

Я. І саме від характеру представленості, адекватності сприйняття залежить формування конструктивної опанувальної поведінки.

Як бачимо, конституційна репрезентація впливає на поведінку суб'єкта через характер сприйняття власної фізичної оболонки. Якщо особистість сприймає своє тіло неадекватно, то в неї виникають негативні емоції та почуття стосовно власної тілесності, тим самим викликаючи некомфортність та незадоволеність власним тілом, що спричиняє зниження можливостей опанувальної поведінки.

За результатами розробки та апробації тренінгової програми з вдосконалення, оптимізації та розвитку репертуарів копінг-поведінки через підвищення рівня тілесної само репрезентації та рефлексивності пережитих стресових ситуацій, усвідомленні помилок, які були здійснені при реагуванні на них, дозволила покращити рівень адаптивності студентів до ситуацій стресу, об'єктивно оцінити ефективність тренінгової програми, за результатами якої рівень стресостійкості студентів покращився шляхом усвідомлення ресурсів тілесності, тобто вироблення адекватних реакцій на ситуації високого емоційного напруження, з якими вони досить часто стикаються на своєму життєвому шляху, через використання наявних у них особистісних ресурсів, в тому числі й тілесних.

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**POTENTIALS CHARACTERISTIC OF A PERSON**

Deep socio-economic changes taking place in modern society put forward new requirements for the development of a teacher's personality, such as: the ability to navigate in new, often uncertain situations, the ability

to independently make decisions and determine immediate and long-term goals, to be socially active, creative and successful. In this case, the creation of psychological and pedagogical conditions for the development of a teacher's creative personality, his/her creative potential is of particular importance nowadays (Гончарук, & Онуфрієва, 2018).

If we talk about the creative potential of the individual as a psychological problem, we'd like to talk, that the term "potential" (from Latin *potentia* – force, power) is analyzed in dictionaries in two main meanings: 1) a quantity characterizing the force field (electric, gravitational) at a given point (in physics); 2) a set of available means, capabilities in a certain field (Rezaei, & Mousanezhad Jeddi, 2020). The word "potential" means sources, opportunities, means, reserves that can be used by a person or even society to achieve a specific goal. Thus, in etymological terms, according to scientists (Mykhalchuk, & Bihunova, 2019), potential is understood as the ability to do something (physical potential – a reserve of physical forces; electrical potential – a general energy potential, etc.).

In Philosophy, potential is considered as a source, the opportunity, means, reserve that exists, appears as a real context, something that can be put into action, used to achieve a certain goal with the aim to solve a problem. In relation to the researches on humans in particular and society in general, the term "potential" is used in various combinations: a human potential, a population, psychophysiological potential, personality potential, etc. Different types of potentials are interconnected, however, we rightly would like to note, that the lack of clear definitions leads to different interpretations and substitution of these concepts. In Psychology, the definition of "potential" as an independent definition is absent. In particular, we'd like to note that the development of the theory of potential in Psychology will allow making a significant contribution to solving the problem of *predicting personality behavior*.

In the hierarchy of human potentials, we distinguish the following ones: a biological potential, a mental potential, a personal one. Biological potential is defined as a common and fundamental level of the hierarchy of individual potentials. It has the ability to transform into both physical activity, external to itself, and mental activity, internal one. At the same time, mental activity performs the function of control with regard to the physical actions performed by a person. The potential that is realized within the limits of the mental activity of an individual constitutes the mental

potential of an individual. The complication of the relationship between a person and the surrounding world, primarily a society, leads to the formation of personal potential (based on mental potential). The scientific literature notes that personal potential differs from mental potential, primarily in structure, as well as in size.

The magnitude of personal potential, of course, is a part of the mental potential. Unlike the genetically determined biological potential of a person, his/her mental potential can, although not radically, change depending on the conditions of the subject's life. In these changes, a person's personality plays a significant role, or, in other words, the features of his/her realization of personal potential. Unlike the two previous types of human potential, personal potential is formed in a case of each individual throughout his/her life.

In turn, personality can be characterized in terms of five main potentials that play the role of dynamic dominants that largely direct the process of personality development, such as: 1) a cognitive potential; 2) a moral and ethical potential; 3) the communicative potential; 4) the aesthetic potential; 5) a creative potential.

These potentials, according to our mind, correspond to the following components of the personality's structure: a person's orientation or attitude to the reality; the capabilities of the personality, which include the system of abilities that ensures the success of the subject's activities; the character or a style of the person's behavior of the individual in the social environment; the management system that influences the process of self-regulation of "Me"; mental processes and states of the personality.

Also, based on the analysis of various types of individual activity, we distinguish *five potentials characteristic of a person*: 1) epistemological potential, which is determined by the volume and quality of information. We mean the individual's knowledge about the outside world, the nature and the society; 2) axiological potential, which is characterized by a system of value orientations; 3) creative potential, which is outlined by the skills, abilities and characteristics of a person to perform a particular activity; 4) communicative potential, which is determined by the individual's sociability; 5) artistic potential, which is determined by the individual's artistic needs and how they are satisfied.

The isolation of creative potential in the structure of the personality is, on the one hand, legitimate, because the latter reflects the role of creative activity in a human life as a whole, however, on the other hand, the

connection of creative potential only with a certain level of knowledge and skills of the individual is insufficient movement given the higher level of complexity of the phenomenon of *creative activity*.

We have attributed to *the reconstructive-variative type of creative activity*: individual activity with those students who are studying; erudition, general culture; the ability to teach the material; the authority of the teacher. This choice of criteria can be justified in such a way: the activity attributed to this type by us requires the presence of a base of information, knowledge, operating with which the teacher achieves the set of tasks. We have included the following at *the heuristic level* of creative activity: the activation of learners; contact with the audience; culture of communication; the ability to optimize the learning process; education in the learning process.

These types of creative activities, such as the reproductive and the reconstructive-variative types of the activity, involve a high level of the development of analytical and synthetic abilities and skills, searching for a solution beyond the limits of the model already well-known to a man. We have attributed to a creative level such criteria of pedagogical skills, as: improvement of pedagogical skills; a high level of preparation for pedagogical activity; psychological and pedagogical diagnostics, independently, without the help of a school psychologist; high intellectual development of the teacher. These criteria involve developing fundamentally new solutions, consolidating independent search for knowledge, a high level of motivation for the creative activity.

### **Literature**

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