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**FORMATION OF PROFESSIONAL AND PERSONAL SUCCESSFULNESS OF FUTURE
EDUCATIONAL PSYCHOLOGISTS IN THE EDUCATIONAL PROCESS AT UNIVERSITY**

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Abstract

The relevance of the study is due to the need to search for innovative technologies for training psychological and pedagogical personnel. The basis of the research is an integrative approach aimed at updating the processes of professional self-knowledge; the development of individuality; mastering the techniques of improvement and development of professionally important qualities; building an individual trajectory of development. The study of the features of the formation of professional and personal successfulness was carried out using a diagnostic program aimed at determining emotional stability, success motivation, level of sociability, etc. The study involved 50 senior students of the psychology department. The work is aimed at identifying ways and means of shaping students' professional and personal successfulness in order to solve the main task of this age period — the development of individuality. The presented program sets benchmarks for and contributes to the understanding of the purpose of the profession, professional goal-setting and goal-achievement, to the support of student initiatives, building a professional career, and developing mentoring in higher school. The program is based on the fact that for educational psychologists it becomes important to develop the diverse abilities of students, their universal competences. For this, the future specialists should gain experience while studying at the university. The conducted research deepens the modern understanding of the technologies of shaping the professional and personal successfulness of future specialists.

Keywords

Success – Professional and personal successfulness – Future educational psychologists

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Introduction

In modern society there is a demand for individuals who are capable of initiative and independent action, teamwork, constant self-development, and a creative way of organizing their life activity. A special role in solving these problems is assigned to the educational psychologist. The demand for these specialists results in increased demands to the quality of their training. The specifics of the work of an educational psychologist requires a specialist to have certain professional and personal qualities, professional knowledge, the formation of which should occur during the period of study at a higher educational institution. The authors of the present paper share the position that the achievement of success, both personal and professional, can be considered as the most important life value of a modern person. In the context of the problem under consideration, a study on the identification of ways and means of shaping the professional and personal successfulness of future educational psychologists at the stage of professional education is of high theoretical and practical importance.

The purpose of the study is to identify the characteristics of the formation of professional and personal successfulness of future educational psychologists; substantiate, fill with content, evaluate the effectiveness of the program on the formation of professional and personal successfulness of future educational psychologists in the conditions of study at the university.

The student period of life is associated with the identification and realization of one's own outlook on life, the actualization of questions about the purpose of a person's existence, one's own Self, the realization of oneself in the profession¹. In this regard, the authors of the present paper proceed from the assumption that the formation of professional and personal successfulness of future educational psychologists will be more efficient in the following conditions: the actualization of the processes of professional self-cognition and self-development; the realization and achievement by future specialists of a meaningful goal; mastering the techniques of self-improvement and self-development of professionally significant personal qualities; building professional and personal development trajectory.

In academic literature there are studies that concern the personal characteristics of the educational psychologist that ensure his/her success in practical activity², successful interaction in joint activities³. A. A. Derkach identifies the conditions and criteria for the

¹ E. V. Dekina, Psychological and pedagogical conditions of the formation of individuality of future teachers-psychologists. Anthropological perspectives of the teacher's psychological education: a collection of scientific papers dedicated to the 65th anniversary of the doctor of psychological sciences, professor E.I. Isaeva (Tula: Tul publishing house. state ped. un-that them. L.N. Tolstoy, 2017).

² N. A. Aminov & M. V. Molokanov, "On the components of the special abilities of future school psychologists", Psychological Journal, num 4 (1992): 104-111; B. G. Ananyev, Selected psychological works. T.I. (Moscow: Pedagogy, 1980); E. A. Klimov, Psychology of a professional (Moscow: Publishing house "Institute of practical psychology", Voronezh: NPO "MODEK", 1996) y L. V. Temnova, Personal and professional development of a psychologist in the system of higher education: Abstract of Ph. D. thesis (Moscow, 2001).

³ G. M. Andreeva; A. I. Dontsov & A. U. Kharash, "Principles of the study of interpersonal perception in conditions of joint group activity". Interpersonal perception in a group (Moscow: MSU, 1981); V. A. Petrovsky, Personality: the phenomenon of subjectivity (Rostov-on-Don, 1993) y N. N. Oboz, On the three-component structure of interpersonal interaction, Psychology of interpersonal cognition. A.A. Bodaleva (ed) (Moscow, 1981).

success of individual activity of a psychologist⁴. G.V. Akopov, while analyzing the features of experiencing success, focuses not only on the zone of the subject's capabilities, but also on its personal significance⁵. M.L. Kubyshkina connects success with the achievement of a certain result, which is estimated by a person as significant⁶. L.I. Dementiy looks on success as a complex phenomenon, involving consideration of both personal resources (abilities, capabilities, creativity, self-esteem, claims) and social values⁷. V.A. Labunskaya understands success as a positive result of the subject's activity in achieving significant goals, reflecting the social values of the society⁸. G.A. Tulchinsky identifies four forms of success: "effective" success, which brings a certain social recognition to the individual; success, expressed in meaningful recognition; success, which includes overcoming difficulties, success as the realization of a person's vocation⁹. The above indicates that success is understood as a form of self-realization of a person, implying mandatory assessment of society and recognition.

Both foreign and Russian researchers consider the concept of success in close connection with the concept of successfulness. B.F. Zeigarnik analyzes success as a normal development of an individual, when socialization processes lead to an adequate reflection of reality¹⁰. In relation to the problem of successfulness in professional activity, B.M. Teplov argues that successfulness depends on the individual abilities of a person¹¹. N.V. Samoukina argues that success in professional activity is manifested in the achievement by the employee of a meaningful goal and the transformation of conditions that impede the achievement of this goal¹². The works of N.A. Lavrova reveal a set of personal features that determine success in professional activity: motives, attitudes, hierarchical systems of subjective relations, focus, ways of behavior and response¹³.

Success in professional activity contributes to promotion. According to O.P. Tsaritsentseva, a career is a multidimensional socio-psychological phenomenon, which is closely related with the achievement of success in professional activity¹⁴. The basis of successful professional activity, as noted by S.I. Plaksy, is the competent correlation of individual abilities and professional requirements¹⁵.

The analysis of the literature makes it possible to draw a number of conclusions that are fundamental for further research. Professional and personal successfulness is a state

⁴ A. A. Derkach & N. V. Kuzmina, *Acmeology: ways to reach the heights of professionalism* (Moscow, 1993).

⁵ G. V. Akopov, *The study of the dynamics of life meaningful orientations* (Moscow: MSU, 2009).

⁶ M. L. Kubyshkina, *Psychological features of the motivation of social success: Diss. Cand. psychol. Sciences: 19.00.05.* (St. Petersburg, 1997).

⁷ L. I. Dementi, *Responsibility as a resource of the person* (Moscow: Inform-Knowledge, 2005).

⁸ V. A. Labunskaya, *Social psychology of personality in questions and answers* (Moscow: Gardariki, 2002).

⁹ G. L. Tulchinsky, *Mind, will, success* (St Petersburg, 2009).

¹⁰ B. V. Zeigarnik, *Theories of personality in foreign psychology* (Moscow: MSU, 2009).

¹¹ B. M. Teplov, *Abilities and talent. Psychology of individual differences. Texts* (Moscow: Publishing House of Moscow. University, 2002).

¹² N. V. Samoukina, *Psychology of professional activity* (St. Petersburg: Peter, 2003)

¹³ N. A. Lavrova, *The influence of personal characteristics on the success of professional activity in the system "man-man". Psychodiagnostics: areas of application, problems, development prospects.* M.Yu. Karelina (ed). (Moscow: MISSO, 2003).

¹⁴ O. P. Tsaritsentseva, "Dynamics of career orientations in adolescence", *Concept*, num 12 (2012).

¹⁵ S.I. Plaksy "Measure of labor". *Measure consumption*, num 10 (2007).

manifested as a result or in anticipation of achieving success, which includes mastering the means of achieving high results, and also manifests itself in achieving a meaningful goal and overcoming or transforming conditions that impede the achievement of this goal. The indicators of professional and personal successfulness are: motivation to achieve success, emotional stability, internal locus of control, self-respect and communication skills.

The most important directions for the development of the personality and individuality of the future educational psychologist are: the formation of conscious motivation and desire of students to master the techniques of self-development, self-improvement, self-actualization. The achievement of these tasks depends on the designing of an individual educational route which is defined as a way to implement the personal, intellectual, emotional-volitional, activity-based, creative, spiritual and moral potential of the students during the education process according to his/her personal preferences, the needs of the society and the social demand¹⁶. A.V. Slepukhin identifies the following components of an individual educational route: motivational, target-based, organizational, pedagogical, diagnostic, reflexive¹⁷. The principles of implementing an individual educational route include the following: the principle of individuality, teacher-student and student-student joint activity; the principle of realization of subject-subject relations; stimulating the manifestations of individuality and self-understanding; psychological and pedagogical support of students, professional and personal self-determination; realization of creative potential; reliance on the leading activities of students – scientific-professional and educational-professional.

Materials and Methods

The study used the following methods: theoretical (analysis of psychological and pedagogical literature on the research problem), empirical (testing, experiment), data processing methods (quantitative and qualitative analysis of research results).

The study was conducted on the basis of Tula State Lev Tolstoy Pedagogical University. The sample consisted of 50 undergraduate students in the direction of training "Psychological and pedagogical education."

Based on the selected indicators of students' professional and personal success (motivation to achieve success, emotional stability, internal locus of control, self-respect and communicative competence), a diagnostic research program was developed aimed at studying the characteristics of the professional and personal success of psychology students using the following methods: the definition of emotional stability/instability (neuroticism, anxiety) (Yu.Z. Kushner); "Motivation for success and fear of failure" (A. A. Rean); "The scale of self-respect" (M. Rosenberg); "Determination of the locus of personality control" (J. Rotter); "Assessment of the level of sociability" (V.F. Ryakhovsky); "Motivation of professional activity" (C. Zamfir) (modified by A.A. Rean)¹⁸.

¹⁶ S. V. Frolova, "Individual educational route as a way to individualize the educational process at the university", *Young scientist*, num 9 (2013).

¹⁷ A. V. Slepukhin, "Opportunities of information and communication technologies in the implementation of individual educational routes of students of a pedagogical university", *Pedagogical education in Russia*, num 2 (2011).

¹⁸ Psychological tests. A.A. Karelina (ed): in 2 volumes. Volume 2 (Moscow: Humanit. ed. Center VLADOS, 1999).

The compiled program with elements of socio-psychological training "Path to Success" is aimed at shaping the professional and personal success of psychological students, understanding their own value system and subjective meanings, ideals, and beliefs; awareness of their own resources and their scarcity; resolution of internal contradictions; learning goal setting, planning skills and achieving goals; building life perspectives. The program helps to find constructive solutions to problems, makes it possible to learn and transform the gained experience into their own resources, to feel responsibility for their choices, to develop the ability to distribute life events by importance.

Today the world is changing faster than education. Students should be offered research, design tasks, tasks related to development and self-development. Students need knowledge to develop and implement their own projects. Involving students in the activities of the program will contribute to the formation of a number of significant skills and qualities: social responsibility, civic engagement, the ability to work in a team and be a leader, and communication skills for successful socialization. The program also aims to develop the universal competences of modern youth: creativity, communication, cooperation, critical thinking¹⁹. For the successful implementation of the program, a workbook was used which contained the topics of the lessons, mini-lecture options and test materials. Each program topic starts with an introduction and is followed with reflexive sessions, workshops, design-problem workshops, training sessions, art-therapy classes and training workshops.

Below we present a fragment of a workbook and a thematic plan for the program for the development of professional and personal success of future educational psychologists.

Fragment of a workbook

Topic: "The life path of an individual"

The task is to analyze the parable and comment on it. The title of the parable is "The Path to Onerself".

Once, while walking in his garden, the king noticed that trees, bushes and flowers were withering and dying. The king began to ask them why they were dying. The oak replied that he was dying because he could not become as tall as the pine. The pine said that it could not produce grapes like a vine. And the vine was withering because it was not able to bloom like a rose. Then the saddened king saw the honeysuckle blooming and exuding a divine scent. The flower answered the king's questions in the following way:

- When you planted me, you wanted to feel joy from me, from what I am. If you wanted a rose, an oak or a vine, you would plant them. But you chose me, so I don't have to try to be something else.

You can only be who you are at every moment in time. Relax and accept yourself. Life needs you the way you are.

¹⁹ Technologies of work of a practical psychologist in the professional system "person-person": development and implementation experience: a collective monograph. Dekina, E.V., Zalygaeva, S.A., Kulikova, T.I., Pazukhina, S.V., Filippova, S.A., Shalaginova, K.S. (Warsaw, Poland: iScienceSp. z. o. o., 2018)

Fill in the questionnaire "My mission": What are your talents and abilities? What is your individuality and uniqueness? What do you want to spend your time on? Imagine that you are four years older. What should your life look like? How do you want to spend most of your time? Who would you like to see next to you as the closest person? What will you do? What will be the main difference between your future life from today? What will be your main goal for the future?

Reflection: Do you often think about your future? What difficulties do you need to overcome to get closer to your goals? What is the likeliness of achieving your goals?

Topic: "Obstacles on the way to my goal"

The analysis of the concept "obstacle": something that blocks the way, hinders, slows down movement, the artificially created obstacle on the way, designed to overcome, something that prevents action, delays the implementation of something; hindrance.

Formulate your goals. Analyze the obstacles preventing their achievement (negative thoughts, mistakes and failures, "doing nothing", etc.). What personal resources have you used to achieve your goals? Who (what) helped you cope with the obstacles to achieving goals?

In small groups, discuss the technology to overcome obstacles and prepare a model (scheme) of getting out of a difficult situation on the example of your group.

Reflection: Writing a mini-essay on the topic "Features of my goal-setting and goal-achievement."

Topic: "Achievement of vital goals"

Formulate 7 steps to achieve vital goals: decide what you want, decide what you want to achieve separately for each area of your life; write down your goals; set the deadlines for reaching the goals; make a list of what needs to be done to achieve the goal, formulate a plan for achieving the goal, then proceed to action. Regular efforts are needed to achieve the goal, do more important things first.

Write down your goal. Identify the main steps (what, where, when) of your actions.

Write an essay on the topic: "What should be done today to become a successful person in 5 years?"

Reflection: What are your goals and objectives for the coming year? Did you manage to accomplish the tasks (some of them)? If not, what do you think are the reasons?

Below is a thematic plan of the program for the formation of professional and personal successfulness of future educational psychologists.

No	Topic	Content	Methods and forms of work
1	"The life path of an individual. Modeling your future"	The introduction of the concepts of "life strategy" and "life scenarios" as the system-	1. Exercise: "Name".

		forming elements of the structure of activity of the individual in the planning and implementation of a career plan. The scenario of life as a type of activity set by the closest social environment, manifested in the basic attitudes of a person. Analysis of internal and external human resources. Defining the limits of one's abilities. Formation of an adequate life outlook.	2. Parable: "Way to oneself." 3. Questionnaire: "My mission." 4. Exercise: "5 years later." 5. Reflection.
2	"The concept of success and the factors determining the successfulness of the activity"	The definition of success as a subjective assessment of the results of the individual's activity. SWOT analysis of personal potential.	1. Exercise: "Greeting". 2. Mini-lecture. 3. Exercise: "My formula of success." 4. Exercise: "SWOT-analysis." 5. Exercise: "Wheel of balance." 6. Reflection.
3	"Obstacles on the way to my goal"	Identifying obstacles and ways to overcome them on the way to the goal. Group work to develop an optimal strategy to overcome obstacles.	1. Exercise: "One – a word, two – a word." 2. Exercise: "Obstacle on the way to achieving the goal." 3. Group exercise: "Experience of getting out of a difficult situation." 4. Exercise: "Who is to blame for the situation?" 5. Reflection.
4	"Achieving Vital Goals"	Work on the formation of a joint "look ahead", determining the choice of direction and development strategy, on developing a scenario taking into account the main problems, challenges and risks; work on a plan and its defense. Comprehension the path traveled, identifying opportunities and risks in the short, medium and long term, planning the image of the desired future, determining the competencies, forms of interaction and resources necessary to achieve the desired future.	1. Exercise: "Greeting". 2. Exercise: "Steps to achieve the goal." 3. Essay: "What do you need to do today to become a successful person in 5 years?". 4. Task: "My life strategy". 5. Reflection.
5	"I am an individuality"	Tracing the path of becoming an individual.	1. Exercise: "Greeting". 2. Questionnaire. 3. Essay "The formation of my personality." 4. Reflection.

6	"My success in professional activity"	Comprehension of the chosen profession by the participants of the program.	<ol style="list-style-type: none"> 1. Exercise: "Greeting". 2. Exercise: "The first one, he is always the first!" 3. Task: "My profession ...". 4. Task: "Currently I ...". 5. Reflection.
7	"On the way to a successful career"	Introduction of the concept of "career." Identification of its components. Definition of career benchmarks.	<ol style="list-style-type: none"> 1. Exercise: "Greeting." 2. Mini-lecture: "Career". 3. Group exercise: "The concept of career." 4. Training method: "Anchors of career." 5. Reflection.
8	"Values are our life compass"	Determination of value orientations, attitudes of participants.	<ol style="list-style-type: none"> 1. Exercise: "Greeting." 2. Training method: "Value Orientations" by M. Rokich. 3. Task "Analysis of the training method." 4. Reflection.
9	"Creativity is an integral part of success"	Creativity as a professional and psychological capabilities of the individual. Determination of the level of creative potential.	<ol style="list-style-type: none"> 1. Exercise: "Greeting." 2. Exercise: "How I understand creativity." 3. Training method: "What is your creative potential." 4. Exercise: "Think up proposals." 5. Reflection.
10	"My creative skills"	Disclosure of creative knowledge and skills in the perception of life situations.	<ol style="list-style-type: none"> 1. Exercise: "Greeting." 2. Group exercise: "Opposites". 3. Exercise: "Unusual actions." 4. Reflection.
11	"Working in a team. Working with a team"	Determining the necessary actions to build a team. Group work. Determination of the effectiveness of teamwork.	<ol style="list-style-type: none"> 1. Exercise: "Greeting." 2. Group game-exercise: "The Giovanni's Secret." 3. Task: "Evaluation of the effectiveness of the team." 4. Determination of the type of roles in the team based on Belbin's classification. 5. Reflection.
12	"Respect the present moment"	Time is the main value for a person. Optimization of personal activity.	<ol style="list-style-type: none"> 1. Exercise: "Greeting." 2. Exercise "Time wasters". 3. Educational mini-course "Strategy for achieving success" (Bodo Schäfer "Chance Organizer"). 4. Reflection.

13	"Success formula"	Formulation of the definition of "success". Development of a success formula.	<ol style="list-style-type: none"> 1. Exercise: "Greeting." 2. Exercise: "What is success for you?" 3. Task: "Model of Success". 4. Conclusion. 5. Reflection on all the lessons.
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Table 1
Thematic plan of the program

Results

After the implementation of the program for the development of professional and personal successfulness of future educational psychologists, a comparative analysis of the research results in the initial and control stages was carried out.

Analysis of the results according to the "Determination of emotional stability/instability (neuroticism, anxiety)" method (by Yu.Z. Kushner) showed that while at the initial stage an increased level of anxiety was detected in 55% of subjects, at the control stage it was detected in 15 % of respondents.

According to the "Motivation for success and fear of failures" method (by A.A. Rean), at the initial stage, motivation for success was diagnosed only in 50% of the subjects, while at the control stage - in 70% of the respondents. The sample showed an increase in the number of students with positive motivation, who, when starting to do something, set specific goals, based on their activity, positive qualities, the need for success. Such a setting of goals will allow students in their future professional activity to be confident in their abilities, responsible, proactive and active, to be persevering in moving toward their goals.

According to the "Scale of self-respect" test (M. Rosenberg), at the initial stage, self-respect at a high level was found only in 30% of subjects, while at the control stage - in 65% of respondents. In the future, it is this category of specialists that will be able to adequately assess their strengths and weaknesses and work towards self-improvement in the profession.

The "Determination of the locus of personality control" method (by J. Rotter) showed that in 70% of subjects the internal locus of control prevails. At the same time, at the control stage, 30% of students experience an increase in the number of points in terms of internality, which demonstrates the importance for the sample of competence, dedication and individual activity.

A comparative analysis of the results of the initial and control stages of the study based on the test "Estimation of the level of sociability" (V.F. Ryakhovsky) showed that while at the initial stage, normal communication skills were observed in 30% of students, in the control stage they were detected in 48% of respondents. The sample showed an increase in the number of respondents who have become more patient in communication and showed empathy. The method of "Motivation of professional activity" (K. Zamfir) (modified by A. Rean) showed an increase in the number of students with a predominance of internal motivation over the external from 40% at the initial stage to 60% at the control stage. The activity of future specialists is motivated mainly by the content of the activity of the educational psychologist, the desire to achieve certain positive results and make a career.

Thus, after the implementation of the program aimed at the development of professional and personal successfulness of future teachers-psychologists, a significant part of the students improved their indicators of the development of their professional and personal qualities. The developed and tested program has shown its effectiveness.

Discussion

The conducted diagnostic work at the initial stage of the study showed that the sample revealed an increased level of anxiety and emotional instability. Some students had a motivation to fail, attributing the causes of failures and unsuccessfulness to external circumstances. For the formation of professional and personal successfulness, it is necessary to pay attention to the level of emotional stability of students, the activation of the process of self-cognition, the motivation to achieve success, the internal locus of control, the internal motivation of professional activity. In this regard, a program was developed and implemented aimed at shaping the professional and personal success of educational psychologists.

Let us dwell on the qualitative assessment of the students' performance of the program's tasks. For example, when compiling a list of the most important competencies that need to be developed to fulfill their meaningful goals, most students highlighted confidence in their abilities, the ability to make quick decisions, communication skills, motivation to achieve high results, etc. In drawing up their own formula for success, the students wrote: "I believe that success is to be in time, to be in time everywhere and in everything"; "Success is a dream and a desire that one needs to transform into goals and strive to achieve them"; "To be a successful person, one needs to act to achieve the result, achieve one's goals and try to harmonize the spiritual and material components of one's life", etc.

Informative are fragments of the essay "What is my individuality and uniqueness?": "My personality is being expressed in the educational process. The objectives of my studies at the university are the acquisition of professional knowledge and skills and the acquisition of practical skills in the profession. After graduating from the university, I want to work in the profession" (Alyona S.). "I consider self-education an important part of the development of individuality. I have attended various courses and seminars, for example, "Time management, or how to manage my time", where I have learnt various techniques and methods that I have already tried to apply in my life. I have written several articles, made a portfolio. At the same time, I constantly try to move forward in order to become a professional" (Alexandra G.). "I have realized the importance of the ability to manage my emotional states, to be emotionally resistant to various life situations. My individuality is manifested in the ability to sympathize with other people, and in the constant search for answers to questions both in the professional and in the personal sphere. These skills will be especially useful for me when interacting with children" (Anna K.).

Several lessons were dedicated to the concept of success in professional activity, comparing the expectations and real professional opportunities of students, as well as identifying priority conditions for the implementation of their professional plans. The lesson "My success in professional activities" is aimed at the students' understanding of the chosen profession. Most of the students noted their desire and willingness to work in the chosen field of training, the coincidence of their expectations and professional opportunities, the desire to move up the career ladder and the opportunity for professional growth. The most urgent issues for students were the following topics: "The concept of success and the factors

determining the success of an activity”, “The obstacle to my goal”, “My success in professional activity”, “Creativity is an integral component of success”. When doing the exercises, all students were interested in identifying priority conditions for each of them that will ensure success in their activity, in identifying ways to overcome obstacles to their goals, in manifesting their creative skills and abilities, and, ultimately, in developing an individual “formula of success.”

After the implementation of the program, the following conclusions can be made: some students have shown an increase in emotional stability, self-respect, and sociability. The indices of the level of internality and motivation of professional activity have also increased. Having traced the positive dynamics of the results from the initial to the control stage, we can conclude that there is a high level of the efficiency of work done in this group of students under the program for the development of professional and personal successfulness of future educational psychologists. Doing the exercises has given the students an opportunity to design their own individual educational route. By designing an individual educational route, it is possible to achieve the conditions for the formation of conscious motivation and aspirations of students to master the techniques of development, improvement, self-improvement and self-actualization. The value of an individual educational route is that it allows each student to ensure the identification and formation of creative individuality, the formation and development of value orientations, personal views and beliefs on the basis of a promptly regulated assessment of their capabilities, abilities and active striving for improvement.

Conclusion

The program for the development of professional and personal success of students is aimed at assisting in the designation of directions for the development of a future teacher-psychologist, updating the processes of professional and personal self-determination, professional self-cognition and self-development, and the inclusion of students in research, creative, academic, project activities aimed at specific practices aimed at the development of creativity, individuality, communication and organizational skills, teamwork, etc. The program is aimed at solving the problem of “finding oneself”, including in the future profession, and at building an individual trajectory of professional self-development.

The value of the presented material consists in the fact that the psychological and pedagogical image of a senior student is obtained which needs to be known to representatives of the psychological service of the university, the curator of the student group, teachers, and mentors of educational institutions to build further work with graduates. At the same time, it is necessary to pay attention both to the professional and personal development of the student, and to the mastery of modern psychological and pedagogical technologies, the need for constant self-improvement and self-development.

The results of the research can be used in designing the substantive, organizational, and psychological-pedagogical conditions for the formation of the professional and personal successfulness of future educational psychologists. Substantive conditions are set by the content of elective courses, problem groups, internship programs, training seminars, plans for extracurricular work with students, aimed at identifying the value of individuality and the successfulness of future specialists. Organizational conditions are forms of educational, professional, research, project activities that contribute to the development of subjective activity of students, individuality, self-design, etc. Psychological and pedagogical conditions are the forms of interaction between teachers and students, as well as students with each

other, focused on the development of professional and personal qualities. In this regard, it is important to consider the mentoring potential as the introduction of young specialists into professional activity with the aim of designing an individual trajectory, creating a situation of success. The study outlines the future development of the theory and practice of professional and personal successfulness of future specialists.

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