

## SELF-REGULATION OF THE EMOTIONAL STATE AS THE BASIS OF THE FUTURE SPECIALIST FORMATION

**Korniienko Inokentii Oleksiiovych,**

Doctor of Psychological Sciences,

Professor at the Psychology Department

Mukachevo State University

ORCID ID: 0000-0003-1451-4128

Web of Science Researcher ID: AAW-3308-2020

Scopus Author ID: 57214599248

**Barchi Beata Vasylivna,**

Candidate of Psychological Sciences,

Associate Professor at the Psychology Department

Mukachevo State University

ORCID ID: 0000-0002-5923-7331

Web of Science Researcher ID: ABD-7295-2020

Scopus Author ID: 57216440046

*The modern system of training a future specialist requires the student to develop both creative potential and the disclosure of individual personality qualities. The student is considered as a subject of initiation of personal activity, who is able to arbitrarily regulate their own activity in order to achieve professional goals. In this context, initiative, creativity, responsibility, ability to self-determination, self-actualization, and self-reflection are the leading personality characteristics that must be fostered. In the article, the authors carried out a theoretical analysis of the content and structural organization of psychological self-regulation in the process of future specialist formation. It has been substantiated that self-regulation is the management of one's psycho-emotional state, which is achieved by influencing oneself with the help of words, imaginary images, as well as controlling muscle tone and breathing. The methods of self-regulation of the emotional state, which contribute to the restoration of strength, normalize the emotional background, and strengthen the mobilization of the body's resources have been characterized. Based on the analysis, recommendations have been made for the formation of certain components of the psychological self-regulation of the individual in the process of the future specialist development. It has been proven that the process of developing emotional and volitional self-control is based on three main points: relaxation, visualization, and self-suggestion. The main goal is to learn to consciously create an optimal "internal atmosphere" within oneself. Relaxation techniques help reduce muscle tension, slow breathing, and promote a calmer state of mind. Visualization involves forming vivid mental images that can shape emotions and mindset. Self-suggestion uses positive affirmations and self-talk to reinforce desired attitudes and behaviours. By mastering these self-regulation methods, students can better manage stress, improve focus, boost confidence, and maintain motivation throughout their professional training.*

**Key words:** students, self-regulation, emotional state, emotional regulation, personality development.

### **Корнієнко Інокентій, Барчі Беата. Саморегуляція емоційного стану як основа формування майбутнього фахівця**

Сучасна система підготовки майбутнього фахівця вимагає від студента як розвитку творчого потенціалу, так і розкриття індивідуальних якостей особистості. Студент розглядається як суб'єкт ініціювання особистої діяльності, який здатний доволно регулювати власну діяльність для досягнення професійних цілей. У цьому контексті провідними особистісними характеристиками є ініціативність, креативність, відповідальність, здатність до самовизначення, самоактуалізації та саморефлексії. У статті автори здійснили теоретичний аналіз змісту та структурної організації психологічної саморегуляції в процесі становлення майбутнього фахівця. Обґрунтовано, що саморегуляція – це управління власним психоемоційним станом, якого досягають шляхом впливу на себе за допомогою слів, уявних образів, а також контролю м'язового тону та дихання. Схарактеризовано методи саморегуляції емоційного стану, які сприяють відновленню сил, нормалізації емоційного фону та посиленню мобілізації ресурсів організму. На основі аналізу надано рекомендації щодо формування певних компонентів психологічної саморегуляції особистості в процесі розвитку майбутнього фахівця. Доведено, що процес розвитку емоційно-вольового самоконтролю ґрунтується на трьох основних моментах: релаксації, візуалізації та самонавіюванні. Головна мета – навчитися свідомо створювати в собі оптимальну «внутрішню атмосферу». Техніки релаксації допомагають зменшити м'язове напруження, сповільнити дихання та сприяти більш спокійному стану розуму. Візуалізація передбачає формування яскравих розумових образів, які можуть формувати емоції та налаштування розуму. Самонавіювання використовує позитивні твердження та самоконтроль для підкріплення бажаних установок і моделей поведінки. Опанувавши ці методи саморегуляції, студенти зможуть краще керувати стресом, поліпшити концентрацію, підвищити впевненість та підтримувати мотивацію протягом професійної підготовки. Автори наголошують, що навички саморегуляції життєво важливі не лише для академічного успіху, а й для досягнення успіхів у майбутній кар'єрі. Фахівці будь-якої галузі повинні вміти зберігати витримку під тиском, швидко відновлюватися після невдач та проактивно створювати психологічні умови, які сприяють піковій продуктивності. Отже, формування

*у студентів міцних здібностей до саморегуляції готує їх до успішного подолання неминучих викликів, що виникатимуть. Це культивує життєстійкість, емоційний інтелект та самоконтроль, необхідні для повної реалізації свого потенціалу як фахівця в будь-якій сфері.*

**Ключові слова:** студенти, саморегуляція, емоційний стан, емоційна регуляція, становлення особистості.

**Introduction.** The problem of high-quality professional training of the future specialist is quite relevant nowadays. One of the main aspects of this problem is the formation of professional competence. Here it should be emphasized the need to develop important personal characteristics related to the communicative, emotional and intellectual spheres of a specialist's personality. Among the specified spheres of personality, the emotional sphere plays not the least role in the process of professional activity. After all, such features of the emotional sphere as emotional stability, confidence, a high level of self-control, frustration tolerance, empathy, and others significantly affect work efficiency.

Self-regulation is an essential feature of a person's existence in society. However, its effective development depends on various external and internal factors. The problem with self-regulation is especially acute among young people, namely students. Problems with self-regulation in students can arise for many reasons. Due to the fact that many students do not know how to regulate their own mental processes and behavior, many students turn out to be socially maladapted, unable to adapt to new conditions in the learning process, which causes mental and emotional breakdowns. In the modern educational process, students need to create such conditions for their educational activities, which would contribute to the comfortable learning of each student and contribute to successful employment.

So, the problem of high-quality professional training is quite relevant nowadays. It focuses attention on the need to form professionally important personal traits in students - future specialists. In particular, one of the main tasks in the process of training specialists should be the formation of students' skills of self-control, emotional stability and personal self-organization, which are very important in future professional activities.

The purpose of the article is theoretical substantiation of the problem of self-regulation of the future specialist emotional state as one of the conditions for his/her successful professional activity.

**Materials and methods.** A theoretical analysis and discussion of the problem of self-regulation of future specialist emotional state as a condition for the formation of his successful activity.

**Discussion.** The phenomenon of "self-regulation" has become the subject of close attention of many researchers. In particular, I.Halian, using the example of sensorimotor activity, singled out the individual typological features of the regulatory processes of planning (setting a goal), modeling achievement situations, programming actions, evaluating results and correction, that is, processes that implement the main components of the system of self-regulation of activity and activity of an individual. The author considers conscious self-regulation as a system-organized process of a person's internal mental activity regarding

the initiation, construction, management, and support of various types and forms of voluntary activity, goals directly accepted by a person [5].

A significant contribution to the development of the problem of self-regulation of individual behavior was made by M. Boryshevsky, who considered that self-regulation mechanisms can be based on the following structural components: self-esteem is the result of mental operations, in which an emotional component as subjective experiences; their main function is the correction of accepted goals and tasks; social-psychological expectation, which acts as an intermediary between the self-awareness of the individual and own social environment in the process of self-regulation of behavior; the image of "I" – as a result of self-knowledge; as the main the purpose of an individual's life activity; as a psychological formation that provides the main function of self-regulation – the function of goal setting; as a generalized, global mechanism of self-regulation at the personal level [4].

Emotions are a specific form of human interaction with the environment, aimed at learning and transforming the world, as well as oneself in this world. At the phenomenological level, emotion appears as an experience of something that has immediate significance for the subject. Leading specialists (I. Beh, O. Zaporozhets, A. Kosheleva, Ya. Neverovych) point out that knowledge and ideas about norms of behavior, supplemented by an emotional attitude towards them, turn into beliefs and become "internal motivations" for activity and behavior [3].

Emotional empathy plays the role of a basic condition of personal growth. Empathy creates favorable conditions for the disclosure and development of a person, makes him/her open to changes as a form of showing respect and recognition. Thanks to this, the reality of the dialogue is not only recognized, but also experienced by a whole person as a vital, meaningful event, as complicity with other people.

In the scientific literature, such concepts as self-regulation of the emotional state and emotional self-regulation are used in parallel. These concepts are identical, so in our work we will meet both one concept and another. There is a significant number of scientific works dedicated to the study of self-regulation of the emotional state and its manifestations in professional activity. This problem was considered in studies, the authors of which are: O.Chebykin, L. Dyka, B. Dodonov, M.Hryntsiv, I. Galyan, V. Zarytska, O. Prokhorov, V. Maryshchuk and others.

The subject of behavior self-regulation is relatively new in psychology. Its origins date back to the second half of the 80s and the beginning of the 90s of the 20th century. The actual term "regulation" was proposed by the French psychologist-researcher P.Jeanet, emphasizing that the ability to self-regulate is one of the most important indicators of personality development, which is a kind of system of internal norms and rules of behavior that turn an individ-

ual into an active subject of activity. An important contribution to the study of the problems of regulation and self-regulation of behavior is made by the works of foreign scientists who studied motivational attitudes: life goals, locus of control, striving for success, cognitive dissonance. Self-regulation is one of the key categories of psychology [1].

In order to understand the concept of “self-regulation”, let’s turn to the analysis of the views of domestic and foreign scientists. A. Bandura considers self-regulation in the context of social learning theory and social cognitive theory. According to the scientist, behavior is determined not only by environmental factors, but also by the individual himself: “People are able to control their behavior using a process known as self-regulation” [2].

Self-regulation is also considered as a psychological mechanism for organizing behavior, activity and cognitive processes. Self-regulation is a property necessary for professional development, which is a complex multi-component process subordinate to the goal and task of activity, regulated by certain mechanisms and carried out by a person as a subject of activity. In accordance with the context of the etymology of the concept of self-regulation and the views of researchers, various types of this process are considered: volitional, emotional, intellectual, moral, motivational, personal, sensorimotor, stylistic, value-meaning self-regulation [6].

It was singled out three stages of formation of personality self-regulation: basal emotional, volitional, meaningful and valuable. The author believes that the process of self-regulation involves the restructuring of semantic formations. The latter, being aware, are generated in the process of semantic binding, when “an internal connection with the value sphere of the individual is established and the neutral to this content is transformed into an emotionally charged meaning. The result of this work will be the emergence of new intentions and the harmonization of the inner world of the individual”. Such meaningful, valuable self-regulation is the highest level of development of personal self-regulation and can be carried out only by a complete and integrated personality [6].

The emotional component of professional stability of the future specialist is manifested in the emotional sphere of personality, caused by experiences that reflect his/her needs and activate or inhibit activity. Emotional tension in any activity is characterized by experiencing negative emotions, excessive excitement, exhaustion of the nervous system. This leads to psychological stress, prevents a person from changing the level of emotional arousal, and objectively evaluating the conditions for further professional activity.

The absence of emotional tension should be combined with the specialist’s ability to create an arbitrarily-necessary mood, to make the most of their potential. This will be manifested in a person’s preservation of an optimistic mood, the absence of fear, depression in non-standard situations, the ability to restrain one’s emotions in difficult situations, which in turn is associated with the ability to quickly make the right decision. It is very important to learn how to reduce decision-making time. Decision-making is primar-

ily manifested in managing one’s inner world, that is, in self-regulation. It is impossible to influence others without knowing how to control yourself.

Emotional self-regulation consists in a system of mental actions aimed either at the activation of emotional processes, or at inhibition, stabilization. The objects of emotional self-regulation of the future specialist are: emotional reactions (anger, irritation, indignation, fear); mood (depression, apathy, depressed mood, upset). The most common property of all objects of emotional self-regulation of the individual is negative experiences and the associated feeling of mental discomfort, which interferes with normal professional activity. Therefore, mental actions for self-regulation should be aimed at the elimination of these emotional experiences, at the formation of mental comfort, emotional stability. Techniques of self-regulation of the emotional state are designed to help a person manage his mood, influence it.

Self-regulation is conditionally divided into physical and mental (emotional). Physical self-regulation begins with awareness of one’s own physical body, its condition, the nature of the work of organs and muscles. Any act of activity includes muscle actions. Therefore, each psycho-emotional state reflects on the neuromuscular system and leads to its change. Stress, fatigue - the result of long-term tension of certain muscles, constant readiness to work or repel aggression. Therefore, the antidote to stress, anxiety, and fatigue is conscious muscle relaxation. Having realized the place of tension, one should successively straighten and imagine heavy and warm hands, palms, fingers, legs, back, shoulders, etc.

To rest means to relax, even a small break is enough for this. Emotional state is the same professional problem as preparedness. Self-regulation manifests itself not only in the ability to relieve tension, but also to create a feeling of restrained strength, self-confidence, energy, and activity. Psychological self-regulation consists in managing one’s experiences, feelings, ideas, attention, etc. It includes the ability to change the emotional state, restrain anger, irritation, resentment; induce calmness, working mood; demonstrate confidence, benevolence, optimism. This is possible with the help of physical actions, full concentration, imaginative self-suggestion, rational introspection and other methods of self-regulation.

The first way to influence emotions is to change facial expressions, muscle tension, and movements. Emotional self-regulation is not suppressing negative images, but changing them to ones that stimulate useful deeds. In our opinion, the most effective mastering of the skills and abilities of emotional self-regulation of students’ activities is implemented through: development of pedagogical techniques; psychological training on creating a success situation; autogenic training.

Pedagogical technique is the possession of a psychophysical apparatus. This is a system of a significant number of skills that allow a person to use his body as a tool of influence through voice, facial expressions, and vocabulary. We highlight two topics in this section: voice and facial expressions.

Releasing your breath is one of the ways to help you get rid of your problems and relax at the same time. Forget all the troubles, just allow yourself to do it. You can come back to them whenever you want, but there's no harm in giving yourself a break. Breathe slowly, calmly and deeply for three minutes, you can even close your eyes if you prefer. If you want, count to five while breathing in and seven while breathing out. Imagine that when you enjoy this deep, leisurely breath, all your troubles and anxiety evaporate.

Repetition of short, simple statements allows person to cope with emotional tension, relieves anxiety. Here are some examples: I feel better now; I can relax completely and then pull myself together quickly; I can control my inner feelings; I can handle the tension any time I want; life is too short to waste it on all kinds of anxiety; whatever happens, I will try to do everything that depends on me to avoid stress; inside I feel that everything will be fine. The person can make up own statements. The main thing is to repeat them several times a day (out loud or write them down).

If the person doesn't know how to approach solving a problem, he/she can do the following: write down all thoughts related to the problem. It should be a list of positive actions, that is, what should be done to solve it, or what should not be done. Next step is to choose the 2–3 most effective of them, in own opinion. It is important to try to adapt to the situation, convincing own self to accept everything as it is. It's worth to start with the most pressing problem and ask for advice from someone who is able to assess the situation objectively.

The following method helps to calm the confusion. Confusion is a multitude of problems plus the desire to solve each of them at this very moment. It also leads to tension. This method is effective both at work and when performing daily household chores.

When a person feels that he is becoming inattentive, that something is confusing, he should look at the clock and try to fully concentrate on what the person is doing in the next 10 minutes. You should not allow yourself to be distracted or evade the main business. It is necessary to focus on the upcoming activity, regardless of what it is (studying, cleaning the house, talking). After concentrating on something for 10 minutes, most likely, a person will feel calm, and after practicing, he will be able to achieve a good result in 2–3 minutes.

The second step in implementing the condition of mastering the skills and abilities of emotional self-regulation of students' activities is psychological training on creating a situation of success. The situation of success is the living of the subject of his personal achievements in the context of the history of his personal life. It is always subjective, the result of efforts is evaluated only when compared with the results of yesterday's efforts, from the perspective of tomorrow's prospects of the individual. The second way – full concentration on the process of any activity, and not on the results, external objects or one's own emotions, improves its quality, improves memory, thinking.

People who suffer from excessive stress at work can use the following methods. You should develop a system

of priorities in your work. Work should be evaluated as follows: done today; to do this week; do when there is time. It is necessary to learn to say "no" when the limit is reached, after which a person can no longer take on more work. Effective and reliable relations with the manager should be established. Improve relations with team members, formal and informal groups. Don't complain, think about your every step. Skillfully organize your vacation. Study the relevant literature and apply the acquired knowledge in practice.

The third way of self-regulation is controlling one's imagination, imaginative self-suggestion. Controlling the images we imagine, we influence our thoughts, mood, desires, and needs. To control the imagination means not to fight with the images that arise, but to observe them as if from the side, emotionally separated from the situation we imagine, analyzing their causes, functions, mechanisms. Mental programming (reflection) of stressful situations against the background of relaxation (relaxation) allows you to manage yourself. Self-control is possible only through understanding, forecasting, imagining the consequences of one's actions.

Autogenic training is an independent training system that combines individual aspects of several psychoregulatory techniques. In autogenic training, a high involvement of attention is produced for the conscious direction of influence on the regulation of neuropsychological processes. In the process of autogenic training, a state of relaxation occurs, i.e. passive concentration on specific sensations, which is accompanied by a feeling of deep peace, relief of tension and excitement. In this state, it is very good to implement forms of self-suggestion aimed at regulating various states and physical functions of the body.

The main provisions of the AT technique can be marked as follows: the ability to deeply and quickly induce complete relaxation of the muscles of the body, inducing a feeling of warmth in the extremities with the help of arbitrary influence on the tone of peripheral vessels; arbitrary regulation of the rhythm of cardiac activity; influence on the depth and rhythm of breathing; the ability to cause a feeling of warmth in the abdomen, coolness in the forehead.

AT is based on self-suggestion. As practice shows, especially vivid ideas can be evoked in a state of relaxation. In this regard, the most favorable time for self-suggestion, natural autohypnosis is the moment after a night's sleep and before falling asleep. If you think about it a little, the saying "got off on the wrong foot" becomes clear. To begin with, try to imagine something very good when person wake up - mood will be at a higher level than usual all day. In addition to morning and evening hours, blood pressure can be performed up to two to three times a day, depending on the rhythm and routine of person's life. To achieve the maximum effect, person need to exercise every day, regardless of how he/she feels.

Mental relaxation should be learned naturally in a relaxed position. It is most convenient to practice lying on back, with arms slightly bent at the elbows, palms down along the body, and feet spread 20-30 centimeters

apart. The second position is sitting in a soft chair with a headrest and armrests on which to rest relaxed hands. However, such conditions are not always at your disposal, and the so-called “coach pose” can be considered the most accessible for classes in any situation. To take it, it is needed to sit on a chair straight, straighten back, and then relax all skeletal muscles. The head is lowered on the chest, the eyes are closed, the legs are slightly apart and bent at an obtuse angle, the hands lie on the knees without touching each other, the elbows are slightly rounded – in short, the typical posture of a charioteer dozing in anticipation.

Mastering AT can prevent immersion in a passive, uncontrolled state of dozing and sleep. To drive away excessive sleepiness, 3–4 deep breaths in and out should be taken and eyes should be closed tightly 3–4 times without lifting eyelids. At the same time, the person needs to convince own self that drowsiness passes, a feeling of peace and relaxation sets in, and continue training.

**Results.** By developing the ability to regulate one’s emotions, we work on the formation of such signs of professional stability, such as: the absence of emotional tension, fear of various situations in professional activity, the ability to regulate one’s emotional state, self-confidence as a professional, the ability to make the right decisions in non-standard situations. The analysis of theoretical sources allowed us to assume that self-regulation of the emotional state of the individual is an important component of the activity of the future specialist. We substantiated that self-regulation of an individual is a conscious and organized influence on one’s own behavioral activity. It constitutes a complete system of mental means, individual characteristics, with the help of which a person, as a subject of professional activity, is able to manage his purposeful activity. We see the *prospects for further research* in development of practical recommendations in the process of professional training and practice of psycho-emotional self-regulation skills.

#### Bibliography:

1. Балашов Е.М. Психологічні особливості саморегуляції навчальної діяльності студентів як одного з компонентів самосвідомості. Психологія свідомості: теорія і практика наукових досліджень–2019: Тези III міжнародної науково-практичної конференції, м. Київ, 2019. 21, 125–130.
2. Bandura A. Social cognitive theory of self-regulation. *Organizational Behavior and Human Decision Processes*, 1991. 50(2), 248–287 [https://doi.org/10.1016/0749-5978\(91\)90022-L](https://doi.org/10.1016/0749-5978(91)90022-L)
3. Бех І. Д. Психологічні механізми сходження особистості до духовних цінностей. *Педагогіка і психологія*, 2011. 2, 37–44.
4. Боришевський М. Концептуальні засади проблеми самотворення особистості. *Психологія особистості*, 2013. (1), 39–47
5. Галян І. Психологічний аналіз сутності саморегуляції як особистісної здатності. *Збірник наукових праць: філософія, соціологія, психологія*, 2015. 20 (1), 154–161.
6. Chebykin, O. Emotional regulation of cognitive activity: concept, mechanisms, conditions. *Psychology & society (Psihologія і suspil'stvo)*, 3, 2017. 86–103. <https://doi.org/10.35774/pis2017.03.086>

#### References:

1. Balashov, E. M. (2019). Psykholohichni osoblyvosti samorehuljatsii navchalnoi diialnosti studentiv yak odnogo z komponentiv samosvidomosti. [Psychological features of self-regulation of students’ learning activities as one of the components of self-awareness]. *Psykhologhiia svidomosti – Psychology of Consciousness: Tezy III mizhnarodnoi naukopraktychnoi konferentsii* (pp.125–130). Kyiv [in Ukrainian].
2. Bandura, A. (1991). Social cognitive theory of self-regulation. *Organizational Behavior and Human Decision Processes*, 50(2), 248–287 [https://doi.org/10.1016/0749-5978\(91\)90022-L](https://doi.org/10.1016/0749-5978(91)90022-L)
3. Bekh, I. D. (2011). Psykholohichni mekhanizmy skhodzhennia osobystosti do dukhovnykh tsinnosti [Psychological mechanisms of personality ascent to spiritual values]. *Pedahohika i psykhologhiia – Pedagogy and Psychology*, 2, 37–44. [in Ukrainian].
4. Boryshevskiy, M. (2013). Kontseptualni zasady problemy samotvorennia osobystosti. [Conceptual principles of the problem of self-creation of personality] *Psykhologhiia osobystosti – Personality psychology*. (1), 39–47. [in Ukrainian].
5. Halian, I. (2015). Psykholohichniy analiz sutnosti samorehuljatsii yak osobystisnoi zdatnosti. [Psychological analysis of the essence of self-regulation as a personal ability]. *Zbirnyk naukovykh prats: filosofii, sotsiolohiia, psykhologhiia, - Collection of scientific works: philosophy, sociology, psychology*, 20 (1), 154–161. [in Ukrainian].
6. Chebykin, O. (2017). Emotional regulation of cognitive activity: concept, mechanisms, conditions. *Psychology & society (Psihologія і suspil'stvo)*, 3, 86–103. <https://doi.org/10.35774/pis2017.03.086>