

Structural-Level Psychological Concept of Self-Regulation of Successful Professional Activity of a Person

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ABSTRACT

The relevance of the research problem lies in the determination of the foundations of structural-level concept of self-regulation of personality in realization of professional activity and possibilities of its interpretation in the practice of management. The goal of the article is in the description of component and structural-level constituents of the self-regulation psychological system of successful professional activity, development of the concept of "successful self-regulation of professional activity" on the basis of the explication of the relations between levels of the system. The leading approach and methodological basis for the study of this problem is the systemogenesis concept of professional activity, the concept of self-regulation and implicit theories of professional success of personality. The theoretical background for the design of psychological structural-level regulation system to achieve success in professional activities and the grounds for its level structure are revealed in the article; a methodological apparatus for the diagnosis of successful self-regulation of professional activity is developed, reliability of the theoretical model of the structural-level concept of self-regulation is proven. The experimental part of the study describes the structure and levels of psychological system of self-regulation of successful professional activity, the content of which meets the basic positions of the psychological theory of professional activities. The article can be used in the context of professional coaching for career growth and professional development of managers and specialists in the sphere of management.

Keywords: psychological self-regulation, structure and levels of self-regulation, successful professional activity, the subject of self-regulation of successful professional activity

INTRODUCTION

The problem of multilevel is central in the psychology of self-regulation due to several methodological grounds [1].

The main cognitive goal of the article is the search of grounds for determining the level structure of self-regulation of the successful professional activity.

The first ground is the understanding of self-regulation as a multilevel phenomenon, reflecting the structure of the subject of the professional activity in the context of achieving goals. This is the principle of consistency, which is essential in the study of self-regulation of activities in general and the professional activity in particular. In accordance with this principle B. F. Lomov [2] presents a common mechanism of regulation of the activity as multidimensional and multilevel, and offers the level of mental reflection as the ground for distinguishing mechanisms of self-regulation of activities.

The second ground is the search of a prototype of the conceptual model for the structural-level concept of self-regulation of the professional activity [3]. The question of the need to explore levels of self-regulation of the

professional activity has been raised by V. D. Shadrikov [4] who suggested that the operational architectonics of the behavioral act is similar to the system architectonics, corresponding to the level of regulation of the mental activity. On the basis of the principle of isomorphism in the theory of functional systems, according to which the structure of the functional system of one level is isomorphic to the structure of the system of the other. This assumption formed the basis of the concept of the systemogenesis of the professional activity, in accordance with which the structure of the professional activity is considered as a unity of psychological components and their integral relationships that guide, motivate, program, govern, and implement professional activities. The nature of the interaction of individual components of the system in terms of achieving goals in the context of a specific activity determines the levels of the regulatory system [5].

MATERIALS AND METHODS

We refer to the subject area of self-regulation to design the conceptual decision.

The concepts "regulation" and "self-regulation" are included in the conceptual apparatus of the natural sciences, physics, cybernetics, the theory of information and management systems, as well as in all areas of psychology: general and differential psychology, developmental psychology, psychology of management, educational psychology, medical, clinical, social psychology, labor psychology. We start with examining the correlation between the concepts of "regulation" and "self-regulation".

First of all, the concepts of "regulation" and "self-regulation" are reflected in the conceptual basis of technical disciplines. Regulation (from the Latin. *regulo* – I direct) is defined as the control of process parameters in accordance with determined criteria on the basis of information being received in real time about the current state of the system and its environment with which it interacts. Regulation is referred to in cases when control center is outside the system and self-regulation – when regulation is implemented by the source of the control action, which is inside the system.

Hence it is clear that the concepts of "regulation" and "self-regulation" are associated with generic-specific relations: regulation is generic to self-regulation [6].

The concepts of "psychological regulation" and "psychological self-regulation" are correlated similarly, these concepts have arisen on the basis of the conceptual apparatus of cybernetics with the development of psychological science, when people began to be considered as a complex self-organizing system, the regulation of which is carried out by means of mental processes. Thus, with regard to psychology it is more correct to talk about the psychological self-regulation.

The study of the problem of self-regulation is carried out by scientific schools in the following aspects:

- the study of the functional content of psychological self-regulation: the distinguishing the invariant regulatory functions, which are necessary and sufficient for the implementation of psychological self-regulation of activities;
- the study of the fundamental structure through which the regulatory functions are implemented in activities and behavior of people: defining the components, their connections and levels of organization;
- the study of the dynamics of psychological regulation: reviewing fundamental structures in dynamics;
- study of individual-typical features of the invariant dynamic structure;
- study of the situational manifestations of the invariant dynamic structure [7].

These aspects and their integrative forms are the basis of researches of functional states, general regularities and individual peculiarities of self-regulation conditions, behavior and activities, the psychology of decision-making, cognitive, personality, emotional-volitional regulation, the problems of the various types of voluntary activity, etc. The consequence of the complexity and diversity of specific subject areas is a lot of paradigms in the understanding psychological self-regulation: natural-scientific, psycho-technical and humanitarian [8].

The historical roots of the study of psychological regulation in Russia lie in **the natural-scientific paradigm**. The most important idea of the paradigm is the idea of a systemic multi-level structure of the psyche. Soviet psychologists not only denoted the basic structure of self-regulation, singling out blocks that contain all self-regulating systems, but also showed the relationship of the physiological level of self-regulation with the human psyche through the concepts of the model of the future and the purpose of the action.

Within the framework of **the psychotechnical paradigm**, there are many scientific approaches to the study of self-regulation where an important result of these researches is the idea of the representation of self-regulation processes carried out by psychic means, in the form of psychic phenomena: images, signs, concepts. Two directions can be distinguished in this paradigm: systemic and structural-functional [9].

The scientific school in the framework of the system approach proposed not to reduce the psyche to the activity, but to study the dynamics of forms and levels of mental reflection, as well as the specific structure of mental

processes. He singled out three levels of mental reflection: sensory-perceptual (sensations, perceptions), representational (imagination, imaginative thinking) and speech-thinking (conceptual thinking, logical memory). Each level provides appropriate regulatory capabilities. The levels of mental reflection are interrelated and can be transformed into each other. Deploying simultaneously, the levels are in a constant change in the relationship between each other. Depending on the purpose of the activity, this or that level becomes the leading one which offered his vision of the structure of mental regulation of the activity as a multi-level system (the levels of regulation are identical to the levels of reflection) with components (motive, goal, conceptual model, activity plan, actions) and processes (processing of current information, decision making, verification of results, correction of actions). The system-forming factor is the vector "motive-goal" [10].

The *structural and functional approach* was developed as a relatively independent subsystem of regulatory processes of a holistic psychological structure of the activity. The subject of the study was the functional structure of the process of arbitrary regulation of the activity.

As a result of the study conducted by laboratory researchers was created a conceptual model of the process of conscious regulation. The structure of this model includes a set of functional blocks through which the regulatory functions are realized:

- the purpose of the activity;
- the subjective model of conditions of the activity;
- the adoption of an activity program;
- the system of criteria of success of achieving the goal;
- the evaluation of information about results of the activity.

The system-forming function fulfills the goal of the subject which builds the entire contour of self-regulation, determining the formation of the rest elements. An important feature of this model is that after theoretical development it underwent experimental validation in laboratory studies of the sensorimotor activity. This approach is the most universal, practically applicable to various fields of the activity [11, 12].

However, with the deepest elaboration of the functional structure of self-regulation, insufficient elaboration of the level character of mental regulation, as well as identification of the subject and personality remain the open questions of the structural-functional approach [13].

If we talk about foreign psychology and the development of ideas of self-regulation in various subject areas, the analogy between the stages of development of studying of self-regulation and Russian psychology is noticeable: at the first stage the problem was studied in the framework of cybernetic metaphor or cognitive psychology (psychotechnical paradigm), then more attention was paid to the study of personal aspects of regulation (transition to the humanitarian paradigm) [14, 15, 16, 17, 18].

The first stage includes the work of a number of well-known scientists, united by a common idea: the goals direct the activity. To develop this idea, the authors turn to various constructs: current concerns, personal strivings, life tasks, personal projects) and others.

All of the above-mentioned researchers rely on a hierarchical *approach*, which originates in the concept of TOTE (test-operate-test-exit), developed in the middle of the last century. This concept identifies a number of psychological factors (goal-setting, "i-concept", affects, stress, expectations, etc.) and explains the diversity of their impact on the purposeful activity.

Developing this theory, authors talk about the hierarchy of goals according to the level of their abstraction and the connections between these levels. An important conclusion arising from the views described above: behavior can only be understood through the identification of goals.

The basic positions of the discussed theories are that self-regulation is a self-guided system with controlled feedback; behavior is aimed at goals; goals that determine behavior form a hierarchy by levels of abstraction [19].

Structural hierarchical approaches got their development in the structural theory of target networks, the theory of dynamic systems and catastrophe theory. The peak of interest to the problem of self-regulation in foreign psychology was in the 1980s. In 1981 was developed a *socio-cognitive approach*, in which he described his understanding of the structure of the system of self-regulation, the influence of the environmental and social context on it, dysfunctions of self-regulation and directions of its development.

In contrast to the theories that define self-regulation as internal states and processes, several authors emphasizes the role of agents of socialization: parents, teachers, etc. Behavior becomes self-regulating through a sequence of levels of mastery of skills: observation, imitation, self-control, self-regulation.

At the present time, most foreign researchers develop *personal approaches* to self-regulation. Self-regulation as an integral aspect of personality is described how neuroticism, introversion and optimism-pessimism can be associated with various aspects of self-regulation.

The theory of cognitive change distinguishes in self-regulation such an aspect as self-monitoring, and explains how the ability to self-monitoring develops throughout the life of a person.

So, understanding of the principle of self-regulation is similar in various approaches of both Russian and foreign psychology. In addition, scientists emphasize the same problems. So, one of the main problems in understanding self-regulation is the subject-personal problem, which is natural in the period of the paradigm shift, when the humanitarian paradigm replaces the psychotechnical paradigm.

Multiparadigmality in today's psychological science suggests that the future of psychology of self-regulation in Russian science is associated with the development of the **humanistic paradigm** in psychology, with the notion of the world as a self-organizing system. Man is an independent complex self-developing system with its own specifics of self-regulation [20, 21].

The main thing in modern studies of self-regulation is the question of the relationship between categories of subject and personality in the context of self-regulation of the activity.

Self-regulation of the first order (self-organization) serves to preserve the personality as an integral system. In this case, the person is regarded as a closed whole system. This modality of the personality calls self-expression.

The second modality of the personality is self-realization in the external world. In this case, the person acts as an open system. And here, in addition to the task of self-organization, self-regulation solves the problem of organizing an interactive space. This is self-regulation of the second order. At this level, self-regulation is related to the subject's personal qualities.

The transition to the third level of self-regulation, associated with the personality as a subject, occurs in the interactive living space.

The activity of a person in external space depends first of all on its claims: to preserve his or her individuality, to declare about it and to realize it. Therefore, the personal activity associated with the interaction of external and internal, represents as a system of pretensions, self-regulation and satisfaction. The personality is the subject at their optimal ratio. In this case, the subject is defined by the following properties:

- the subject has a special way of organization, that is, the transformation of the personality into a subject occurs both in the process of mastering the activity, and in the organization of this activity;
- the subject is capable of resolving contradictions himself or herself;
- the subject purposefully and optimally uses his or her capabilities and available experience as ways of solving vital problems;
- the subject is aimed at improving his or her personality as an individual;
- the subject strives to achieve a "higher level" of his or her life, an optimal level of functioning [22].

Self-regulation is actualized in the course of the successful professional activity, which is carried out in conditions of high uncertainty, is constantly becoming more complicated, requires a creative approach and is not determined by strict instructions, so it is advisable to talk about self-regulation of the personality as a subject.

So, the description of the boundaries of the subject area allows us to determine the basic ideas of our research and thereby limit the aspect of describing the structural-level concept of self-regulation of the successful professional activity.

The methodological analysis of the problem of self-regulation in Russian and foreign psychology provides the basis for conclusions about the existence of a multitude of theoretical approaches to its study that belong to various scientific paradigms. Despite the multiparadigmality, most researchers understand the essence of psychological self-regulation in a similar way – as a system-organized process of the person's inner psychic activity by initiating, building, maintaining and managing various kinds and forms of voluntary activities that realize the achievement of personal goals.

The category "self-regulation" develops in the presence of two major directions in the structure of psychological knowledge: the psychological theory of the activity and cognitive psychology and includes the integration potential, which is important for the disintegrated science, which psychology is. This potential is reflected in two main problems of psychology of self-regulation: the subject-personal problem and the problem of multi-level.

The first problem cannot be solved without understanding the laws of metacognitive processes, mastering which the subject becomes the subject, acquires subjectivity not only in relation to the external, but also to the inner world. In our study, we adhere to the point of view of K. A. Abulkhanova-Slavskaya [23] and we talk about the self-regulation of the personality as a subject with a number of certain properties.

The second problem (the problem of multi-level self-regulation) arose in the process of studying self-regulation of the activity, one of the main ways of disclosing the psychological patterns of the activity, which can be designated as structural-morphological. According to it, the psychological architectonics of the activity is revealed through its psychological system. Main components of the "morphology" of the activity are heterogeneous units, functional

blocks of activity. This idea was most fully developed by V. D. Shadrikov [24] in the framework of the system-genetic concept of professional activity.

Since the concept of "professional activity" at the moment is still specified, we rely on the works of G. V. Sukhodol'skiy [25], V. D. Shadrikov [26] and A. G. Asmolov [27] and define the professional activity as a complex labor activity aimed at transforming the subject of the activity and the surrounding reality, with the goal of achieving the state of professional success.

To determine the concept "professional success" the works of S. A. Druzhilov [28] and A. Yu. Sogomonov [29] were used. The term "professional success", defined as the state of the optimal balance between professional self-worth and professional reliability, fills the structure of the professional activity with a qualitatively new content that transforms the system of the professional activity into the system of successful professional activity [30].

On the basis of the analysis of methodological approaches to the study of the problem of self-regulation, we singled out the model of psychological self-regulation of the activity of O. A. Konopkin [31] as the methodological basis for our studies because of its universality. In this concept, self-regulation is viewed as a system which structure is similar to the structure of the system of professional activity, includes functional blocks intended for the implementation of regulatory functions.

The questions about how its components interact and form psychological levels of self-regulation of the successful professional activity and how these levels relate to each other have not yet been studied, even though the answers would open up new opportunities not only for the development of strategies for success in the process of implementing professional activity, but also managing this state.

A very small number of studies have been devoted to the solution of the problem of the structural-level organization of self-regulation of the professional activity, among which the theory of problems should be noted.

The authors suggest the concept "problem" to distinguish the levels of self-regulation of the professional activity.

According to the class of complexity of problems, the authors define five levels on which these problems are solved, that is, the basis for distinguishing the levels of self-regulation of professional activity in this concept is the purpose of regulation: the level of direct interaction, mediated coordination, program-target organization, personal-normative changes and ideological corrections [32].

There is also a series of studies of levels of self-regulation applied to representatives of specific professional communities [33].

The examples cited as an example reflect the main tasks of studying the problem of self-regulation of the professional activity: identification of the level structure of self-regulation, the specificity and the qualitative peculiarity of regulatory processes at different levels.

In our study, we propose the solution of these problems in relation to the successful professional activity, we reconstruct the system of self-regulation of the successful professional activity, defining its structure by the method of synthesis of two systems: the system of successful professional activity and self-regulation of activity.

RESULTS

The empirical study was conducted on the basis of a sample ($N = 297$) of specialists from a number of organizations. The target sample of the study included successful professionals ($N = 112$) representing 5 different areas of the professional activity: marketing – 19 people, emergency assistance – 18, fire extinguishing – 26, trade – 32, the sphere of service – 17.

In the study we used the following techniques and methods: technique "Vector" as used to determine the indices of professional reliability and professional self-worth, method "Style of Self-Regulation" [34] was used to reveal the stylistic features of self-regulation of successful professionals, methodology "Professional relevance of the personality" [35] – to diagnose the level of professional relevance of the individual, technique "Monitoring labor motives" (modified and adapted by Yu. L. Starenchenko [36] – to study individual work motivation. Statistical analysis of the results of the empirical study was carried out using the Spearman rank correlation coefficient, factor analysis.

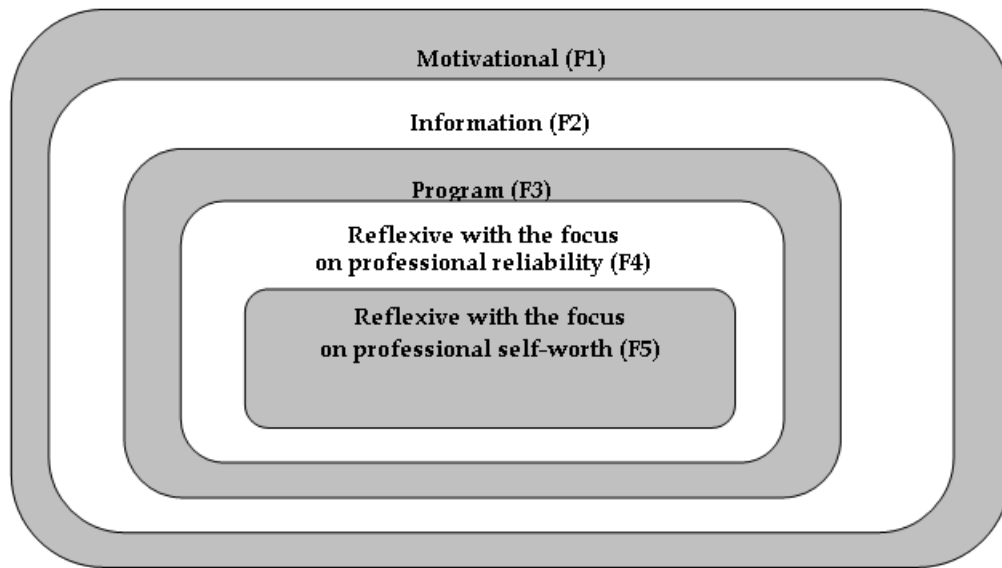


Figure 1. Level structure of self-regulation of the successful professional activity

Table 1. Results of factor analysis

F1	F2	F3	F4	F5
Motivation to achieve	General level of self-regulation	Practicality	Trusting	Striving for career growth
Socio-psychological stability	Professional authority	Flexibility	Prosocial approval	Dependence on the manager
Self-confidence	Professional competence	General level of self-regulation	Dependence on group	Striving for independence
Self-development	Attitude of others	Responsibility	Orientation to formal communication	
Orientation to the future	Self-attitude	Modeling		
	Belonging to the professional community	Social Thinking		
	Experience of professional demand	Programming		

Factor 1 is represented by the following indicators: motivation to achieve (0.838), social and psychological stability (0.653), self-confidence (0.629), self-development (0.616), orientation to the future (0.587), general level of self-regulation (-0.691), programming (-0.567). As we see, factor 1 is bipolar, since it includes both positive and negative factor loads. The division into positive and negative loads does not contain an estimated load, but has the meaning of the opposite pole.

The leading indicator of factor 1 is the “motivation to achieve”, which means the inclination to experience pleasure and pride when achieving the result. As the correlation analysis showed, there is a significant direct relationship between the motivation to achieve and other indicators of the first factor. Thus, the motivation to achieve is related to socio-psychological stability ($r = 0.659, p \leq 0.01$) and the desire for self-development ($r = 0.505, p \leq 0.01$). In addition, the higher the motivation for achievements, the greater the desire for responsibility ($r = 0.5, p \leq 0.01$).

Taking into account all indicators when interpreting, this indicates the following: the subject is directed to the future, his or her thinking is characterized by strategic character; we can say that the subject is “experiencing” the future success and is proud of the results achieved in the future in the present. Moreover, the more the subject imagines the future success, the higher the ability to maintain maximum performance in various situations, it allows maintaining a high level of focus on constant work on the subject itself. This is facilitated by confidence in the subject’s abilities. The motivation to achieve is so great that it acts as a compensating factor in relation to the overall level of self-regulation (-0.691). The negative load on the programming indicator (-0.567) confirms the absence of demand of the specific regulatory functions considered by the mechanism.

Therefore, we have every reason to determine the level described by the indicators of the first factor according to the leading indicator as **motivational**.

The functional purpose of the motivational level in the system of self-regulation of the successful professional activity is to provide a link between “subject” and “target” components in the process of goal-setting through the

preparation of the purposefulness of the professional activity on the basis of the motivational structure. With the help of the motivational mechanism, the subject determines the goal, which is to achieve a balance between professional reliability (an objective factor in the motivational structure) and professional self-worth (subjective factor in the motivational structure).

Factor 2 includes the following indicators: professional authority (0.794), professional competence (0.757), attitude of others (0.675), self-attitude (0.671), assessment of professional performance (0.649), professional community (0.630), experience of professional demand 0.619).

The results of the correlation analysis showed the presence of direct significant relationships between belonging to the professional community and the evaluation of the results of professional activity ($r = 0.602$, $p \leq 0.05$), the attitude of others ($r = 0.537$, $p \leq 0.05$), self-attitude ($r = 0.652$, $p \leq 0.05$), that is, the more complete the subject perceives his belonging to the professional community, the better the subject can evaluate his or her professional activity, according to which the timely adjustment of professional actions for reducing the mistuning between the current and target state, which determines the effectiveness and success of the professional activity. Professional identity becomes the basis for satisfaction with the attitude of colleagues and managers, as well as the objective evaluation of the results of the subject's activities, which in turn leads to high indicators of self-relationship.

These indicators can be interpreted in the following way: the subject regards the subject's system of professional knowledge as already formed, the subject does not only have this system, but also effectively uses it, so that the subject realizes himself or herself to be significant to other members of the professional group as a "source of information" within the performed profession. The demand for information provided by the subject, serves as a criterion for the subject's usefulness. On the basis of feedback the subject learns about ideas, values, norms of the professional group, determines the extent of the subject's involvement in the professional community, highlighting common, typical characteristics that define a professional group as a whole. The emotional-evaluative system forms a stable degree of positive attitude towards oneself, providing self-acceptance. A high ability to assess the current state of the activity in relation to the goal ensures the dynamics of information exchange by adjusting the system of criteria in accordance with which the evaluation is performed at all the stages listed.

So, information exchange is in the focus of attention of the second factor. Therefore, we determine the level of self-regulation that corresponds to this factor as **information**.

In the system of the successful professional activity, the information level fulfills the function of controlling the correspondence of the results of the functioning of the system to the set goal on the basis of a system of objective and subjective criteria for the successful professional activity that are part of the content of the component "Information basis of activities" in the system of the successful professional activity.

Factor 3 is represented by indicators: practicality (0.696), flexibility (0.664), general level of self-regulation (0, 633), responsibility (0.608), modeling (0.611), social thinking (0,6), programming (0, 5).

The leading indicator of factor 3 is practicality, flexibility and general level of self-regulation, which is manifested as dominance of interest in practical ideas and problems. The activity is woven into the realities of life, the activity is subordinated to the provision of material needs and the achievement of results. And in the course of the activity, details are considered and taken into account, which allows rationally to acquire and use resources. All of the above, combined with high achievement motivation, ensures a high benefit from the professional activity of the subject. The effect is also strengthened due to the developed social thinking aimed at regulating interpersonal relations in the process of the professional activity: the reality is interpreted, new information adapts to what is already available. This contributes to the performance of duties and promises, regardless of the circumstances. The subject is organized, disciplined, precise in the performance of the work, which serves as the foundation for high efficiency in the implementation of modeling and programming. The subject is able to allocate significant conditions for achieving goals both in the current situation and in the long-term future, which in turn is manifested in accordance with the programs of the activity, characterized by the level of detail, thoughtfulness of the methods of the activity and behavior. At the same time, in the situation of risk, there is the ability to quickly change the change in significant conditions, adequately respond and restructure the program of actions to successfully solve the problem, which characterizes the overall level of self-regulation as high. This is confirmed by the results of the correlation analysis, which showed the presence of direct significant relationships between modeling, flexibility ($r = 0.32$, $p \leq 0.05$) and the general level of self-regulation ($r = 0.591$, $p \leq 0.05$); between flexibility and programming ($r = 0.573$, $p \leq 0.05$). In addition, strong direct links exist between flexibility and the overall level of self-regulation ($r = 0.756$, $p \leq 0.01$), and between programming and the overall level of self-regulation ($r = 0.801$, $p \leq 0.01$). That is, the better the subject determines the significant conditions, the more the subject's ability to predict such conditions in the future, the more adequately the subject can react to the changes. The quicker and more adequate the subject's reaction to changes, the more effective the corrected program.

So, the indicators of the third factor describe the level of self-regulation, which functions can be designated as the implementation of the program of activities to achieve the goal. Based on the indication of the scales, the third factor determines the level as the **program** level.

In the system of the successful professional activity, the program level of self-regulation provides a link between the components “activity program” and the “information basis of activities” by making a decision on adjusting the content of the system of criteria of the latter. Thus, the entire system is adapted to internal and external conditions on the basis of information, motives, meanings and goals.

Factor 4 includes the following indicators: trusting (0.703), motivation for prosocial approval (0.651), dependence on group (0.461), orientation to formal business communication (0.442). This factor is bipolar, since one of the indicators, namely independence, has negative load (-0.520).

The indicators obtained indicate a willingness to recognize the ability of others to contribute effectively to the overall work, the inclination to cooperate in opposition to competition; about openness, willingness to share information and receive information even without a sufficiently critical analysis. The subject is inclined to normality, loyalty to group standards, recognition and protection of group values, aspiration to realize group goals. The subject accepts own interdependence from colleagues; acts in the group taking into account the interests of its other members; prefers teamwork to independent work, compares own methods and results of activities with the methods and results of others. Identification of the individual with the group indicates the desire to gain approval from other people, which is generally productive for the implementation of professional activities. Maintenance of the achieved state can be carried out within the framework of formal business communication, when the preference is given to the norms and formal requirements for communication, the use of administrative methods of influence. This concerns activities with a high level of responsibility. At the same time, the external motivation for formal business communication is the desire to achieve success and the approval of managers. The direction of the actions to achieve professional reliability (that is, the approval and appreciation of the professional group) is obvious. It can be achieved through constant evaluation of own actions in relation to the actions of other members of the professional group. Therefore, based on the analysis, we can interpret the level of self-regulation described by indicators of the fourth factor as **reflexive with a focus on professional reliability**, thanks to which the reliability of achieving the goal in the system of the successful professional activity is increased.

The last factor – Factor 5 – has significant factor loads in the following variables: striving for career (0.639), the desire to depend on managers (0.543), the striving for responsibility and self-activity (0.515). This shows the desire to increase the official status and authority, which not only provides the opportunity to realize the existing skills and competencies, to achieve a certain level of welfare, but also to move to a different level of complexity of the tasks. At the same time, the subject realizes that the realization of the professional activity, accompanied by certain achievements, occurs within the framework of the organizational system which functions in accordance with organizational norms and rules. The system in this case is regarded as an instrument as a foundation for development, therefore the subject consciously assumes the subject’s dependence on the relationship with the leader, as the person allocating the resources necessary to achieve the goal and determining the prospects and development. In addition, the leader acts not only as a source of objective assessment of the subject’s achievements, but also as a criterion for subjective evaluation of achievements. The subject is guided by these assessments when choosing goals and ways of solving problems, each time increasing the level of personal responsibility. Due to the constant reflection of own self-worth, the subject develops and achieves the level of a successful professional. Thus, indicators of the fifth factor describe a mechanism that can be defined as **reflexive with the focus on self-worth**. In the system of the successful professional activity this mechanism, like the previous one, ensures the reliability of the subject’s achievement of the goal.

So, factor analysis has made it possible to single out the following levels of self-regulation of the successful professional activity: motivational, information, program, reflexive with the focus on reliability and reflexive with the focus on self-worth.

The analysis of the data essentially reflects the structure of the subject of the successful professional activity, since it is the subject that is the core of the whole system, which activates certain levels of self-regulation to manage the system of the professional activity in order to achieve professional success. Levels of self-regulation are related to each other, and ensure the integrity of the entire system.

The motivation mechanism is the fundamental level of the system. With its help, the subject sets the goal of the functioning of the system, which is a system-forming factor. With regard to successful activities, the goal is to achieve professional success, which is defined as the balance between professional self-worth and professional reliability.

Criteria of professional reliability and professional self-worth are included in the dynamic system of the component “Information basis of activities”. In order for the target to be relevant and adequate and the direction of the system be on the target, the subject launches an information mechanism. In the system of the successful professional activity, the information mechanism performs the function of controlling the correspondence of the results of the functioning of the system to the goal.

The results of the functioning of the information mechanism are the basis for the next in the hierarchy of the mechanism – program. It is this mechanism that realizes the regulative function – a program of activities for managing the system of the successful professional activity, which is then realized by the subject.

The results of the activity program are the trigger mechanism for launching the fourth self-regulation mechanism of the professional activity system – reflexive with the focus on professional reliability. Here, the subject realizes, analyzes and accepts objective assessments of the results of own professional activity on the part of the professional community. In the context of the successful professional activity, this mechanism ensures the reliability of the goal [37].

Receiving the results of functioning as a positive reinforcement, the subject launches the mechanism of reflection with the focus on self-worth, where the subject's professional subjective self-assessment is formed and the goals of a new, higher order are set.

DISCUSSION

It is important to remember that the level hierarchy described above characterizes only the formed structure of the subject of the successful professional activity, that is, in this sequence and in this way self-regulation mechanisms of successful professionals function.

The formation of levels in accordance with the principle of systemogenesis occur heterochronally, unevenly [38]. Each mechanism has its own specific capabilities and taken separately cannot fully ensure the effectiveness of the entire system. The professional activity can be successful only when the level of development of all levels is high and their hierarchical structure is formed [39, 40, 41].

When speaking about interrelations between mechanisms, it is necessary to say that all levels are connected by ascending and descending influences. The first option is to be considered with reference to the process of forming, building up the system of the successful professional activity. But if we want to manage the already formed system, then the changes must take place, starting with a reflexive level with the focus on professional self-worth and a reflexive level with the focus on professional reliability. These differences should be taken into account in the practical application of the results of the study.

CONCLUSION

Based on the analysis of the data obtained as the result of the empirical study to identify and determine the psychological mechanisms of self-regulation of the successful professional activity, the following conclusions can be drawn.

In order to effectively manage the system of the professional activity, the purpose of which is professional success, the subject, being the core of the system of self-regulation of the successful professional activity, activates the mechanisms in a strictly defined order.

With the help of the motivational mechanism, the subject sets the goal, then the information mechanism is activated which controls the correspondence of the results of the system functioning and the goal set, on the basis of information on the discrepancy the subject builds a program of activities for achieving professional success, which results are realized on the basis of community's objective estimates at a reflective level with the focus on professional reliability, after with the help of reflexive mechanism with the focus on professional self-worth the formation and professional awareness of self-worth takes place.

Activation of levels of self-regulation in this sequence indicates the formation of a system of self-regulation and it is a sign of the subject's successful professional activity.

Thus, the successful professional is a state of the subject of the successful professional activity characterized by the formation of all levels of the self-regulation system that form a hierarchical structure through the consistent interaction of the levels the management of the professional activity takes place to achieve the goal: the professional success.

RECOMMENDATIONS

The materials of the article can be used to design self-regulation of the professional activity.

The results of the empirical research can be used in development of methodological recommendations and trainings on professional success, overcoming the crises of professional development. The research can be continued in terms of searching the invariant structure of professional self-regulation for workers with different productivity. On the basis of the features of the functioning of each level of the structure of self-regulation of the professional activity, features peculiar to a successful professional can be distinguished:

- High motivation for achievements and self-development. It is interesting that the desire for material well-being is not among the three important motivators of successful professionals.
- A successful professional not only has the knowledge, but also effectively applies them. Moreover, he or she willingly acts as a source of information for members of the professional group.
- A successful professional has a dominated interest in practical ideas and problems and is determined to solve practical problems, and not to avoid problems.
- When solving problems a successful professional has flexibility and the ability to quickly rebuild activities in accordance with changing conditions and commitment and reliability in interpersonal relations with representatives of a professional group.
- A successful professional is characterized by the developed social thinking and is focused on cooperation, not competition. In a group a successful professional acts in the interests of its members.
- A successful professional does not seek informal communication in a group. On the contrary, formal business communication is priority for a successful professional as it contributes to the concentration of attention and effort on the solution of the set tasks. A successful professional works within the framework of the system, in accordance with the norms and rules of subordination.
- A successful professional has a very high ability to reflect, compares his or her own methods of activities, behavior and performance with similar indicators of other members of the team, taking into account objective assessments of the professional community and his or her own subjective assessment.
- And, finally, a successful professional experiences dissatisfaction with what has been achieved, strives to complicate tasks in the implementation of the professional activities, that is, to career growth and self-development.

Thus, on the basis of the results obtained, it is possible to specify the portrait of the subject of the successful professional activity.

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