

Ministry of Education and Science of Ukraine  
Dnipro State Agrarian and Economic University  
Philology Department

## Collective Monograph



Specialists' Identity in Language Activity  
and Professional Communication



Dnipro, 2024

**Ministry of Education and Science of Ukraine  
Dnipro State Agrarian and Economic University  
Philology Department**



## **Collective Monograph**

# **“SPECIALISTS’ IDENTITY IN LANGUAGE ACTIVITY AND PROFESSIONAL COMMUNICATION”**

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**Olena Kazakevych**

**PERSONALITY-BASED LEARNING AS REFLECTION OF HUMANIZATION OF EDUCATION.....206**

**Tetiana Kramarenko**

**MASTERING SOFT SKILLS AS THE KEY TO PROFESSIONAL SUCCESS FOR FUTURE SPECIALISTS IN AGRICULTURAL BUSINESS.....244**

**Olena Nazarenko**

**LANGUAGE PROFESSIONAL TRAINING OF STUDENTS: THEORETICAL APPROACHES, PRACTICAL DIMENSIONS AND INNOVATIVE PROCESSES.....280**

**Kateryna Pantileienko**

**THE CAREER HISTORIES OF THE WOMEN IN ADMINISTRATORS SPHERE.....304**

**Olena Rezunova**

**THE EDUCATIONAL TRAINING AS AN EFFECTIVE TOOL FOR PHD STUDENTS SELF-EFFICIENCY DEVELOPMENT.....333**

**Tetyana Stasiuk**

**SPECIALISTS' IDENTITY IN COMMUNICATION AND PROFESSIONAL ACTIVITIES.....368**

**Olena Stukalo**

**PREPARATION OF FUTURE SPECIALISTS IN AGRICULTURE FOR PROFESSIONAL COMMUNICATION IN THE PROCESS OF FOREIGN LANGUAGE LEARNING.....407**

## THE EDUCATIONAL TRAINING AS AN EFFECTIVE TOOL FOR PHD STUDENTS SELF-EFFICIENCY DEVELOPMENT

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**Abstract.** *To educate competitive domestic scientist we need to use innovative technologies, which include educational trainings, contributing to training of highly effective scientists who know how to perform professional tasks effectively in the world of science.*

*In the study, the author attempts to reveal the essence of such basic research concepts as “self-efficacy” and “educational trainings”. The analysis of scientific literature made it possible to establish that the concept of self-efficacy is interpreted as the ability of a person to change himself, his behavior and achieve the desired result, effect (in work, study, etc.) with the least expenditure of personal and other resources; educational training should be understood as an activity aimed at acquiring knowledge, skills and abilities which are necessary for successful personal and professional activities.*

*The paper analyzes the role of educational trainings in the development of PhD students self-efficacy. The main attention is paid to the 3 groups of the most effective trainings for the development of PhD students self-efficacy, which include: trainings to identify one’s own positive sides and increase self-confidence, trainings aimed at restoring emotional resources, training aimed at self-regulation.*

*It has been proven that educational trainings help PhD students to orient themselves in their own mental states, to achieve adequate self-esteem and give future scientists the opportunity to achieve success in their personal and professional activities thanks to the increasing level of their self-efficacy.*

*The conducted monitoring made it possible to establish that the average number of PhD students with sufficient and high level of self-efficacy is not enough for effective scientific activities according to the modern requirements.*

**Key words:** *self-efficacy, PhD students, educational training, positive sides, self-confidence, self-regulation.*

**Introduction.** The successful path of professional development of future scientists depends not only on the quality of the acquired knowledge of the basic training courses, but also on how effectively they will be able to implement it in the complex conditions of uncertainty, multidimensionality of professional tasks, technology development and information saturation. In today’s changing world, it is important to have skills for self-education and self-development, to be able to analyze

and think critically, draw conclusions and listen to others, work in a team and establish business contacts with clients and partners.

The training of a competitive domestic scientist requires the use of not only traditional, but also innovative forms, methods, and technologies of education, which include educational trainings, contributing not only to the effective preparation of applicants with a high level of general and professional competences, but also highly effective scientists who can correctly assess their own abilities, opportunities and results of their research activities, and know how to be productive in the performance of professional tasks in the world of science.

That is why the problem of finding effective educational trainings for the development of PhD students self-efficacy is **quite relevant**.

**The aim of the research.** To reveal the essence of the concepts “self-efficacy” “educational trainings”, to analyze the role of educational trainings for the development of PhD self-efficacy, to conduct monitoring to identify the level of PhD students self-efficacy.

**Research methodology.** The general scientific methods (analysis, synthesis, comparative, systematization) have been used while writing the paper. The material has been presented according to the thematic principle. Comparative, typological and functional methods have been used for a comprehensive research of the topic. The method of analysis has been used for a detailed study of the concepts “self-efficacy” and “educational trainings”, which made it possible, in particular, to study scientific viewpoints on the need for implementation.

The method of synthesis made it possible to distinguish the role of educational trainings for the development of PhD students’ self-efficacy.

**Analysis of publications.** According to our previous research, the first thorough studies of the term “self-efficacy” appeared in the works of A. Bandura, a Canadian-American psychologist with Ukrainian roots, in the 1970s [3].

Later, this phenomenon was reflected in the researches of I. Brunova-Kalisetska, T. Bryan, N. Vodopyanova, M. Gaidar, T. Gordeeva, A. Derkach, P. Druker, V. Zazikin, D. Ziegler Freund, R. Schwarzer, M. Scheer and others.

The use of training technologies in the educational process investigated many domestic and foreign scientists, in particular, V. Andreev, I. Alekseeva, V. Bykov, L. Bondarev, I. Vachkov, S. Donchenko, M. Kipnis, J. Clifford, S. Thorp, S. Lytvynenko, M. Prozorova, E. Sydorenko, L. Sukhova, etc.

However, the role of educational trainings in PhD students self-efficacy remains unsolved, so the **novelty of the reseach** is to find and analyze the most effective educational trainings for PhD students self-efficacy development.

## **1. THE ESSENCE OF THE CONCEPTS “SELF-EFFICACY” AND “EDUCATIONAL TRAINING”**

Today’s personality is the creator of his own life. Everyone wants to be happy, successful and achieve their own goals, but not everyone succeeds. Unfortunately, there is only a small percentage of people who are able to realize their own abilities and use them optimally.

The success of each individual person is an important factor in the development of society as a whole, that is why the problem of using human potential is considered in a new way. The demand for highly effective scientists who can correctly assess their own abilities, opportunities and results of their reseach activities, and know how to perform professional tasks effectively is growing in the educational field.

The term “self-efficacy” was first proposed by the Canadian-American psychologist with Ukrainian roots, Albert Bandura, in the 1970s as part of his social-cognitive theory [3].

The term “self-efficacy” consists of two concepts: “self” and “efficiency”. “Self” is an action carried out by one’s own efforts, without outside help, aimed at oneself, and efficiency is the ability to perform work and achieve the desired result, set goals with the least expenditure of time and effort (resources). Therefore, the concept of “self-efficacy” can be interpreted as the ability of a person to change himself, his behavior and achieve the desired result, effect (in work, education, etc.) with the least expenditure of personal and other resources [10].

According to A. Bandura, self-efficacy together with the environment, previous behavior and other characteristics determines the future behavior of an individual. People with a high level of self-efficacy are able to create their own future, and not just predict it [2].

Researcher T. Kremeshna, analyzing the works of foreign scientists regarding the interpretation of the concept of self-efficacy, says that D. Myers paid considerable attention to the self-efficacy of an individual, considering it in the context of research on social psychology. The scientist noted that the idea of self-efficacy inspires a person not to put up with unfavorable circumstances, not to retreat after the first failures, but to make efforts, fighting doubts. Considering the phenomenon of self-efficacy, D. Myers proves the difference between self-efficacy and self-suggestion (belief in a positive outcome). According to the researcher, the main source of the growth of self-efficacy is the experienced experience of success, the competence of a person, which gives him faith in his abilities to achieve a positive result. Thus, D. Myers believes that self-efficacy is a combination of competence and its positive self-evaluation [14].

In the studies of H. Lefrancois, self-efficacy is interpreted as a person's judgment about how effectively he or she acts in certain situations. The researcher notes that judgments about self-efficacy affect the choice of activities, interests and efforts, emphasizing A. Bandura's opinion that to perform effective activities, it is necessary to possess competence in this activity and a positive assessment of the specified competence.

R. White is in the same positions. In his opinion, self-efficacy is manifested in the desire for competence, the innate need to master skills and a sense of one's own importance. According to the scientist, the desire for competence is a fundamentally important human motive, especially significant for the adaptation of those who are born with certain deficiencies.

The effort aimed at revealing one's own potential, the desire for competence can be considered as one of the aspects of a person's self-realization. The researcher believes that the idea of a person's desire for competence is of great importance for



understanding the essence of his self-efficacy, explains the individual's desire for knowledge, obtaining information about the environment [14].

N. Branden's views are based on the consideration of self-efficacy as an important aspect of self-evaluation of an individual. In this context, the researcher gives a thorough definition of self-efficacy, under which he understands a person's confidence in himself, in the ability to think, in the processes by which personal judgments, choices and decisions are made; confidence in the ability to understand the facts of reality, which are included in the sphere of needs and interests of the individual; cognitive confidence.

N. Branden believes that self-efficacy arises from the volitional function of consciousness, which sets a person an important task – to make oneself competent in overcoming life's difficulties. N. Branden understands self-efficacy as the refusal of human consciousness to accept helplessness as an unchanging and permanent condition, and which is manifested in perseverance in the face of difficulties.

After studying the literary sources of domestic and foreign authors and summarizing the existing definitions, we believe that the PhD students self-efficacy should be understood as *a complex, dynamic personality formation based on developed self-awareness, on the belief that he or she is able to organize effectively personal and professional life using necessary knowledge, skills, experience, technologies, verbal persuasion, physiological and emotional state.*

In addition, the presence of a high level self-efficacy can affect the functioning of an individual, namely:

- the perception of one's own efficiency affects the choice of activity. A person will do the activity, that, in his or her opinion, he or she can handle, and avoids the activity that, from his or her point of view, he or she cannot cope with. For example, between men and women with the same intellectual level, women are less confident in their own efficacy in terms of completing educational programs that require mathematical and technical abilities. As a result, they are less likely to choose natural sciences both as major subjects and as a field of professional activity.

- if the performance of the action has already begun, the perception of self-efficacy affects diligence and persistence, regardless of the difficulty of the task: self-efficacious individuals are able to resist obstacles to achieving the goal and tend to explain their own actions with internal reasons, rather than external circumstances. Therefore, a person's behavior largely depends on how he understands the reason for his failure in the activity.

- assessment of one's own effectiveness also affects emotional reactions. Uncertainty in one's own ability to solve the most important life tasks can even be accompanied by depression. The center of positive psychology and the object of the most numerous studies are the positive emotions of the state of happiness, contentment, the flow of optimism, hope, etc. Moreover, the role of these emotions is by no means reduced only to a good mood. Belief in one's own abilities, obtained after achieving success in one area of life (or in a separate job), is able to mobilize resources to be successful in another area [5].

The basis of human freedom, according to A. Bandura, is self-influence, which is possible due to the dual nature of the self – simultaneously as a subject and an object – and causally affects behavior in the same way as its external causes.

Next stage of our investigation moves us to the necessity of studying the very important for our research concept of educational trainings.

Scientific research and the experience of leading international universities show that interactive education provides effective development of skills in the practical application of theoretical knowledge. *Training technologies* are a component of their implementation.

We consider it expedient, first of all, to clarify the essence of the concept of training. In the dictionary of pedagogy, the concept “training” is considered as a method of influencing the personality in order to increase the effectiveness of human interaction with society [7].

According to K. Miliutina, training is a multifunctional method of purposeful changes in the psychological phenotypes of a person, group or organization with the aim of harmonizing professional and personal life [18, p. 264].

The training ensures not only the transfer of knowledge, but also a certain state of emotional elevation of the participants, as cognitive interests and aspirations for self-development are actualized. A special feature of the training is that after completing it, each participant has a clear idea of how the acquired skills can be used in the near future.

Training in higher education or educational training is a system of exercises aimed at developing the abilities of students and their acquisition of professional skills and abilities [4].

However, it should be noted that the trainings are not suitable for learning a large amount of theoretical material, and there are also restrictions on the number of people in the group – 12 – 14 participants.

Conducting such classes requires additional professional, personal and communicative competences from the teacher to create the necessary atmosphere, group dynamics and ensure the activity of each participant [17].

In contrast to traditional educational methods, training classes fully cover a person's potential: the level and scope of his competence, independence, decision-making ability and interaction, contribute to self-development and self-improvement.

During the educational training, informal, relaxed communication is created, which opens up to the participants various options for development and solving tasks from a specific educational discipline, regardless of the specialization of future specialists [21].

Training is an organizational form of training based on active and interactive technologies, intensive interpersonal and group communications, focused on the acquisition of social and professional experience, the development of professionally significant and personal qualities and abilities of students, the formation of general (universal, key) and professional competencies. Traditional training is aimed at the formation of professional knowledge, abilities and skills, and the modern realities of the labor market increasingly require specialists who, in addition to a high professional level, must be capable of self-development throughout life.

Training can be divided into three stages:

1) *the first stage* of training provides definition, actualization and stimulation of specific skills. For this purpose, special exercises are conducted aimed at getting to know each other, activating the participants to develop communication skills in the group;

2) *the second stage* is aimed at practicing various skills. For this, the participants of the training sessions are observed, various practical tasks are introduced and feedback is received for the trainer, and the training results are evaluated with a mandatory discussion of the expectations of the participants, which they expressed before the start of the training;

3) *the third stage* is defined as the stage of promotion and support of acquired skills. In the course of its implementation, conditions and opportunities are created for individual practice, self-development, self-improvement, and the formation of the necessary positive skills [20].

In general, the main advantages of training should include:

- expansion of participants' perception of themselves and others;
- encouraging cooperation, not competition;
- creation of opportunities for group members to determine and evaluate the skills of individual participants and raise their self-esteem;
- creation of opportunities for participants to get to know each other better and build mutual relations;
- development of listening and communication skills;
- optimization of the conditions for discussion of sensitive issues;
- promotion of tolerance and mutual understanding;
- stimulation of innovative approaches and creativity of each of the training participants [1] [6] [8] [9].

A favorable environment is specially created where everyone can see and realize his or her positives and negatives, achievements and defeats with ease and satisfaction. The environment helps to understand quickly what personal qualities are needed and what professional skills need to be developed. Due to the fact that the

training situation is educational, none of the participants risks existing relationships and views, but acquires and uses new experience. During training, any skill or quality is modeled in specific steps and instantly analyzed and tested in training conditions as close as possible to reality.

Training is the process by which a new skill or aspect of knowledge is learned. As a result, the individual acquires the tools to perform a certain job, as a result of which he moves from conscious ignorance to conscious competence. Real learning does not occur until the knowledge is transferred from the training setting to the “real world”.

Based on the analysis of scientific works, the following characteristic features of the training were distinguished, namely:

1) *short-term* (from 1 hour to 1 working day: this is the optimal period during which a person can successfully withstand the “information attack” and high workloads).

2) *interactivity* (in the trainings, the emphasis is on the interactive mode, communication, constant involvement of the group in the dialogue; games and cases (situational exercises) are used as the main teaching tool; the training is as close as possible to reality: here “everything is real”, even the moment of competition, competitiveness, which is inherent in the professional environment).

3) *involvement* (if at lectures and seminars everything completely depends on the student’s determination and perseverance, his willingness to learn new material, then the format of the training is different; due to the fact that the classes are held in the most active mode, the student of higher education simply has no choice: do you want to or not want – you have to absorb the necessary information. This is facilitated by the atmosphere in which he is immersed [1].

On the basis of the above definitions, it is possible to formulate the concept of “educational training”, which should be understood *as an activity aimed at acquiring knowledge, skills and abilities, correcting and forming abilities necessary for successful performance of personal and professional activities.*

## **2.1. THE ROLE OF EDUCATIONAL TRAININGS IN THE DEVELOPMENT OF PHD STUDENTS SELF-EFFICACY**

Modern trends of economic and social relations in Ukraine have a significant impact on higher education, causing a change in the orientation of youth training from the traditional acquisition of knowledge to self-development and self-improvement. Adequate self-esteem and a high level of relevant personal qualities of the future scientists determine the actualization of motivation for their personal and professional self-growth. There is a need to select and apply such forms of work that will allow solving this problem.

Today, the implementation of training programs is an effective practice for solving various tasks. The trainings for the development of PhD students self-efficacy are based on the conceptual ideas of humanistic psychology and pedagogy regarding the unity of the actual and the potential in the individual.

The main goal and tool for implementing the development orientation of self-efficacy training is to promote the formation of a sense of “social conjuncture” – the ability of an individual to orientate and function effectively in the dynamic context of the modern social environment.

Based on the understanding of a person as a source of inexhaustible possibilities, the training is aimed at activating the internal resources of a person’s self-development in the conditions of a specially organized social and psychological space.

The main tasks of trainings on the development of self-efficacy for PhD students include:

- self-examination and self-reflection of personal problem areas;
- activation of internal potential and motivation for self-development of the individual;
- direction of self-efforts of the individual to develop self-efficacy;
- practicing the skills of constructive interpersonal interaction;

- formation of a positive self-image based on self-acceptance.

The developmental effect of the training is achieved by the use of projective techniques, role-playing games and dramatizations, confrontational exercises, psychodiagnostic testing, and self-examination of the level of personal assimilation of knowledge.

The following tools are also used in the training program:

- analysis of situations,
- “behavior rehearsal” technique (modeling effective behavior), projective drawing,
- elements of psychogymnastics,
- psychodrama,
- physical therapy,
- tasks for self-discovery and self-reflection, etc.

The exercises used in the training program for the development of PhD students self-efficacy are conventionally divided into:

- emotionally tense (with elements of confrontation);
- facilitation (game situations aimed at practicing self-regulation skills);
- emotionally neutral (analysis of the content of parables, aphorisms, quotes).

The *structure of each training session* on the development of PhD student self-efficacy consists of semantic blocks traditional for group work:

1. *Greetings*, the purpose of which is to create an atmosphere of trust in the group and setup for joint work.

2. *Announcement of the subject* of the lesson, an important emphasis of which is the motivation for “active presence” through the formulation of joint topical tasks and the determination of ways to achieve them.

3. *Work on the topic* of the lesson, the main content of which is a set of exercises selected according to the topic of the lesson and its tasks.

4. *Summarizing the results* of the lesson, which involves determining the achieved “joint” and “individual” results.

The *objectification* of the underlying structure of the psychotechnology training allows us to expect the following results:

- development of the “culture” of personal expressiveness;
- mastering the skills of managing emotional states;
- increasing the level of social intelligence and intuition;
- expansion of the space of self-efficacy of the individual on the basis of assimilation of new knowledge.

As *indicators of self-efficacy* (“effective personal functioning”), it is possible to consider the presence of the following developed competencies and skills in training participants:

- the ability to make independent choices and make decisions;
- readiness to take responsibility for one’s choice and decision;
- ability to critical self-analysis and self-reflection;
- the ability to realize the value and uniqueness of each person’s individuality;
- ability to build constructive relationships with others;
- assertiveness – the ability to confidently defend one’s position in problematic situations, without resorting to either manipulation or aggressive actions;
- the ability to understand another person in the context of the requirements of a specific situation;
- the ability to receive and provide positive feedback in situations of interpersonal interaction;
- the ability to master negative experiences and stress, to manage one’s own emotional state;
- the ability to analyze the causes and consequences of one’s own reactions and actions, as well as the reactions and actions of others;



- the ability to use the experience of interpersonal communication as a resource for self-improvement.

Studying a significant amount of literature allowed us to identify 3 main groups of the most effective training exercises for the development of PhD students self-efficacy, namely :

1. *Trainings to identify one's own positive sides and increase self-confidence.*
2. *Trainings aimed at restoring emotional resources.*
3. *Training aimed at self-regulation [1; 2; 6; 8; 9; 11; 12; 13; 17; 18; 20:21].*

## **2.2. A GROUP OF TRAININGS TO IDENTIFY ONE'S OWN POSITIVE SIDES AND INCREASE SELF-CONFIDENCE**

### **Training "Get to know yourself"**

***Instruction.*** Give a true answer "yes" or "no" to the following 11 questions:

1. Have you ever bought something just because you find it hard to say no to the seller?
2. If someone talks loudly in public transport, in the theater, are you ashamed to ask to be quieter?
3. Is it difficult for you to ask a stranger about something?
4. Do you feel tense when you have to maintain a conversation in the company of people you don't know?
5. Are you embarrassed to criticize your friends if they are obviously wrong?
6. Do you feel embarrassed, not knowing what to say when you receive a compliment?
7. Do you often feel that people use you in their interests?
8. Is it difficult for you to refuse a good friend when you understand that this request is unreasonable?
9. Do your acquaintances consider you too soft-spoken?
10. Do you experience stiffness or difficulty expressing yourself in intimate relationships?

11. Do you suppress your feelings because you cannot openly and sincerely express them?

**Comments:** If the applicants answered “yes” to more than three questions, they lack self-confidence.

### **Training “Who am I”**

**Instruction.** Complete the sentences honestly and openly:

1. I am proud of myself when I...
2. I am an attractive person because...
3. I can become a good scientist because...
4. I have such excellent qualities that will help in carrying out scientific activities...
5. One of the best things I’ve done in my life...

**Comments.** Was it difficult to answer the questions? Why? Have you experienced complications when you thought “good” about yourself?

### **Training “Carriage”**

**Instruction.** Build a carriage by choosing any role written on the plates: roof, doors, seats, saddles, horses, coachman. Foreign objects cannot be used.

Comment: During the performance of the task, the teacher observes the behavior of the students: who organizes the work, who others listen to, who chooses which “roles” in the carriage. Each “role” speaks of certain qualities of a person: the roof is people who are ready to support at any moment in a difficult situation; doors – they usually become people who have good communication skills (who know how to negotiate, interact with others); sitting – these people are not very active, calm; sidoks – those who know how to travel at someone else’s expense, are not very hardworking and responsible; horses are hard workers, ready to “carry” any work; a coachman is usually a leader who knows how to lead.

### **Training “I am at home, I am at work / studying”**

**Instruction.** Divide the sheet in half, and then make 2 lists of definitions (as many as possible) “I am at home”, “I am at work / studying.

Analyze:

- similar features;
- opposite features;
- the same qualities that are manifested in different modalities;
- lack of common features;
- which list was easier to make; which came out more voluminous?
- what is the attitude towards the fact that there are noticeable differences in the characteristics, etc.

**Comments:** These exercises allow the participants to look at their relationship with the profession as if from the outside, to first determine their attitude to the situation, to note possible problems, “distortions” in the distribution of mental energy.

### **Training “Imagine yourself as a child”**

**Instruction.** There is still a child in each of us. We live with the burden of those judgments we heard in childhood. The basis of our life script is how we were programmed in childhood.

Take a piece of paper and on the left side of it make a list of the negative things that your parents, teachers, relatives said about you. Then write the positive things that your parents and teachers told you from the right.

**Comments:** Which of these lists is longer? Which of them determines to a greater extent your attitude towards yourself?

### **Training “Stairs”**

**Materials:** paper, pen, pencil

**Instructions:** Draw a ladder with 10 rungs, then draw yourself on the rung you think you are on now.

**Comments.** 1-4 step – low self-esteem, 5-7 step – adequate self-esteem, 8-10 step – overestimated self-esteem

**Questions for discussion:** 1. Does this result correspond to your ideas about self-esteem? Why do you think so?

### **Training “Grand Master”**

**Material:** paper, pen, pencil

**Instruction.** I suggest you think about the “Great Master” that you are and tell everyone about it. 2 minutes to think. Each participant in a circle begins his statement with the words “I am a great master...” for example, hiking, making coffee, while you need to convince other participants of this.

**Comments.** Was it difficult or easy for you to remember and say what you are among all the masters? What feelings arose during the task?

### **Training “Counterarguments”**

**Instruction.** Make a list of your weaknesses. Place it on the left half of the sheet. On the right side, opposite each point, indicate the positive thing that can be opposed to it. Justify these counterarguments and support them with examples.

For example: *I can't swim, but I can learn to do it soon because I've started going to the pool.*

### **Training “Advantages”**

**Instruction.** Tell your loved ones about your strengths – about what you love, appreciate, accept in yourself, about what gives you a sense of inner confidence and trust in yourself in various situations, including educational and scientific activities. It is not necessary to talk only about positive character traits, it is important to note what can be a point of support in these situations. It is important to express yourself directly, without any “but”, “if”, etc.

After that, try to “inventory” your strengths and write them down in a notebook.

*Comments.* This exercise is aimed at the ability to think about oneself as a person, a future scientist in a positive way, therefore, when performing it, it is necessary to avoid statements about one's shortcomings, mistakes, weaknesses.

### **Training “Perception of life”**

*Instruction.* Divide the sheet into two columns. In the first, write down negative moments that occurred during the implementation of scientific activity, in the second – positive aspects of the same events.

Rules:

- Do not discuss or brainstorm ideas.
- Write down all the ideas that come to mind.
- Do not judge ideas as bad or good.

Try to interpret all situations positively, find the good and draw conclusions from the negative moments.

### **Training “Modern Scientist”**

*Materials:* pictures, sheets of paper, pencils.

*Instruction.* At the beginning of the class, you received cases with emblems, with the help of which you unite into teams. In front of you are pictures and a piece of paper. Your task is to use the cards to come up with a collage on the theme “Modern Scientist”. For the presentation of their work, each group must choose a speaker, the presentation time is 3-5 minutes.

*Discussion:* What did you like about the task? What difficulties arose?

*Comments.* The exercise helps the participants to understand what occupations, abilities and skills a scientist should possess in the modern world.

## **2.3. A GROUP OF TRAININGS AIMED AT RESTORING EMOTIONAL RESOURCES**

### **Training “Sound”**

**Instruction.** Close your eyes, focus and pick out 3-5 different sounds in the room (the movement of the hands of the clock, the sound of the TV in the next room, etc.).

Now try to isolate a few sounds outside the room (a car horn from the street, the conversation of passers-by).

During the exercise, you should focus on the sensations of the body. What are they? Is it hot? Cold? Are your hands shaking? Or, on the contrary, somewhere in the body is pleasant: you feel warmth, muscles relax, a smile appears?

At the same time, it is necessary to focus attention on the second type of sensations, positive ones, tracking, describing and naming them. For example, you sit, start listening and then think: “What is happening to my body? Do I feel warm, cold, light-headed, tight or, on the contrary, relaxed?” And then you analyze whether these feelings are positive, negative or neutral for you. Because, for example, even heat can be both positive and negative: maybe you are hot right now and you want coolness. Or the feel can be neutral, that’s fine too.

However, when you fix a negative feeling, you need to “switch” it. To do this, you should track whether there is any part of the body that is currently in an okay state. It can be a nose, an ear, eyelids, hands, feet – anything. Then you should focus on the point where you are okay and “stay” there. That is, to shift the focus of attention from the hands, which are trembling, to, for example, the cheek, which is in the wall okay”.

**Comments:** The use of the senses, in this case hearing, brings the organism back to bodily contact with the environment, which is primary for it. This is how attention is refocused on the “here and now” moment, and our body understands that it is safe, that is, from a state of stress, the body returns to a state of okay.”

### **Training “Snowballs”**

**Materials:** sheets of paper.

**Instruction.** Work in pairs. One of the participants takes a sheet of A4 paper and holds it with both hands, the other imagines a situation that causes him negative

emotions and hits a mediocre sheet. Then we make balls from torn paper. Participants are divided into two teams and face each other. At the host's command, they start throwing balls. The task of each team is to throw the balls to the side of the opponents, but you cannot kick the balls. The team with the fewest balls wins.

*Comments.* This exercise helps to relieve emotional tension.

### **Training “Emotional walking”**

*Materials:* cards with the inscriptions of tasks.

*Instruction.* Participants are asked to choose an emotion or psychological state that they would like to demonstrate and walk in front of the group in such a way that it is possible to guess as they go what exactly it is expressing. Everyone is given 3-4 attempts, in which you need to express a new state each time.

Participants take turns. Those of them who at the moment are not depicting the move are in the role of spectators. Their task is to guess what the demonstrated gait expresses.

As an example and “warm-up”, you can ask everyone to collectively demonstrate the following gait options:

- I am sure
- Shy
- Aggressive
- Glad
- Hurt

#### *Discussion:*

What did you like about the task?

What difficulties arose?

What should you pay attention to in order to understand what it expresses?

How did the psychological state of the participants change when they demonstrated different gait options?

Where and how can you use this method of self-regulation – to outwardly demonstrate the states that we want to cause in ourselves?

**Comments.** This exercise is aimed at teaching the method of self-regulation of emotional states through the control of their external manifestations. The development of observation, as well as the ability to outwardly express emotional states and understand their expression in others.

### **Training “Energy of sound”**

**Instructions:** Stand up and take a deep breath, exhale. Then fill your lungs with air and exhale with a sound, sing a long “aaaah” while exhaling. Imagine that at the same time feelings of fatigue and tension come out of you. And as you inhale, imagine that you are inhaling peace along with the air. With each exhalation, repeat the sound “aaaah” louder and louder until all your tiredness and unpleasant sensations leave you completely. And now try to shout this sound, pronouncing it lower and higher. Duration of performance is 1 minute.

**Comments.** This exercise helps to relieve emotional tension.

### **Training “Tropical Island”**

**Instruction.** Please close your eyes. Take a deep breath and exhale. relax Imagine that you are on a wonderful magical island. It can be a place you have once visited, seen in a picture, or any other drawn by your imagination. On this island, everything happens the way you want. The animals you love live here, the flowers you like grow here. Here you can do whatever you want. You can just lie on the beach listening to the sound of the surf. You can walk around the island, exploring its beauty. Give free rein to your imagination... Keep in your memory the pleasant impressions you managed to get from this trip... Take a deep breath, exhale. Open your eyes. Stretch yourself.

**Comments.** Relaxation exercises create a positive mood, bring calm energy. приміщенні (рух стрілки годинника, звук телевізора в сусідній кімнаті тощо).

### **Training “Relax”**



**Materials:** sheets of paper, paints, drawing materials.

**Instruction.** You see that there is a sheet of paper in front of you. Your goal is to paint a place where you can relax from the hustle and bustle of everyday life. After completing the task, your work will be presented.

**Discussion:** What did you like about the task?

## 2.4. A GROUP OF TRAININGS AIMED AT SELF-REGULATION

### Training “Erase of information”

**Instruction.** Relax and close your eyes. Imagine that there is a blank sheet of paper, pencils, and an eraser in front of you. Mentally draw on a piece of paper a negative situation that you would like to forget. It can be a real picture, a figurative situation. Mentally take an eraser and successively “wipe” this negative information from the sheet until this picture disappears. Close your eyes again and imagine the same piece of paper. If the picture has not disappeared, take the eraser again and “wipe” it until it disappears completely.

**Comments.** Such methods are also used to reduce the concentration of attention on the stressor.

### Training “Crow on the closet”

**Instruction.** If a certain person causes you negative emotions, and you have to interact with him, you can reduce your tension by mentally drawing a real picture of the situation. For example, imagine this person very small, in a funny outfit or place him or her at a considerable distance from you, in a strange place, change the timbre of his or her voice in your imagination, etc. That is, find such additions to the traumatic situation that will make it funny or insignificant for you.

### Training “Mood”

**Instruction.** A few minutes ago, you heard bad news or ended an unpleasant conversation... How to remove unpleasant sediment? Take felt-tip pens. Relaxed, draw an abstract picture with your left hand: colored threads, plot lines, shapes. It is important to completely immerse yourself in your experiences, choose a color and draw the lines as you would like them to completely coincide with your mood.

Try to imagine that you are putting your sad mood on paper. Have you finished the drawing? Now turn over the sheet and on the back write 5-7 words that reflect your mood, your feelings. Do not think for a long time and do not try to be polite: it is necessary that the words arise spontaneously, without special control.

After that, look at your picture again, as if reliving your mood, reread the words, and with pleasure, emotionally, tear the sheet, throw it in the basket.

### **Training “Marionette”**

**Instruction.** It is advisable to repeat this exercise in various life situations, especially when you are in a situation that causes you negative emotions. Try to imagine that your own “I”, controlling thoughts, movements and emotions, is... outside the body. At the same time, the body lives and moves purely mechanically, in the mode of an automaton, controlled from the outside. You can imagine that your “I” is watching your own body as if from the side (usually from above). Invisible threads coming from this center control your movements, invisible “buttons” – emotions. At the same time, both physical and mental movements become alienated from your “I”, are experienced as something artificial, as if it is not happening to you, but to someone else. Remember this state, in which you can feel the physical manifestations of emotions, without being burdened by their psychological component, separating from experiences in order to use it in the future. Live in this state for a few minutes, then “return” to your own body to feel the fullness of experiences again. Later, you can use the acquired skills in order to quickly calm down in a situation of “heated” emotions with the help of dissociation of awareness of your body and awareness of your own “I”.

So, the given groups of trainings, help PhD students to manage emotional states and overcome negative emotions, to navigate in their own mental states, to discover their own positive sides and to increase self-confidence.

Performing psychotechnical game exercises helps PhD students to orient themselves in their own mental states, helps to achieve adequate self-esteem. This gives future scientists the opportunity to manage themselves effectively in order to achieve success in their personal and professional activities, helps to increase their level of self-efficacy.

In addition, the above-mentioned educational trainings contribute to arming PhD students with special methods of self-improvement:

- *self-suggestion* – used in cases where it is necessary to overcome fear of difficulties, lack of confidence in one's own abilities, indecision. Self-suggestion involves the student repeating certain judgments mentally or out loud. So, to overcome insecurity before a difficult activity, it is effective to use the following formulas: I am calm, composed, self-confident, I can manage it, etc.;

- *self-training* – emotional and volitional training, the essence of which is the development of abilities to influence psychoregulatory processes. Special self-suggestion exercises in the form of verbal formulas are used for purposeful self-influence. In the process of such training, the student creates a model of ideas, feelings, emotions and states for himself and introduces this model into his psyche;

- *self-encouragement* is effective when a person gets lost in difficult situations, loses confidence in his own strength. For this, some recall cases when they managed to overcome indecision and achieve success, others imagine what pleasure they will have if they dare to do what they set out to do. You can also remember a favorite hero of a novel, a movie, who was not afraid of difficulties, and try to be like him, etc.;

- *self-force* helps in the fight against internal disorganization, laziness, unwillingness to work on self-improvement;

- *self-analysis* plays a decisive role in self-improvement of self-efficacy, because it involves the ability of future scientists to analyze their achievements in a certain direction, to give them an assessment;

- “*a step forward*” – involves weekly planning of self-improvement activities.

It is supplemented by writing weekly self-reports – analysis of the results achieved by the student, positive and negative aspects in the process of carrying out the above activity [1].

### **3.1. MONITORING OF THE PHD STUDENTS SELF-EFFICACY**

To determine the level of PhD students self-efficacy, we conducted a monitoring study, which has recently gained popularity in education, because it is a fairly effective tool for determining the quality of a certain phenomenon.

After analyzing special literature, we have identified the following components of PhD students self-efficacy: *motivational* which identifies the level of students motivation to be succeed in scientific and professional and *personal* which identifies the level of self-development and self-reflection and the level of self-efficacy. Each component was evaluated on three levels: *low, sufficient and high*.

The monitoring process was conducted in three stages. At the *organizational stage*, we determined the purpose of monitoring, found respondents, developed author’s questionnaires and methodological tools. The purpose of monitoring is to identify the level of PhD students self-efficacy.

Well-grounded, tested in practice methods were used for monitoring, which significantly increased the reliability of the results. These are the following methodological tools: “Diagnostics of the individual’s motive level for the success by T. Ehlers”, questionnaire “Identification of abilities for self-development and self-reflection”, “The self-efficacy scale of R. Schwarzer and M. Jerusalem”.

The monitoring was conducted in Dnipro State University of Agriculture and Economics. The main methods of collecting information were testing, questionnaires, interviews.

The total number of respondents who took part in the formative stage of monitoring was **140** the first- and the second-year PhD students.

To monitor the level of formation of the *motivational* component, PhD students were offered questionnaire created by T. Ehlers. The questionnaire contained **41** questions, each question had to be answered “yes” or “no”.

***Methods of diagnosing of individual’s motive level to the success***

***(by T. Ehlers)***

Answer “Yes” or “No” to each of the following questions.

1. *When there is a choice between two options, it is better to do it faster than to postpone it for a while.*
2. *I get easily annoyed when I notice that I can’t complete the task on 100%.*
3. *When I work, it looks like I’m putting everything on the line.*
4. *When a problem situation arises, I often make one of the last decisions.*
5. *When I have nothing to do for two days, I lose my composure.*
6. *In some days my progress is average.*
7. *In relation to myself I am stricter than in relation to others.*
8. *I am more friendly than others.*
9. *When I give up a difficult task, I strongly condemn myself, because I know that I would succeed in it.*
10. *In the process, I need short breaks to rest.*
11. *Diligence is not my main trait.*
12. *My achievements in work are not always the same.*
13. *I am more attracted to other work than the one I do.*
14. *Condemnation stimulates me more than praise.*
15. *I know that my colleagues consider me a business person.*
16. *Obstacles make my decisions harder.*
17. *It is easy for me to arouse ambition.*
18. *When I work without inspiration, it’s usually noticeable.*
19. *When doing work, I do not count on the help of others.*
20. *Sometimes I put off what I should have done now.*
21. *You need to rely only on yourself.*
22. *There are few things in life that are more important than money.*

23. *Whenever I need to do an important task, I don't think about anything else.*
24. *I am less ambitious than many others.*
25. *At the end of the holidays, I am usually happy to go to work soon.*
26. *When I am ready for work, I do it better and more qualified than others.*
27. *It is easier for me to communicate with people who can work hard.*
28. *When I have no business, I feel uneasy.*
29. *I have to do responsible work more often than others.*
30. *When I have to make a decision, I try to do it as best as I can.*
31. *My friends sometimes think I'm lazy.*
32. *My success sometimes depends on my colleagues.*
33. *It is pointless to oppose the will of the leader.*
34. *Sometimes you do not know what work you have to do.*
35. *When something goes wrong, I'm impatient.*
36. *I usually pay little attention to my achievements.*
37. *When I work with others, my work gives greater results than the work of others.*
38. *I do not complete many things I do .*
39. *I envy people who are not busy.*
40. *I do not envy those who seek power and position.*
41. *When I am sure that I am right, I take extreme measures to prove it.*

**Key.** You got 1 point for answering “Yes” to the following questions: 2, 3, 4, 5, 7, 8, 9,10, 14,15, 16,17, 21, 22, 25, 26, 27, 28, 29, 30, 32, 37, 41. You also got 1 point for answering “No” to questions 6, 13, 18, 20, 24, 31, 36, 38, 39.

Answers to questions 1, 11, 12, 19, 23, 33, 34, 35, 40 are not taken into account. Calculate the amount of points scored.

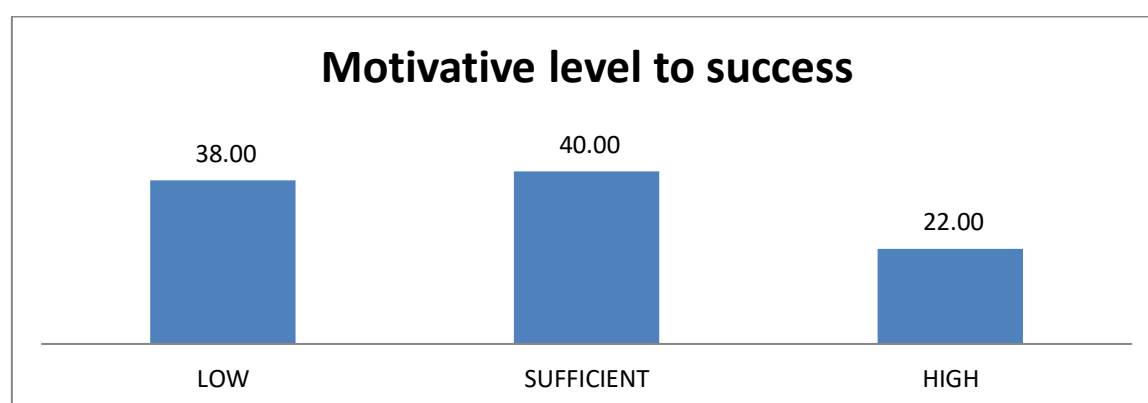
**Result:**

- **From 1 to 18 points:** low level of motivation to succeed;
- **From 19 to 30 points:** sufficient level of motivation;
- **Over 31 points:** high level of motivation to succeed.

**Table 1.1**

**The results of a survey to determine the PhD students motivative level to the success (by number of respondents)**

	First – year PhD students	Second – year PhD students	Total number of respondents
<b>LOW</b>	17	14	<b>31</b>
<b>SUFFICIENT</b>	30	26	<b>56</b>
<b>HIGH</b>	33	20	<b>53</b>
<b>Total</b>	<b>80</b>	<b>60</b>	<b>140</b>



**Fig. 1.1 The PhD students motivative level to success (%)**

The results of monitoring (table 1.1) (fig. 1.1) showed that 38 % of PhD students have a low level of motivation to success, 40 % – sufficient and 22 % have high level of motivation to succeed in scientific and professional activities.

To monitor the level of ability to self-development and self-reflection, PhD students were offered a questionnaire “Identification of abilities for self-development and self-reflection”.

*A questionnaire “Identification of abilities for self-development and self-reflection.”*

1. *I always try to study myself.*
2. *I leave time for development, no matter how busy I am at work (study) and housework.*
3. *Obstacles stimulate my activity.*
4. *I am looking for feedback as it helps me to know and evaluate myself.*
5. *I reflect on my activities, devoting special time to it.*
6. *I analyze my feelings and experiences.*
7. *I read a lot.*
8. *I discuss widely the issues I need.*
9. *I believe in my abilities.*
10. *I strive to be more open.*
11. *I am aware of the influence that people around have on me.*
12. *I manage my professional development and get positive results.*
13. *I enjoy learning something new.*
14. *Growing responsibility does not frighten me.*
15. *I would be positive about my promotion.*

Respondents had to determine if each statement is true or not true according to the following scheme: the statement is completely true – **5 points**; more true than not true- **4 points**; fifty-fifty – **3 points**; rather not true – **2 points**; not true – **1 point**.

The total number of points determined the level of ability to self-development and self-reflection, namely: **1-32 points** – low level, **33-59 points** – sufficient level and **60-75 points** – high level.

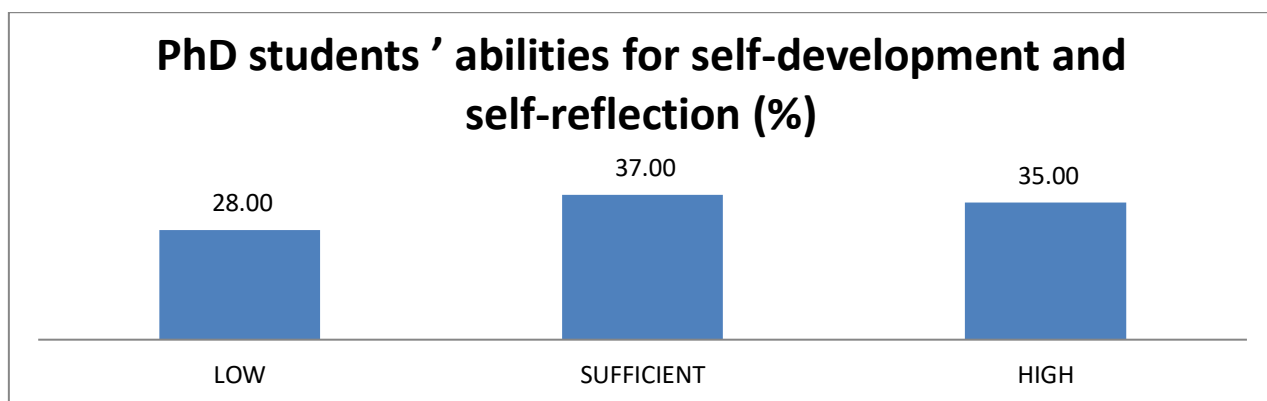
**Table 1.2**

**The results of a survey to identify PhD students abilities for self-development and self-reflection (by number of respondents)**



	First – year PhD students	Second – year PhD students	Total number of respondents
<b>LOW</b>	30	19	<b>49</b>
<b>SUFFICIENT</b>	30	22	<b>52</b>
<b>HIGH</b>	20	19	<b>39</b>
	<b>80</b>	<b>60</b>	<b>140</b>

The results of monitoring (table 1.2) (fig.1.2) showed that 28 % of PhD students have a low level of self-development and self-reflection, 37% – sufficient and 35 % – have high level of formation of the personal and reflexive component.



**Fig. 1.2 The results of a survey to identify PhD students abilities for self-development and self-reflection (%)**

To monitor the level of self-efficacy PhD students were offered a questionnaire “The self-efficacy scale of R. Schwarzer and M. Jerusalem”, which aim is to identify the person’s level of self-efficacy as a potential ability to organize and carry out own activities which are necessary for achievement of certain purpose.

In the course of the research, the respondents had to answer 10 statements with 4 answer options: “absolutely incorrect”; “rather incorrect”; “rather true” and “absolutely true”. Obtaining the final result was carried out by adding up points for all 10 statements according to the key.

## “The self-efficacy scale of R. Schwarzer and M. Jerusalem”

Instruction: Please read each statement and indicate in the registration form the one most correct answer regarding the effectiveness of your activities (marking the relevant cell with a “+” sign).

№	Statement	Absolutely incorrect	Rather incorrect	Rather true	Absolutely true
1	<i>If I try hard, I will always find a solution even of difficult problems</i>				
2	<i>If something prevents me, I still find ways to achieve my goal</i>				
3	<i>It is easy enough for me to achieve my goals</i>				
4	<i>In unexpected situations, I always know how to behave</i>				
5	<i>I believe that I can cope with unforeseen difficulties</i>				
6	<i>If I put in enough effort, I can handle most problems</i>				
7	<i>I am ready for any difficulties, because I rely on my own abilities</i>				
8	<i>If I have a problem, I usually find several options for solving it</i>				
9	<i>I can invent something even in a seemingly hopeless situation</i>				
10	<i>I am usually able to keep the situation under control</i>				

### Results processing

Marking the cell “absolutely wrong” by the respondent gives 1 point; “rather wrong” gives 2 points; “rather true” – 3 points; “absolutely true” – 4 points. Obtaining the final result is carried out by adding up the points for all 10 statements.

The obtained results are interpreted as follows:

**33-40** points – **high** level of self-efficacy;

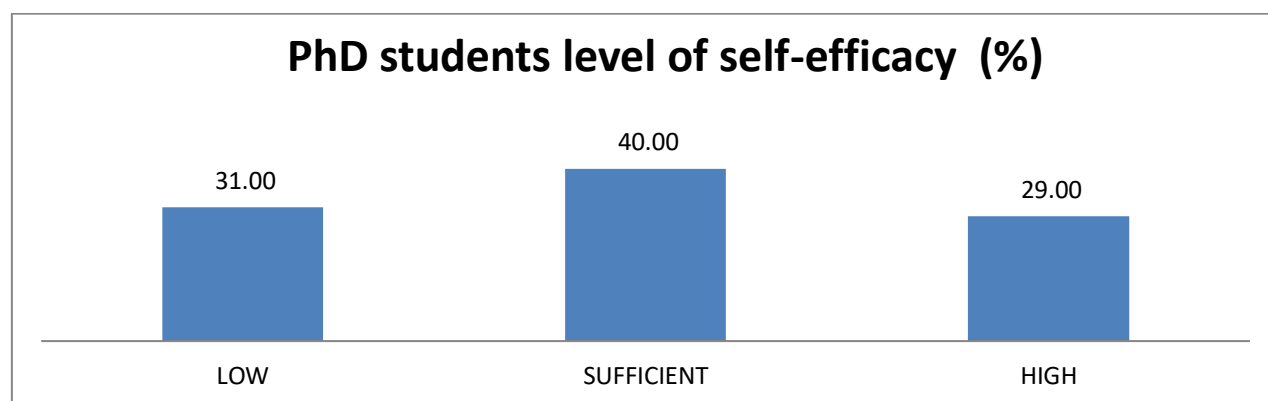
**20-32** points – **sufficient** level of self-efficacy;

**0-19** points – **low** level of self-efficacy.

**Table 1.3**

**The results of a survey to identify PhD students level of self-efficacy (by number of respondents)**

	<b>First – year PhD students</b>	<b>Second – year PhD students</b>	<b>Total number of respondents</b>
<b>LOW</b>	13	30	<b>43</b>
<b>SUFFICIENT</b>	36	20	<b>56</b>
<b>HIGH</b>	31	10	<b>41</b>
	<b>80</b>	<b>60</b>	<b>140</b>



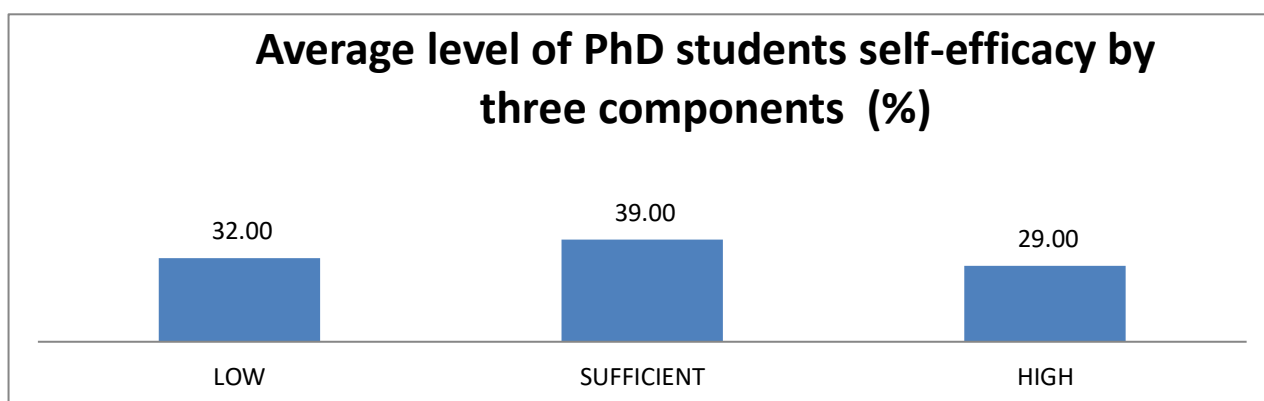
**Fig. 1.3 The results of a survey to identify PhD students level of self-efficacy (%)**

The results of monitoring (table 1.3) (fig.1.3) showed that 31 % of PhD students have a low level of self-efficacy, 40% – sufficient, 29 % – have high level of self-efficacy.

**Table 1.4**

**The results of a survey to identify PhD students level of self-efficacy by 3 components (%)**

	<b>Component 1</b> (Motivation to success)	<b>Component 2</b> (Self- development and self-reflection)	<b>Component 3</b> (Self-efficacy)
<b>LOW</b>	38	28	31
<b>SUFFICIENT</b>	40	37	40
<b>HIGH</b>	22	35	29



**Fig. 1.4 The results of a survey to identify average level of PhD self-efficacy (%)**

So, the conducted research showed that more than a third of PhD students have low level of self-efficacy according to 3 components, almost half of them – sufficient and less than a third – high level of self-efficacy. So, the average number of PhD students with sufficient and high level of self-efficacy is not enough for doing effective scientific activities according to the modern requirements.

### **3.2. SPECIAL COURSE FOR PHD STUDENTS AIMED ON THE DEVELOPMENT OF THEIR SELF-EFFICACY**

In order to increase the level of PhD students self-efficacy, the special course “Self-efficacy: the path to a successful life and career” was offered, the *purpose of* which is:

- to increase the reserve capabilities of a person aimed at his or her self-development throughout his life;
- to stimulate the needs for self-improvement;
- to aspire for success in various spheres of life;
- to develop the skills of self-regulation of emotional states;
- to develop self-control, reflective and predictive abilities.

In the process of studying the academic discipline, the following *topics* are considered:

Topic 1. The essence of the concept of “self-efficacy”.

Topic 2. Main factors and mechanisms of self-efficacy formation.

Topic 3. Development of personal reflection skills as an important component of self-efficacy.

Topic 4. Memory and operationalization of memory in the context of understanding the self-efficacy of the individual.

Topic 5. Emotional self-regulation as an important component of self-efficacy.

Topic 6. Academic self-efficacy as the ability to be self-sufficient in acquiring knowledge, skills and abilities.

Topic 7. Productive thinking as a necessary component of the development of academic self-efficacy.

After the course, applicants must acquire the following *competences*:

- the ability to learn effectively and master modern knowledge;
- the ability to make decisions independently;
- the ability to respond flexibly to changes in life circumstances;
- ability for positive thinking and moral growth;
- ability for self-control, self-efficacy and self-development;
- the ability to use of the obtained knowledge and skills for the further development of science.

*Program results* include:

- to learn effectively throughout life and improve one’s professional competences;

- understanding of tasks and methods of personal development and ways of self-improvement in the professional sphere.

- to have confidence in one's abilities to achieve significant goals.

**Conclusions.** Thus, the PhD students self-efficacy is a complex, dynamic personal formation based on developed self-awareness, on the belief that he or she is able to organize effectively personal and professional life using necessary knowledge, skills, experience, technologies, verbal persuasion, physiological and emotional state.

Thus, the educational potential of training on the development of PhD students self-efficacy is realized through the activation of the motivation for self-development, the actualization of the internal resources of the individual, the improvement of social competence, the development of confidence in self-efficacy, the formation of positive self-esteem, the acquisition of experience in constructive problem solving and the mastering of the skills of effective interpersonal interaction.

So, the conducted research does not exhaust all questions regarding the process of PhD students' self-efficacy development. It opens up a **perspective for a deeper study** of the conditions, factors, regularities, and technologies of the formation of the studied phenomenon.

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