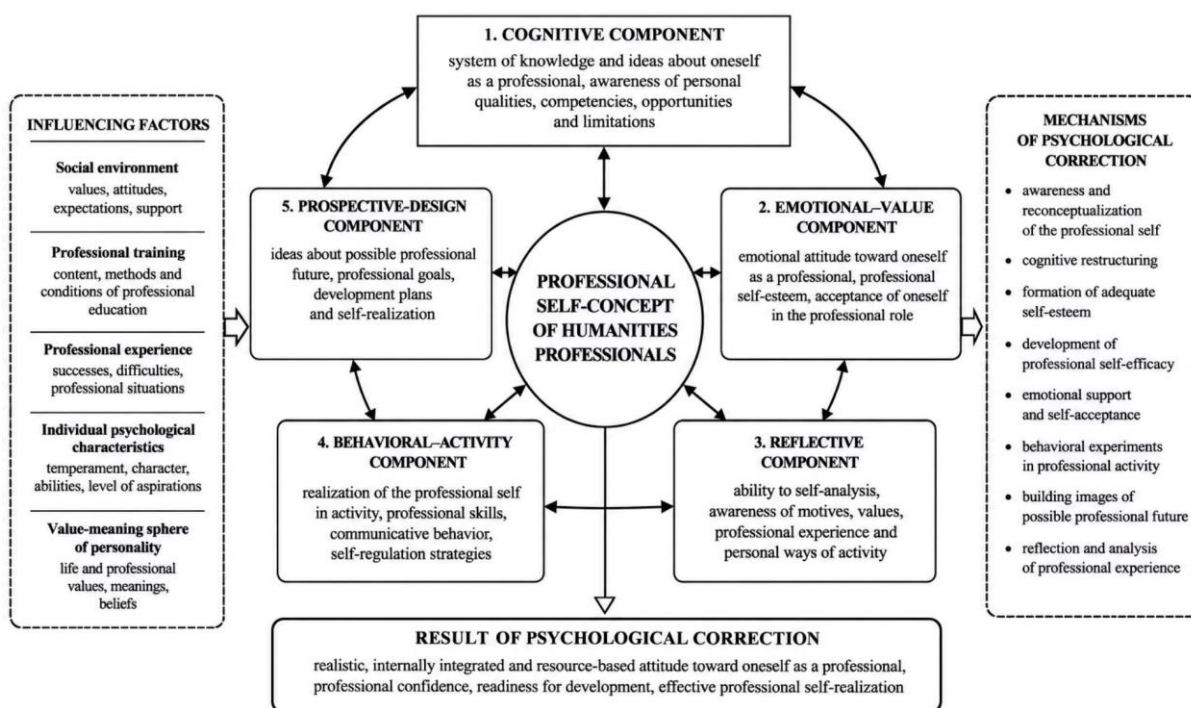


Fig. 1. Structural–process model of psychological correction of the self-concept of humanities professionals

This proposition is fundamentally important for the psychological correction of the self-concept. If psychological intervention is limited solely to verbally convincing individuals of their competence, the resulting changes may be unstable. A new perception of oneself requires confirmation through real-life experience.

Therefore, one of the mechanisms for correcting the professional self-concept should involve creating experiences of professional self-efficacy through the gradual performance of increasingly complex tasks, modeling professional situations, conducting behavioral experiments, analyzing one's own

successful actions, receiving constructive feedback, and engaging in supervision. Within this framework, change does not follow the pattern “I was told that I am a good professional,” but rather the sequence: «I tried – gained experience – analyzed the outcome – recognized my own capabilities – changed my perception of myself».

A promising concept for psychological correction is that of «possible selves», proposed by H. Markus and P. Nurius (1986). This concept broadens the understanding of the self-concept by incorporating not only an individual’s current perception of oneself but also images of who one may potentially become.

In the professional domain, it is therefore possible to refer to an image of the future professional self. Individuals may envision themselves as more competent, confident, and experienced professionals; at the same time, they may also develop negative anticipatory self-images, such as: «I will not be able to cope», «I will not succeed» or «I will never become sufficiently professional».

Accordingly, working with «possible selves» may constitute a distinct direction of psychological correction. It is appropriate to use techniques aimed at constructing images of the «present professional self», «desired professional self» and «possible professional self» as well as identifying specific steps required to move from one of these self-images to another.

This approach makes it possible to shift the focus of psychological work: instead of evaluating the individual according to the principle of «meeting or failing to meet the professional ideal», a developmental model of the professional self is formed, within which professionals perceive themselves as active subjects of continuous professional development.

A synthesis of the analyzed theoretical approaches makes it possible to define the professional self-concept of humanities professionals as a dynamic and integrated system of an individual’s perceptions, evaluations, and attitudes toward oneself as a subject of professional activity, encompassing awareness of one’s professional qualities, competencies, values, capabilities, and limitations; an emotional and value-based attitude toward oneself as a professional; an assessment of one’s own professional effectiveness; and perceptions of prospects for further professional development.

Within its structure, it is appropriate to distinguish five interrelated components: cognitive, emotional-value, reflective, behavioral-activity, and prospective-projective.

The cognitive component encompasses an individual’s system of knowledge and perceptions regarding their own professional characteristics. The emotional-value component reflects acceptance or non-acceptance of oneself in the professional role, professional self-esteem, and the nature of one’s emotional attitude toward oneself. The reflective component provides the capacity to analyze professional experience and understand the reasons underlying one’s own decisions and behavior. The behavioral-activity component is manifested in the ways in which the professional self is realized in specific professional activities. The prospective-projective component is associated with the image of the possible professional self, professional goals, and an individual’s vision of their further professional development.

Accordingly, we propose defining the psychological correction of the self-concept of humanities professionals as a purposeful psychological process aimed at increasing awareness, reinterpreting, and harmonizing the cognitive, emotional-value, reflective, behavioral-activity, and prospective-projective components of the professional self-image. This process is directed toward developing a realistic, differentiated, internally coherent, and resource-oriented attitude toward oneself as a subject of professional activity.

Importantly, the outcome of such correction is neither the construction of an “ideal” professional self nor an unconditional increase in self-esteem. Rather, it should result in the professional’s ability to realistically recognize their own strengths and limitations, accept themselves without global self-devaluation, distinguish a professional mistake from an evaluation of their personality as a whole, use experience as a resource for development, and construct a realistic trajectory for further professional growth.

This theoretical position provides a foundation for developing a structural-process model of psychological correction of the self-concept of humanities professionals and for identifying its stages, mechanisms, methods, and criteria of effectiveness.

We propose defining the psychological correction of the self-concept of humanities professionals as a purposeful psychological process of awareness, reinterpretation, and harmonization of the cognitive, emotional-value, and behavioral components of an individual’s self-perception, aimed at developing a realistic, differentiated, internally coherent, and resource-oriented professional self-image.

It is fundamentally important to distinguish psychological correction from attempts to artificially create an exclusively positive attitude toward oneself. The purpose of psychological intervention is not to convince professionals of their unconditional professional success, but rather to develop their ability to

realistically assess their own strengths, difficulties, limits of competence, and opportunities for further development.

Based on the theoretical analysis, **five interrelated components of the psychological correction of the self-concept** were identified.

Table. 1.

Structural-Process Model of Psychological Correction of the Self-Concept of Humanities Professionals

Structural–Process Model of Psychological Correction of the Self-Concept of Humanities Professionals			
Stage of Correction	Goal	Methods and Techniques	Expected Result
1. Diagnostic-reflective	Awareness of the current self-concept	“Who am I as a professional?”, “Real self – Ideal self – Professional self”, reflective journal	Awareness of the structure of one’s own professional self
2. Cognitive-reconstructive	Correction of dysfunctional beliefs about oneself	Analysis of automatic thoughts, work with beliefs, reframing	Formation of a more realistic image of the professional self
3. Emotional-value	Development of self-acceptance	Work with self-criticism, values, personal values, strengths	Positive and at the same time realistic self-attitude
4. Behavioral-activity	Consolidation of changes in professional behavior	Behavioral experiments, role-playing situations, case studies	Increase in professional confidence
5. Integrative-reflective	Integration of changes into the professional self-concept	“My professional self: before and after”, individual development plan	Holistic, flexible professional self-concept

In the context of the issue under investigation, **professional identity** is of particular importance, as it is associated with an individual’s awareness of themselves as a subject of professional activity and with their professional self-fulfillment (Liashch, 2020). The emotional sphere is an important component of professional identity, since professionals’ attitudes toward themselves and their experiences of their own professional competence, successes, and failures influence the nature of their professional self-perception (Liashch, 2020).

Diagnostic-Reflective Component. The first component involves examining the current structure of the professional’s self-concept, including perceptions of personal and professional qualities, self-esteem, self-attitude, professional expectations, and the images of the «real self», «ideal self», and «professional self».

An important objective is not only psychodiagnostic assessment but also the creation of conditions that enable individuals to recognize their characteristic patterns of self-perception and self-evaluation.

Reflection may focus on questions such as: «What kind of professional do I consider myself to be?», «What kind of professional do I think I should be?», «What criteria do I use to evaluate my own professional success?», «What happens to my self-esteem after I make a mistake?», and «To what extent does my attitude toward myself depend on the evaluations of others?».

Cognitive-Reconstructive Component. The second component is aimed at identifying and reconsidering dysfunctional beliefs about oneself.

The professional self-concept may include categorical beliefs such as: «I have no right to make mistakes», «A true professional always knows the right answer», «If a client is dissatisfied, I am a bad professional», «I must help everyone» or «Seeking help is a sign of my professional incompetence».

Such beliefs establish rigid criteria for self-evaluation. Psychological correction therefore involves identifying these beliefs, examining their realism, analyzing supporting and contradictory evidence, and considering alternative explanations.

Corrective work is aimed at shifting from global evaluations of the self toward a specific analysis of professional behavior: instead of «I am incompetent», the individual may formulate, «In this situation, I lacked certain knowledge»; instead of «I do not know how to work with people», the interpretation may become, «This interaction was challenging and requires further analysis».

Emotional-Value Component. Cognitive changes require emotional acceptance of a new self-image. A professional may rationally acknowledge that people have the right to make mistakes while remaining extremely critical of their own mistakes. Therefore, a distinct direction of psychological correction involves developing self-acceptance, psychological tolerance of one's own imperfections, and the ability to maintain a positive attitude toward oneself when facing professional difficulties.

In this context, self-acceptance should not be equated with a lack of critical self-evaluation. Rather, it refers to the ability to acknowledge one's own limitations while not turning them into grounds for global self-devaluation.

Behavioral-Activity Component. Changes in self-perception are consolidated through new experiences. Professionals who perceive themselves as insufficiently competent may avoid challenging professional tasks, public speaking, taking initiative, or discussing their own professional decisions. Such avoidance prevents them from gaining experiences that could challenge and disconfirm their negative beliefs.

The behavioral-activity dimension involves planning gradual professional actions, conducting behavioral experiments, modeling challenging situations, developing assertiveness and professional boundary-setting skills, and seeking supervisory support. Of particular importance is the accumulation of experiences of professional self-efficacy: individuals do not merely receive the message «you can do it», but acquire their own evidence that they are capable of acting effectively.

Integrative-Reflective Component. The final component is aimed at integrating the acquired experience into an updated self-concept. Professionals compare their initial self-perceptions with their current ones, analyze the changes that have occurred, identify new professional resources, and become aware of areas for further development.

An important outcome is the formation of a dynamic professional self-image. The individual gradually moves from the position of «I should already be a fully developed professional» to the position of «I am a professional who continues to develop».

Psychological Processes of Self-Concept Correction. Within the structure of the proposed model, a number of interrelated psychological mechanisms can be identified. Self-observation facilitates the identification of habitual ways of interpreting one's own behavior. Reflection enables individuals to become aware of the origins of their established self-perceptions and the criteria they use for self-evaluation.

Cognitive restructuring is aimed at examining dysfunctional beliefs and developing more flexible ways of interpreting professional experience. Decentering enhances the ability to consider a situation from different perspectives and to avoid equating a subjective self-evaluation with an objective fact.

Resource activation involves identifying personal strengths, successful experiences, professional achievements, and available sources of support.

Behavioral experimentation provides an opportunity to test new self-perceptions in real or simulated professional activities. Integration of professional experience ensures that newly acquired self-knowledge is incorporated into a coherent professional self-concept.

Corrective work should be implemented sequentially. At the first stage, an initial assessment of the self-concept is conducted and the individual psychological request is identified. The assessment focuses not only on the level of self-esteem but also on the structure of professional self-perceptions, the sources of self-criticism, and the relationship between the real and ideal self.

At the second stage, an individual map of the professional self is developed. It may include such areas as «my professional strengths», «areas for development», «my values», «my professional roles», «others' expectations», «my expectations of myself», «professional fears» and «resources».

The third stage involves working with maladaptive beliefs and excessively high professional standards. At the fourth stage, behavioral consolidation of changes takes place through the performance of professional tasks, situation modeling, role-playing exercises, case analysis, reflective journaling, supervision, and structured feedback. At the **fifth stage**, the achieved results are integrated and an individualized trajectory for further professional development is formulated.

Criteria for Evaluating the Effectiveness of Psychological Correction. The effectiveness of psychological correction of the self-concept should not be assessed solely in terms of increased self-esteem.

It is appropriate to consider the following criteria:

- realistic perceptions of one's own professional capabilities;
- congruence between the real and desired professional self;
- reduction in global negative self-evaluation;
- ability to differentiate between personal worth and the outcome of a specific professional action;
- increased self-acceptance;
- development of professional reflection;
- awareness of one's own resources and limitations;
- increased professional self-efficacy;
- readiness to seek professional support;
- ability to set realistic goals for professional self-development;
- flexibility of professional behavior;
- ability to constructively integrate the experience of professional mistakes.

A specific outcome of psychological correction is the transition from the evaluative model «I am a good/bad professional» to a differentiated model: «I have certain professional resources, competencies, limitations, and areas for further development».

Discussion of the Results. The proposed model makes it possible to conceptualize psychological correction of the self-concept as a multilevel process that extends beyond changes in self-esteem.

First, corrective work should be aimed not at mechanically increasing the positivity of the self-image, but at enhancing its realism and internal coherence. Overestimated professional self-esteem may hinder professional activity just as much as underestimated self-esteem, since it may reduce sensitivity to feedback and diminish awareness of the need for further professional development. Second, particular attention should be paid to an individual's professional standards. The aspiration to meet high standards can serve as a resource for professional development; however, when such standards are transformed into rigid and categorical rules, they may create a basis for chronic dissatisfaction with oneself. Third, psychological correction should take into account the social nature of the self-concept. Professionals' perceptions of themselves are not formed in isolation but are influenced by the professional environment, evaluations from colleagues, supervisors, clients, students, professional standards, and broader societal expectations.

Fourth, self-concept correction cannot be separated from actual professional activity. Positive cognitive formulations without new behavioral experiences have limited corrective value. It is professional action itself that generates new evidence on the basis of which individuals can reconsider and modify their perceptions of their own capabilities.

Fifth, psychological counseling, training programs, professional reflection, supervision, and intervention may serve as important contexts for the correction and development of the professional self-concept.

Conclusions. The self-concept of humanities professionals is a dynamic system of self-perceptions, evaluations, and attitudes that performs an important regulatory function in professional activity. Its professional component encompasses perceptions of one's own competence, professional qualities, capabilities, limitations, values, social roles, and prospects for further development.

Psychological correction of the self-concept of humanities professionals is defined as a purposeful process of awareness, reinterpretation, and harmonization of the cognitive, emotional-value, and behavioral components of an individual's self-perception.

The substantiated structural-process model comprises five interrelated components: diagnostic-reflective, cognitive-reconstructive, emotional-value, behavioral-activity, and integrative-reflective. The key mechanisms of psychological correction include self-observation, reflection, cognitive restructuring, decentering, resource activation, behavioral experimentation, and the integration of professional experience.

The outcome of corrective work should not be an unconditionally positive professional self-image, but rather the development of its realism, differentiation, internal coherence, and flexibility. A psychologically mature professional self-concept allows individuals to simultaneously recognize their competencies and limitations, achievements and mistakes, established professional qualities, and the need for continued development.

Prospects for Further Research. The theoretical nature of the proposed model highlights the need for its further empirical verification. Promising directions for future research include the development of psychodiagnostic criteria for assessing the self-concept of professionals across different humanities fields; investigation of the relationships between professional self-concept and professional self-efficacy, reflectivity, emotional exhaustion, and professional identity; development and validation of a comprehensive psychological correction program; implementation of a formative experiment involving experimental and control groups; and assessment of the long-term sustainability of the changes achieved.

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