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GENDER CHARACTERISTICS OF THE PERSONAL IMAGE OF FUTURE PSYCHOLOGISTS

У статті представлені результати теоретичного аналізу проблеми дослідження гендерних особливостей персонального іміджу майбутніх психологів. Акцент робиться на вивченні впливу гендерних стереотипів та соціокультурного контексту на формування іміджу фахівця в психологічній сфері.

Також в статті представлені результати емпіричного дослідження, яке націлене на більше глибоке розуміння практичних аспектів формування персонального іміджу майбутніх психологів. Зокрема, досліджено вплив професійних практик та особистісних характеристик на сприйняття психолога в суспільстві.

Результати дослідження сприятимуть розширенню теоретичного базису в галузі психології особистості, формування професійного іміджу у майбутніх психологів і сприяти розробці більш ефективних стратегій навчання та підтримки в цьому процесі. Розуміння цих аспектів може допомогти розробити більш ефективні стратегії підтримки та розвитку професійного іміджу серед майбутніх-психологів.

Ключові слова. гендерні особливості, персональний імідж, імідж, психологічна сфера, особистість, Я-тілесне.

Annotation. The article presents the results of a theoretical analysis of researching gender characteristics of a personal image of future psychologists. Emphasis is placed on the study of gender stereotypes and sociocultural contexts creating the image of a psychological expert.

The article also presents the results of an empirical study leading to the in-depth understanding of practical aspects of future psychologists' personal image. In particular, the investigation was conducted how professional practices and personal characteristics influence the perception of a psychologist by the society.

The results of the study will contribute to The Psychology of a Personality theoretical knowledge, contributing to creating a professional image of future psychologists, developing more effective strategies for training and for the whole process support. It is helpful to understand these aspects for feasible approaches in maintaining and creating a professional image among future psychologists.

Key words: gender features, personal image, image, psychological sphere, personality, I-corporeal.

Relevance of the topic. Personal image gender features of future psychologists turn to be a rather important topic, as they affect their perception by others, along with their interaction and effectiveness in their professional performance. Modern society is increasingly aware of the importance of gender equality and understands that gender can influence stereotypes that are formed around certain professions, including psychology.

Understanding and analyzing these features will help us improve educational programs as well as to develop effective strategies for training future psychologists for professional activities in various sociocultural contexts. This approach will provide more effective solutions to the mental health interventions and social challenges that our modern society is facing.

Gender features of the personal image of future psychologists may include such aspects as communication styles, approaches to conflict resolution, emotional expressiveness and ways of perceiving other people. The research shows that men and women may have different approaches to building interpersonal relationships, as well as different problem-solving strategies. For example, men are more likely to use logic and analysis in decision-making, while women may place more emphasis on emotional communication and empathy.

In addition, cultural and social factors also influence the process of the image making of future psychologists. Different cultures may have different expectations of gender roles and behavior, which may be reflected in the psychologist's image.

Understanding these diverse factors will better prepare future psychologists to work with clients from diverse cultural and gender backgrounds, and will contribute to improving professional ethics and practices in psychology.

Analysis of previous studies.

An important contribution to the study of the formation of a professional image was researched by the following scientists: E. Bern, E. Bernayz, F. Buari, B. Bruce, N. Webster, S. Levy, V. F. Matsenko, L. Novikova, S. Olivera, G. Pocheptso, T. Parkhomenko Z. Freud, T. Khomulenko, V. Shepela, J. Yager and others. Instead, the issue of the gender aspect was taken into account by Gutek, J. Bowman, R. Kenter, J. Spence, S. Bam, E. Eagly. and others.

The concept of "image" covers a wide range of aspects including but not limited exclusively to appearance or specifically developed traits. It reflects both external and internal characteristics of a person, the person's uniqueness and individuality. The works of such authors as A. Panasiuk, V. Labunska, H. Pocheptsov, I. Fedorov, N. Plekhanova, E. Perelighina, V. Shepel, I. Ogorilko, V. Martsenko, help us understand that the image is based on individual actions that becoming an external manifestation of the psychological individuality of that person.

The purpose of the study is to reveal and analyze the relationship between gender characteristics and a personal image of future psychologists in order to understand the impact of these factors on their professional activities and interaction with clients.

Out theoretical basis of research: a psychologist is a highly qualified specialist who studies and understands human behavior, human reactions and mental processes, the one who is researching attentively both the inner world and the external appearance of the individual. It explores various aspects of the psyche using different methods such as: observation, experimentation and analysis.

The 'Image' is a complex construct that including much more than solely the external representation of a person, but also his/her internal beliefs, values and psychological characteristics. It is not only a way used by a person to present himself/herself to others, but also a means of achieving the goals and forming his/her own self-identity. Image is determined by both external and internal factors: from looks to the way of thinking and performing actions [2].

A psychologist doesn't study exclusively an external image of a person, but also his/her inner world, including psychological mechanisms affecting his/her behavior and interaction with the environment. In this context, the concept of an image can be considered as one of the aspects of a personality studies and the interaction with the environment.

In a broad sense, the image is a way of expressing the inner aspects of the personality through external means. Many researchers distinguish among its components the symbolism of one's clothing, makeup, linguistics, gestures, as well as a behavior and a personal space organization.

An image is a symbolic presentation of a subject created in a result of communication between people and is included into the system of human activities. A Professional Image, for its part, is a symbolic picture that is formed during the interaction between subjects in the process of a person's professional activity [7].

The image, in fact, is an impression that a practical psychologist or other experts produce talking to people and that is fixed in their minds in the form of certain emotionally colored stereotypical ideas [5].

In our today's society, external attractiveness is recognized as more than just a visual image.

It becomes a real art including various aspects and considering not only aesthetic appearances, but also requiring the person's inner ability to choose and wear clothes appropriately, to adequately express emotions through gestures and postures, and to show meaningful facial expressions that emphasize our communicative intentions. Equally important is our ability to use the surroundings for a convenient and effective communication, which reflects our ability to adapt to various situations and interact with other people with confidence and openness.

However, internal attractiveness certainly is the main criterion for evaluating our attractiveness to other people. This is not just a collection of external features, but also the true depth of our personality, which is manifested by the ability to create a positive impression on others, conduct dialogues and build communication channels correctly, including the individual possession of well-developed interpersonal skills required for maintaining a positive image. It also considers the availability of inner qualities such as: empathy, tolerance, self-confidence and the ability to influence the moods and emotions of other people.

Thus, the inner attractiveness is an important element that shapes an overall impression of our personality and determines our interaction with the surrounding world.

Polly Bird describes the Image as the act of the perception of an individual by the others. A complete picture of a person, which includes how he/she looks, speaks, dresses, acts. The individual's skills, posture, body language, accessories, as well as the indigenous environment and the surrounding people in the close environment [4]. A. Y. Panasiuk believes that the image of a person is an idea about him/her formed by a certain group of people [11].

In the process of creating and applying the Image of a practical psychologist, there are a number of significant factors that determine how his/her professional activity and the overall personality are perceived in general. One of the most important factors is a professional competence. In other words, the quality of services and the level of professional training determine how effectively a psychologist can solve the problems of his/her clients and influence their lives.

In addition, an important factor is the psychologist's personal qualities. Empathy, patience, the ability to listen, to analyze and to communicate with the client are key aspects determining the way a psychologist is perceived by the clients and the way his/her professional image is created. The image is also formed through the communication style, outer appearances and behavior of the psychologist in various situations.

The sociocultural context plays a very important role here. The society's attitude to the psychological intervention, a general status of the health care system and the supporting role of the authorities can influence the perception and a level of the appreciation of a practical psychologist's work.

Finally, an important factor in shaping the image of a psychologist is his/her education, work experience and a level of the professional self-development. Continuing development of the individual knowledge along with the participation in professional associations and trainings allow a psychologist to maintain his/her image at a high level remaining competitive in the market of psychological services.

Gender based ideas about the social roles of women and men do not exist solely at the individual level, but also within the entire social structure. These stereotypes are often embedded in cultural norms and values, and they can be overt or covert. In such conditions, men and women try to conform to stereotypical traits, which arise under the influence of social pressure to adopt certain behaviors. This pressure is reinforced by the unequal status of men and women, as well as the society expectations. These trends are evident almost all over the world, including our country.

Gender stereotypes and roles are an integral part of the society's culture and traditions, they reflect ideas about the social functions of men and women, their psychological and physiological differences. These ideas are based on sexual identification, which are expressed more clearly than any other form of identification.

Stereotypes of the masculinity and femininity, in other words, stereotypes about men and women, are usually considered in the scientific literature. Masculinity and femininity are perceptions of features that are typical of men and women. Masculinity is understood as a set of qualities characteristic of men, and femininity – features that are typical for women.

It is important to note that they have their polar opposites: strengths-weaknesses, active-passive roles. Depending on notions of masculinity and femininity in the society, gender identities and gender roles are formulated. Gender roles are viewed as the social behavior features of a person mainly meeting the expectations of the social system where the person lives, and where the behavior of the person must correspond to the ideas of the appropriate behavior, relevant duties and abilities that are embedded in the cultural environment.

Therefore, the achievement of gender equality is possible through a partnership between women and men based on the principles of equality and democracy. Creating of a female leader image in the society can accelerate the process that confirms not only the experience of Western democracy, but also the modern Ukrainian reality.

Empirical research and analysis of the achieved results.

In order to verify psychological conditions required for our research in forming the psychologist's professional image during professional training, a study was conducted that include the following stages: ascertainment, formative and control stages.

At the ascertainment stage, an analysis of the researched problem was performed, a hypothesis was formulated, a goal and a task were defined, the essence of the phenomenon "A Professional Image Of The Future Psychologist" was theoretically substantiated, methods and plans of the experimental research

were selected, the quantitative and qualitative composition of the participants was determined, the selection of diagnostic tools was identified, and the survey was conducted .

At the formative stage, the analysis of the intermediate results of the control measurements was performed. The control stage included monitoring the results of the experimental study, doing qualitative and quantitative analysis of the obtained data using mathematical statistics methods and arriving to the general conclusions of the study.

The research conditions are based upon the student environment of Vinnytsia Socio-Economic Institute of the University "Ukraine".

To determine the initial stage of creating a professional image of a future psychologist, we first started with criteria including the need for a professional development and self-development, as well as reflective skills.

Evaluating the existing need for the professional development / self-development was performed using the methods of R. Babushkin and S. Bubnov, allowing to determine main indicators, such as a personal desire to be proactive in developing professional knowledge and strive towards professional self-realization.

The first indicator was determined using the "Diagnosis Of The Need For Self-Improvement" by R. Babushkin. This technique makes it possible to reveal awareness of the motivation of an individual's behavior in various situations. The obtained results are as follows:

- A high degree of manifesting the need for self-improvement was determined in 22.9% among students of the control group (8 students) and 21.9% among the experimental group (7 students).

- The average degree of manifesting the need for self-improvement was 42.8% among the students of the control group (15 students) and 43.8% among the experimental group (14 students). A low degree of manifesting the need for self-improvement was found in 34.3% of students among the control group (12 students) and 34.3% among the experimental group (11 students).

The next method, "Diagnostics Of Real Structure Of The Individual's Inner Values " by S. Bubnov, was aimed at studying the application of inner values of the individual in real-life conditions along with the self-concept particular features. This technique allows us to determine top values of the individual prevailing over other aspects.

The obtained results showed the following:

- A high level of professional values was determined in 20.0% of students from the control group (7 students) and 15.6% from the experimental group (5 people).

- An average level of professional development values was 34.3% of representatives of the control group (12 students) and 43.8% of the experimental group (14 students).

- A low level of professional development values was identified in 45.7% of the control group (16 students) and 40.6% of the experimental group (13 students).

The indicator of reflective skills was determined using the methods of N. Fetiskin and M. Grant.

Express diagnosis of the self-esteem level by N. Fetiskin allows us to determine the degree of adequacy of an individual self-esteem. According to the obtained results we observe the following:

- 45.7% of students of the control group (16 students) and 50.0% of the experimental group (16 students) showed an average, normal level of realistic assessment of their capabilities'

- 28.6% of the control group (10 students) and 25.0% of the experimental group (8 students) show an inflated level of self-esteem.

- A low self-esteem was found in 25.7% of the control group (9 students) and 25.0% of the experimental group (8 students).

The technique of measuring the level of expressing types of reflection by M. Grant is based on the analysis of interconnection between two forms of reflections: self-reflections and socio-reflections. According to the results of the diagnosis the following figures are identified:

- A high level of expressing focused reflections was found in 22.9% of respondents of the control group (8 people) and 18.7% of the experimental group (6 people).

- 31.4% of students of the control group (11 people) and 37.5% of the experimental group (12 students) had an average level of reflections.

- A low level of expressing focused reflections was observed in 45.7% of students of the control group (16 people) and 43.8% of the experimental group (14 people).

A general level of indicators of professional development and self-development needs and reflective skills was determined as the arithmetic means for calculating quantitative values of these characteristics.

In conclusion, according to the general indicator of professional development/self-development needs the following results were observed:

- 22.9% of students of the control group (8 people) and 18.7% of the experimental group (6 people) showed a high level.

- 40.0% of students of the control group (14 people) and 37.5% of the experimental group (12 people) showed a low level, which indicates insufficient desire for this activity in mastering professional knowledge and striving professional self-realization.

According to the general indicator measuring reflective skills the following figures were observed:

- A high level of adequate self-assessment and self-analysis of one's own activity was noted in 34.3% of students of the control group (12 people) and 34.4% of the experimental group (11 people).

- A low level was found in 37.1% of students of the control group (13 people) and 34.4% of the experimental group (11 people).

Only 28.6% of students of the control group (10 people) and 25.0% of the experimental group (8 people) showed high levels of both indicators of the required criterion.

So, the results of the conducted objective research confirmed approximately the same initial level of the professional image development in accordance with the chosen criteria, in most cases showing medium and low levels.

The research of the personal influencing factors includes the identification of the professional etiquette development level in future psychologists (in particular, the culture of business communication, communication skills), the ability to create aesthetics of the attractive impression (including the aesthetics of the personal image), mastery of verbal and non-verbal means of communication, self-presentation skills in performing in the professional environment, as well as the development of necessary personal qualities (such as cognitive activities, critical thinking, initiative, creativity, self-confidence, tolerance, empathy, flexibility in behavior and social activity).

The first indicator of the personal criteria was determined using the questionnaire "Diagnostics of self-regulation and communicative control" by M. Schneider. This method is designed to assess the level of communicative control. A high level of communicative control features a person who is constantly in control of own behavior, one who is in good control of himself/herself and own emotions. However, such a person may experience difficulties in spontaneous self-expression and avoids any unpredictable situations.

According to the results of diagnostics, this level was found in 20.0% of the students (7 people) of CG and 18.8% of students (6 people) of EG. A person with an average level of communicative control shows openness in communication, communicates sincerely, but maintains adequate emotional restraint and correlates his/her reactions with the content of reactions of the others. This level was established at 37.1% (13 students) of CG and 40.6% (13 students) of EG. Individuals with low communicative control show great impulsiveness in communication, their behavior is considered open and unpredictable, but they may be perceived by others as intrusive. Their behavior almost does not change depending on the situation and does not always correspond to the norms of communication. A low level of communicative control was found in 42.9% of respondents (15 students) of CG and 40.6% (13 students) of EG.

When determining the second indicator, namely the ability to self-present in the conditions of the professional performance, we used the methods of G. Rosen and A. Panfilov. Methodology "Determining the level of perceptual non-verbal competence" by G. Rosen allows us to reveal the expression degree of the ability to establish relationships and read the context of communication. A moderate, normative level of non-verbal competence was established in 17.1% (6 students) of CG and 12.5% of respondents (4 students) of EG. Students who are assigned to the group with higher level of non-verbal competence are characterized by the fact that they prioritize too much problems of other people and are not attentive enough to their own. 31.4% (11 people) in CG and 40.6% (13 people) in EG were found to be such. People with a low level, on the contrary, are deeply absorbed in their own problems and are not attentive enough to the problems of others, they show inability to establish relationships and understand the nature of interpersonal interaction.

A low level of non-verbal competence was found in 51.5% (18 people) of CG and 46.9% of respondents (15 people) of EG.

To determine the development level of the "self-image" aesthetics among future psychologists along with their abilities and skills of creating visual appeal the method of Panfilov "Check your image" has been applied, which includes an assessment of such parameters as the voice sound, the art of communication (written and verbal), presentation skills, social skills, ability to behave in a society, visual

contact, handshakes, posture, keeping in shape, self-care (hair, skin, hands), clothing and individual style, manners. The results of the questionnaire show that a high level of the image visual components is observed in 17.1% (5 students) of the CG and 15.6% (5 students) of the EG; the average level was found in 34.3% (12 students) of CG and 43.8% (14 students) of EG; a low level was shown in 48.6% (17 respondents) of CG and 40.6% (13 respondents) of EG.

General results of the indicator measuring self-presentation skills in the professional performance environment show a presence of high level verbal and non-verbal communication skills and visual attractiveness in 17.1% of respondents (6 people) CG and 12.5% (4 people) EG, an average level in 34.3% (12 students) of CG and 43.75% (14 students) of EG, low level in 48.6% (17 people) CG and 43.75% (14 people) EG.

The third indicator was determined using the "Questionnaire of personal orientations (POI)" by E. Shoster. This technique is aimed at determining the level of self-actualization of an individual and reveals the concept through such features as managing time, flexibility of behavior, creativity, cognitive needs, sensitivity, spontaneity, self-respect, self-acceptance, understanding of human nature, synergy, acceptance of aggression, physical contact, etc.

Only 17.1% of respondents (6 students) of CG and 15.6% (5 students) of EG have a high level of formation of these qualities; the average level of self-actualization of the individual was noted in 34.3% (12 subjects) of CG and 37.5% (12 subjects) of EG. A low level was found by 48.6% of representatives (17 students) of CG and 46.9% (15 students) of EG.

Generalized results of the study of all components of the personal criteria made it possible to determine the next level of professional image making among future psychologists of the experimental and control groups: a high level of development was demonstrated by 17.1% of students (6 people) of CG and 15.6% (5 students) of EG, 34.3% (12 students) of CG and 40.6% of students (13 people) of EG have an average level,

a low level was noted in 48.6% of students (17 people) of CG and 43.8% (14 students) of EG.

Thus, the results of the ascertainment experiment determine the head away for conducting the formative stage of the experiment with EG students. We assume, that the success of professional image making among psychologists during their professional training will depend on feasibility of specific teaching conditions and effectiveness of their implementation during their learning at a higher educational level. These conditions will help students to realize the importance of developing a professional image for their successful professional activity. This will help them acquire skills of personal and professional self-determination, as well as develop their own professional image.

We have developed a psycho-corrective program aimed at comprehensive development of personal qualities, communication skills and inner harmony of students who study psychology. This program is aimed not only at the outer image, but also at the development of the inner resilience and general psychological stability, which are key to successful practicing in the future. Psycho-corrective techniques allow students not only to improve their own well-being and level of emotional intelligence, but also to acquire the necessary knowledge and skills for effective work with clients in the future.

Thus, the development of the image of future psychologists through the psycho-corrective program becomes an important step for the professional competence qualities and a successful career in this extremely important field.

The psycho-corrective program for developing image of future psychologists is a complex and detailed initiative aimed at forming a positive and professionally responsible image of students who study psychology. This program recognizes that success in this field requires not only external attributes, but also the development of internal qualities that support both personal and professional growth.

The first stage of the program "Image Diagnostics", determines a starting point for each participant, analyzing both the external image and internal qualities. This includes assessing clothing style, manners as well as the emotional stability and empathy.

At the second stage "Planning Individual Goals" personal tasks are set for each participant. These goals can be aimed at improving appearance, developing communication skills, and increasing self-awareness.

The third stage "Psycho-correction and Self-development", includes the use of various techniques, such as emotional intelligence and meditation courses. These techniques contribute to the improvement of emotional state and internal stability.

The fourth stage is communication skills training designed to prepare future psychologists for effective communication with clients and colleagues. Participants engage in role-playing, learn techniques of active listening and interaction.

After the completion of the program at the fifth stage "Final evaluation and planning of further steps" an analysis of achievements is carried out and further steps for the personal and professional development of the participants are determined.

In general, this program is a key step in the training future psychologists, as it not only contributing to the external image development, but also to promoting the development of internal qualities which are required for successful practicing in this important area.

The analysis of the experiment results at the formative phase includes the criteria of the development level of professional image among future psychologists and shows a significant progress in the experimental group compared to the control group.

In the experimental group, the number of persons showing a high level of professional image is higher by 27.1%, which is a significant positive trend. It is also worth noting that the number of students with a low level of education is decreased by 28.2%, which also indicates the effectiveness of the experimental program in improving the quality of professional image among the participants.

No significant changes of this type were observed in the control group. The number of students with a high level of education is higher by only 4.8%, while the number of students with a low education level is less by 6.6%.

The analysis of the dynamics of the need for professional development and self-development among future psychologists in accordance with applied criteria show significant changes occurring after introducing certain teaching methods.

In the experimental group (EG), the number of students with a higher level of need for professional development and self-development increased by 28.2%, which is a very significant positive trend.

It is also worth noting that the number of students with a low level of this need has been decreased by 21.9%, which indicates a success of the experimental program in influencing the formation of this important component contributing to the professional image.

In the control group (CG), the percentage of students with a high level of this need is higher by only 2.8%, and the percentage of students with a low level is lower by 5.7%, which are less significant changes compared to the EG.

An analysis was also carried out according to the indicator of reflective skills level. The number of students with higher level of reflective skills in CG increased by only 2.8%, while in EG - by 21.9%.

The decrease in the number of students with a low level of reflective skills was also more noticeable in EG (decreased by 18.8%), compared to CG (decreased by only 8.5%).

The figures show the dynamics of shifts according to the required criterion "Need for professional development and self-development" for the control (CG) and experimental (EG) groups, and the dynamics of shifts in accordance to the required criteria of "Formation of reflective skills" for CG and EG.

These graphs provide a visual representation of how the program influences the formation of these important aspects of the professional image among future psychologists. They help to analyze and compare the dynamics of changes between control and experimental groups throughout the experiment.

The analysis of the dynamics of changes in personal criteria shows significant positive changes among the students of the experimental group (EG), especially regarding the communicative control development.

First of all, it is worth noting that number of students with a high level of development of communicative control in the EG group is increased by 15.6%, which testifies to the successful implementation of teaching methods and techniques aimed at improving skills of interaction and overall effective communication. The decrease in number of students with a low level of communicative control by 18.7% further emphasizes the positive results of the implemented pedagogical measures. This shows that the participants of the program experience an improvement in their ability to cope with difficult communication situations and interact effectively with others.

Compared to the control group (CG), the dynamics of changes in the level of communicative control among EG students is significant. In CG, high and low levels of communicative control development increase by only 2.9% and decrease by 5.8%, respectively. This indicates that the implementation of pedagogical practices and techniques in the control group does not have such a significant impact on the development of communicative skills as in the EG.

Therefore, the results demonstrate the effectiveness of the psycho-corrective program in increasing the level of communicative control among future psychologists. All of it confirms the importance of using specialized methods and techniques in the process of training specialists in this area.

Conclusion.

In the course of the study, the component based structural content of the psychologist's professional image was revealed. It has been confirmed that this phenomenon consists of such interconnected components as value-reflective, visual-behavioral and professional-oriented activities. Each of these components perform its own function: motivational, axiological and reflective - for the value-reflective component; aesthetic, emotional expressiveness and interpersonal adaptation - for the visual-behavioral component; nominative, informational, conative, cognitive and creative - for the professional - oriented activity component.

In addition, the criteria and indicators of the professional image making among future psychologists were determined. The specified criteria include necessary reflective, personal and cognitive-praxeological aspects. Levels of formation (productive, reproductive, fragmentary) were established for each criterion, and the content of the indicators was also determined. Appropriate sources of information such as questionnaires, interviews, tests and diagnostic methods were selected for effective studies.

The conducted empirical study contributes to a deeper understanding of the practical aspects of establishing a personal image for the future psychologists. This analysis reveals a great importance of professional practices and personal characteristics of a psychologist in society, which allows us to draw important conclusions about this topic.

Therefore, in the light of the analysis of the results and according to all the defined criteria and indicators, it can be concluded that there is a significant positive dynamics in the formation of the professional image among the students of the experimental group. This confirms the relevance of the research hypothesis and the positive impact of the implemented pedagogical conditions on the development of the professional image of future psychologists in the process of their professional training.

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