

Empirical Study of Self-Direction Ability Development Peculiarities in Conflict Situation in Terms of Educational Work

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Research Methodology: Functional status of the teacher as the capacity for self-regulation, covering the following options: self-criticism to their own mental activity and its results; the capacity for self-government behavior; the ability to change patterns of behavior depending on changing circumstances and situations; level of mental stress; the possibility of overcoming unfavorable functional states.

The Results. Development and formation of self-direction modes are the factors that define the demonstration of regularities and tendencies in this multidimensional system of connections. While defining the levels of self-direction ability development it has found out the peculiarities of motivational and axiological aspects of self-direction (subjective control, achievement motives and failure avoidance, personal direction). It has also been analyzed the processual aspect of students' self-regulation, it has been defined the rate and level of self-esteem adequacy and defined its connection with motivational, axiological and processual self-direction components.

Novelty. The effective level of self-direction is achieved by the students with a high-developed level of the majority of regulation chains; with the approximately equal quantity of high- and average-scale picks; existence of low-level indicators together with obligatory presence of high-level indicators.

The practical significance: obtained results allow confirming the existence of appropriate compensational mechanism in students' self-direction processes in conflict situations in educational activity. It is necessary to have high-developed indicators of need-motivational component of self-direction functional state.