

# An Empirical Study of Individual-Typological Personality Traits and Psychological Competence of Future Specialists-Managers

E. Vovk, N. Gorbunova, E. Vezetiu\*, E. Ponomareva, L. Bura

*V. I. Vernadsky Crimean Federal University, Simferopol, Russia*

*\*Corresponding author. Email: nauchnyyotdel@mail.ru*

## ABSTRACT

This article considers the relationship between the individual-typological traits of the personality and the components of the psychological competence of future specialists-managers. The psychological competence of a specialist-manager is a complex personal formation. The level of formation of the psychological competence of future specialists-managers is largely due to such individual-typological traits as extraversion and spontaneity. As a result of the analysis of the theory and practice of the sphere of management, contradictions were revealed between the current orientation of educational institutions to improve the quality of training of specialists-managers and the lack of proper understanding of the relationship between the individual traits of representatives of this professional group and their psychological competence. The purpose of the study is to identify and describe the relationship between individual-typological personality traits and the components of the psychological competence of future specialists-managers. To achieve the goal of the study, a set of general scientific and psychological methods was used: theoretical - method of theoretical analysis of scientific references, study guides, regulatory documents, statistical data, empirical research on a designated topic; empirical - ITQ L.N. Sobchik; KOS-2; SOINT; mathematical and statistical methods of data analysis (Spearman's rank correlation coefficient). The obtained results of the study allow us to assert that the individual-typological traits of future specialists-managers are the basis of their psychological competence. The scientific novelty of the study lies in the fact that the relationship of individual-typological personality traits and components of psychological competence in future specialists-managers was identified and analyzed at the first time.

**Keywords:** *psychological competence of future specialists-managers, extraversion, spontaneity, educational institution.*

## 1. INTRODUCTION

The issue of psychological competence is relatively new. This category is based on the methodology of the competence-based approach which replaces the qualification approach in education [1]. The main difference between the two approaches lies in the different understanding of the ultimate goals of education. So, within the framework of the qualification approach, the main goal and successful result of any training, whether general or specialized, professional one, is the acquisition of a particular qualification by a person. A qualification is understood as the whole set of knowledge, skills and abilities that are necessary for implementation of a particular activity. This approach has existed within the educational system for a long time, but its main drawback is insufficient attention to

the practical aspects of activities. In fact, possession of certain knowledge about the subject of activity does not necessarily mean the correct, competent and skillful application of such knowledge in practice. A similar thought can be extrapolated with the same confidence to the skills and abilities acquired in the learning process, since possessing a skill does not at all mean the possibility of its skillful and timely use in the process of labor activity [1].

A.G. Bermus [2] considers the competence-based approach as a correlate of the pre-existing more traditional approaches to education. The author distinguishes didactocentric, functional-communicative, scientific-educational, cultural studies among such approaches. At the same time, it is emphasized that the concept that forms the competence-based approach in

the system of Russian education is not fundamentally new and unique, but relies on the logic of concepts that have already existed and have proven themselves in certain educational situations. In addition, A.G. Bermus points out that the conceptual apparatus introduced into the teaching methodology by the competence-based approach is also not new and has its borrowings in sociology, jurisprudence, linguistics and other areas of scientific knowledge [2].

D.A. Ivanov in his studies notes that the main task of the competence-based approach to education is to bring together the focus of the training system and the needs of the labor market. In other words, the main value of this approach is that, with its successful application, the education system will form competencies that will improve the quality of specialists and, consequently, their demand in regional and world labor markets, which will also have a beneficial effect on the overall quality of implementation of those or other professions [3].

O.E. Lebedev defines the competence-based approach as a set of principles aimed at expressing the goals of education, arranging the educational process, assessing its results and selecting the didactically correct educational content [1]

Within the framework of research on competence as a psychological category of a person, it is noted that this characteristic is a multifaceted and complex formation. One of the most important statements here is the offered assumption that within the framework of its modern understanding competence is not only a component of professional culture [4].

I.A. Egorova in her works offers a model for understanding the structure of psychological competence consisting of three components [5] :

- 1) functional component. Here the author includes psychological knowledge, abilities and skills necessary for the design of training and its implementation by the teacher himself/herself, who is engaged in developing competence among students. Here, in the role of substructures, the author of this division includes socio-psychological competence, psychological and pedagogical competence, as well as competence in the field of individual psychological traits of a person. According to the author, these competencies shall be present in the structure of the teacher's personality, because, otherwise, they will not be adopted and integrated by students in the process of acquiring competence. This component reflects the possibility of realizing oneself in the profession from a practical and theoretical point of view;
- 2) motivational-volitional component. This includes a set of motives and goals, as well as needs and values. This component reflects the interest in the

profession, the desire for creative transformation of standard means and methods of work, the emotional attitude to the profession, its individual aspects, as well as the emotional attitude towards oneself in the role of a specialist in this particular profession;

- 3) a reflective component. Here the author refers to the ability to consciously control the results of one's own activity and the level of one's development within its framework, to be aware of the level of one's personal achievements in the profession, the formation of initiative, creativity, focus on cooperation and co-creativity (joint creative activity), a tendency to analyze independently the success of one's own activity. The reflexive component in this model is also indicated with the functional role of feedback – it is the reflection of one's own success, interest, initiative and creativity that allows the individual to plan and form his/her own further activity within the framework of the reflexive activity. It also contributes to formation of not only use of standard methods and techniques of work, but also development of their own individual style of activity.

It is important to note that within the framework of this model, the psychological competence of the teacher is assessed, but it does not reflect any specific competence provisions that could not be extrapolated to other professional areas.

It shall be noted that the overwhelming majority of works reflecting the issues of competence of specialists-managers are found within the framework of various pedagogical approaches. The main aspects of professional competence, developed at the moment, include a reflection of some personal traits of specialist managers, an analysis of the traits of intercultural communication, and etc. [6; 7].

The degree of development of the management sphere, which is determined, inter alia, by the quality and competence of its employees, is, of course, important from an economic point of view within the framework of the country development as a whole. An important feature of most areas of management is that the effectiveness and success of this field of activity largely depends on the human factor determined by the personal traits of the personnel. In this regard, A.N. Chernobrovina defines a high degree of social intelligence, the ability to establish social contacts, the vastness of strategies of psychological defense in communication, certain communicative attitudes as having the high importance in this sphere for specialists [8].

4 relatively distinctive models can be distinguished among the Western models of management teaching:

- the approach of Cornwall College (within the framework of the English School of Management). Within the framework of this approach, the most important competencies are considered to be business skills, communication and organizational skills of future specialists;
- the Bournemouth University approach (the second branch of the English School of Management). The most important competencies here are considered to be an orientation towards independence, combined with the ability to be part of a team and the desire to be a versatile specialist, to know and be able to significantly more than the minimum requirements for the profession;
- the approach of Johnson & Wells University (within the framework of the American School of Management). The most significant competences here are tolerance, customer orientation and business skills;
- the approach of the Swiss School of Management. Activity and creativity are recognized as the main competencies, they are also complemented by diplomacy, relaxedness and tact [9].

As can be seen from the above, a significant part of the competencies is unique for each area and only a few differently interpreted, but similar categories are distinguished as general ones.

Summarizing the theoretical analysis of these four approaches, A.N. Chernobrovina notes the practical orientation of training specialists in the field of management within the framework of Western models, the presence of certain models that include the qualities that a specialist in the field of management shall possess [8]. She also offers a domestic model, which includes two directions:

- 1) the direction of development of educational and professional attitudes;
- 2) the direction of development of socio-psychological characteristics: facilitation, independence, autonomy and sensitivity.

The socio-psychological characteristics offered by A.N. Chernobrovina have the following explication:

- 1) social sensitivity is understood by the author as the ability for predictive heuristics in relationships with people. Paraphrasing this definition, we can note its similarity with the concept of social intelligence. However, unlike social intelligence, which is based on momentary perception and interpretation of a social phenomenon, social sensitivity is more reminiscent of perception of social conditions at the moment and construction of a model of social interaction based on previous experience in the future;

- 2) the author understands a facilitation as the ability to build communication in a supportive style. In other words, it is the ability to maintain a conversation with a person, regardless of the degree of interest of the interlocutor in the dialogue, the ability to interest the communicative partner without the motivation for communication emanating from him/her;
- 3) social autonomy and independence are understood as the ability to resist the influence and pressure of people and circumstances. Presence of social autonomy means independence of the behavior and activities of the individual from external influences exerted by other people or external circumstances that hinder the activity.

As a result of the theoretical and methodological analysis of the literature on the topic, a number of conclusions can be drawn:

- 1) the concept of competence refers to the categorical apparatus of the competence-based approach and in general terms means the ability to practically implement the knowledge, skills and abilities accumulated during training, the ability to carry out activities in conditions of possessing the necessary knowledge;
- 2) psychological competence in a broad sense is understood as one of the aspects of general competence – the presence of certain skills, qualities, knowledge and the ability to apply them in practice, reflects the set of psychological qualities, personality traits and traits that will contribute to the successful professional activity of a specialist in any specific area;
- 3) individual-typological traits have a certain impact on both formation of the general competence of the employee and the success of his/her activities, as well as the employee's satisfaction with the results of his/her activities. Within the framework of individual-typological traits, the peculiarities of the work of the nervous system (temperament), characterological characteristics (accentuations and manifestations of character), personality abilities shall be considered. In the framework of self-realization in the field of management, the most preferred individual-typological features seem to us as: a strong, mobile and stable nervous system, general extroversion, low level of anxiety, high communication and organizational skills, stress resistance;
- 4) currently, there is no consensus on the complete list of components of psychological competencies of a management worker, and scientists within the framework of the English, American and Swiss schools of management are engaged in development of basic approaches to understanding

these competencies. Note that the competencies allocated within these schools are not identical or even similar, since are based on different theoretical concepts of each of the schools.

## 2. MATERIALS AND METHODS

The empirical part of this paper is based on the study hypothesis, according to which it is assumed that the psychological competence of a specialist in the field of management is a complex personal formation. The level of formation of the psychological competence of future specialists in this area is largely due to their individual typological traits.

The purpose of the study is to identify and describe the relationship between individual and typological personality traits and the components of the psychological competence of future specialist managers.

In accordance with the purpose of the study, the following tasks were solved:

- to analyze the scientific psychological and pedagogical literature devoted to the study of individual and personal properties, the specifics of the professional training of future specialists-managers, their psychological competence;
- to reveal the individual-typological traits of future specialists-managers, the level of development of their psychological competence;
- to reveal the relationship of individual-typological traits of future specialists-managers and the components of their psychological competence, to conduct a psychological analysis.

From the point of view of empirical data, the communicative category herein is provided by a methodology for diagnosing the communicative and organizational inclinations of KOS-2, developed by V.V. Sinyavsky and B.A. Fedorishin [10]. The methodology consists of forty statements, to which the subject is asked to answer "yes" or "no" and includes two scales:

- scale of communicative tendencies. The scale reflects the desire of the individual to communicate, to expand the circle of his/her acquaintances. The results are interpreted on the basis of the following distribution of points: 1-4 – extremely low level, 5-8 – low level; 9-12 – intermediate level; 13-16 – high level; 17-20 – the highest level;
- scale for assessing organizational skills. This scale reflects the degree of inclination to activities aimed at organizing events, groups, etc. The values are distributed on this scale in the same way as on the scale of communicative tendencies: 1-4 – extremely low level, 5-8 – low level; 9-12 –

intermediate level; 13-16 – high level; 17-20 – the highest level.

The socio-personal category of competence within the framework hereof is assessed through the category of social intelligence. In this regard, we use the SOINT questionnaire (N.F. Kalina) [11]. This questionnaire includes 2 units, the results of which are interpreted in aggregate. The questionnaire contains 22 diagnostic scales reflecting certain indicators of social intelligence. To determine the total value of social intelligence, the sum is determined for all scales. The questionnaire contains the following scales: the ability to correctly assess people; the ability to accept negative feedback; lack of projection in communication; understanding the sufficiency of the result; reflection on the final goal; the ability not to repeat mistakes; good causal attribution; adequate self-esteem in communication; sensitivity in the process of interpersonal interaction; the ability to give advice without offending people; non-dogmatic attitude to social experience; the ability to distinguish between simple and difficult situations in communication; high accuracy in assessing others; endurance in communication; lack of psychological protection; the ability to criticize without offending people; lack of implicit representations; striving to immediately find the correct line of behavior with a new person; the ability to solve the problems of others; good empirical learnability; ability to request information; interest in people.

Values on all scales of the questionnaire vary from -3 to 3 points. Therefore, the aggregate value of social intelligence can be determined in the range from -66 to 66 points, however, the probability of reaching peak values is extremely low, because the values on the scales can compensate for each other and, most likely, the subjects' performance according to this method will be closer to zero or low negative/positive than to peak values.

To determine the individual-typological traits of a person herein, we used an individual-typological questionnaire (ITQ) by L.N. Sobchik [12]. This questionnaire is aimed at identifying the main typological traits of a person. It includes 91 questions, to which the subjects are asked to answer in the negative or in the affirmative way. The questionnaire includes a scale of lies, which allows to determine the reliability of the results. The questionnaire identifies such typological features as: aggravation, extraversion, spontaneity, aggressiveness, rigidity, introversion, sensitivity, anxiety, lability. The results that the subjects demonstrate on the scales of this methodology are the main individual-typological features, and it is the connection between the strength of the severity of these indicators with psychological competence that is analyzed within the framework of this empirical study.

The study was conducted with students of the training program "Management" of the Federal State Autonomous Educational Institution of Higher Education Crimean Federal University named after V.I. Vernadsky of the 4th year of bachelor's degree, as well as 1 and 2 years of magistracy. The age of the subjects was from 20 to 25 years. Total number of subjects - 40.

Mathematical analysis and statistical processing of the study results were carried out in Statistica 10 program. To determine the direction and strength of connections between the signs of psychological competence, Spearman's rank correlation analysis was used.

### 3. RESULTS AND DISCUSSION

An important aspect in determining the psychological competence of future employees in the field of management is their communication skills. To determine the communicative inclinations of the subjects, the KOS-2 questionnaire was used [10].

Half of the subjects demonstrated a fairly high level of communicative aptitudes, which are an important characteristic of future employees in the field of management. This is expressed in presence of the respondents' need for communication with other people, for ease of adaptation in communicating with new people or in a new team, initiative, the ability to make important decisions quickly and independently. All these qualities help greatly to improve the quality of the activities of future employees in the field of management. It shall also be noted that 33 % of respondents demonstrate a low or extremely low level of communicative aptitudes, i.e. these students have a lack of desire for communication with other people, difficulty in adapting to a new team or when communicating with unfamiliar people. Considering the specifics of the activities of employees in the field of management, these qualities shall be considered as qualities that will in one way or another complicate future professional activities.

The results obtained in the assessment of individual-typological traits (ITQ questionnaire, L.N. Sobchik [12]: a significant number of personality traits in the studied group is manifested in the form of accentuated features. The exception is extraversion (where the majority – 33 % of respondents show a weak manifestation of this trait, which indicates negative self-understanding) and introversion, which is expressed harmoniously in the majority of respondents (28 %).

Let us characterize the severity of each accentuated feature in the studied group separately:

1. Spontaneity manifests itself in a dual way, depending on the other traits, which are clearly pronounced. In this case, this trait is expressed as

accentuated in one third of the studied students (35 %) and manifests itself as maladjusting in 13 % of the subjects.

2. Aggressiveness that can manifest itself in the form of a desire to stand your ground, defend your ideas and point of view, actively achieve your goals. This feature is accentuated for a significant part of students (40 %), and in its strongest manifestations it is expressed in 20 % of the subjects.
3. Rigidity in itself is interpreted as the constancy of the views and values of the individual, however, with excessively vivid expression and in connection with the pronounced severity of introversion, it can be interpreted in the form of stiffness of the attitudes and values of the individual, a tendency to pedantry and high suspiciousness. This feature is largely expressed in one third of the respondents and expressed as a maladaptive trait in 18 % of the respondents.
4. Sensitivity, which, according to the interpretation, manifests itself in the form of increased sensitivity and impressionability in relation to the events taking place in the respondents' lives. This feature is accentuated in 33 % of the subjects and is expressed in the form of maladjustment in 25 %.
5. Anxiety at low values can be assessed as a manifestation of caution and awareness of one's own responsibility in relation to the consequences of decisions made, however, if it is significant, it reflects suspiciousness, excessive suspicion, fearfulness and the possibility of panic reactions. This trait is clearly accentuated in one third of the subjects (35 %), and expressed as maladaptive in 23 % of them.
6. The last of the accented features is lability. This trait is viewed as the opposite of rigidity and reflects its opposite – the variability and high mobility of mental processes. It is considered in conjunction with a high accentuation of emotiveness as a pronounced variability of mood and other emotional states, instability of values and motives of human activity.

However, the most valuable is the interpretation of the study results using this methodology in the aggregate assessment of the scales. When assessing the results of all the studied students, it is difficult to determine the leading accentuations, because almost all traits are equally strong (with the exception of introversion and extraversion). Therefore, to analyze the relationship between the scales, one shall refer to the analysis of the results of specific subjects. Therefore, the cumulative severity of extraversion and spontaneity is viewed as an accentuation of the hyperthymic type. Such a combination of manifestations was observed in 7 subjects (18 %). This allows us to characterize these

students as energetic, active, often in high spirits, resistant to stressors and purposeful. In addition, in these subjects, the predominance of the intuitive right hemispheric cognitive style can be noted. Therefore, such subjects learn many facts based on an unconscious experience – intuition.

The totality of high manifestations of anxiety and introversion, which reflects the accentuation of the personality in the opposite – hypothetical type, can be noted in 8 subjects (20 %). This allows us to characterize them as thoughtful and serious, however, the negative side of such accentuation shall be considered the tendency to a gloomy perception of reality, the pessimism of such people. In addition, such a set allows us to assert that such subjects exhibit a verbal left-hemispheric style of perception, based on the construction of analytical connections between facts and good handling of abstract concepts.

As part of the assessment of the group results of the demonstrated individual-typological features, it shall be noted that the most important is the analysis of brightly accentuated features, since all other serious manifestations can largely compensate for each other. It shall be noted that the most pronounced and uncompensated are the results on the scales "Introversion", "Sensitivity", "Lability". They are among all the specific features that are most emphasized in the sample under study. Therefore, corrective measures aimed at increasing the psychological competence of future specialists in the field of management are aimed primarily at these subjects.

Analyzing the data obtained, it shall be noted that in the study of the indicators of the subjects, 1 indicator was identified, which has a positive effect on psychological competence both from the point of view of the communicative and from the point of view of the social and personal category – extraversion. In addition, 4 signs were identified that, to one or another degree, have a negative effect on psychological competence – aggression (on the communicative category), rigidity (on both the communicative and social-personal categories), introversion (on the communicative category), anxiety (to the communicative category).

Qualitatively, the conclusions obtained through mathematical analysis can be interpreted as follows: on the basis of empirical study, as well as materials obtained in the study of L.N. Sobchik [12], devoted to professional selection, in the list of individual-typological qualities that have a negative impact on future professional activities shall be noted - rigidity, aggressiveness, introversion, lability, and extraversion and spontaneity have a positive effect.

In general, 1/3 of the students in the study sample had the above qualities that hinder the development of professionally important competencies. This group of

subjects can be characterized as persons with significant manifestations of conflict, individualism, insufficient level of compromise and communication. Among the individual-typological traits of the subjects, aggressiveness, spontaneity, sensitivity, anxiety, lability, rigidity are largely manifested.

Therefore, the results obtained allow us to assert that the individual-typological traits of future specialists-managers are the basis of their psychological competence.

The peculiarity of training the specialists in the field of management lies in the variety of directions. Effective interaction of a specialist in the field of a manager with personnel is impossible without a certain level of development of the former's communicative abilities, his/her ability to determine the individual psychological traits of an employee, to recognize accurately the specifics of his/her motivation and professional abilities. To master these traits, a specialist needs psychological training, which will expand his/her knowledge of the laws of human behavior, the peculiarities of interpersonal relationships and communication, and ways of behaving in conflict situations. It is obvious that development of psychological competence in future specialists-managers is best carried out at the stage of professional training. In this regard, the level of competence of such an employee will not only correspond to the current situation on the service market, but also ensure his/her competitiveness as a whole. An important role in mastering the professional competencies of future specialists in the field of management is also played by their individual-typological features, which can significantly affect the quality of the performance of professional tasks.

As a result of the analysis of the theory and practice of the sphere of management, contradictions were revealed between the current orientation of educational institutions to improve the quality of training of specialists-managers and the lack of proper understanding of the relationship between the individual traits of representatives of this professional group and their psychological competence.

According to the results of the experiment, in general, it shall be noted that most of the subjects can be considered sufficiently competent to carry out works in the field of management in terms of their understanding and analysis of the behavior of other people. However, one shall also pay attention to the fact that only a quarter of all subjects showed high indicators of social intelligence. Definitely, it makes sense to pay attention to this indicator and use it when forming the section of recommendations for improving the psychological competence of future managers.

When analyzing the results of the KOS-2 questionnaire [10], it was revealed that half of the respondents demonstrate a fairly high level of communicative propensities that are an important characteristic of future employees in the sphere of management. This is expressed in presence of the tested need for communication with other people, in the ease of adaptation in communicating with new people or in a new team, initiative, the ability to make important decisions quickly and independently. 33 % of respondents demonstrate a low or extremely low level of communicative aptitudes, i.e. these students have a lack of desire for communication with other people, difficulty in adapting to a new team or when communicating with unfamiliar people. Considering the specifics of the activities of employees in the field of management, these qualities will complicate performance of professional activities.

According to the results of the ITQ questionnaire [12], it was revealed that among the respondents a significant share of individual-typological traits (from 40 to 52.5 %) is at the level of either weak or excessive expression. Among them: "Extraversion", "Aggressiveness", "Anxiety", "Rigidity", "Introversion", "Sensitivity", "Lability". At such indicators of individual-typological traits, their transformation into professionally important properties at the stage of training creates significant difficulties.

According to the results of the SOINT questionnaire (Kalina, 1999), it was shown that about 2/3 of students in the direction of training "Management" indicators of social intelligence are concentrated within medium and high values. 1/3 of students showed low values for such indicators as the ability to correctly assess people, the ability to accept negative feedback, understanding the sufficiency of results, good causal attribution, adequate self-esteem in communication, the ability to give advice without offending people, the desire to find the right line of behavior with new person, interest in people.

Correlation analysis recorded the following series of relationships between the studied variables: extraversion is in a positive relationship with communicative propensities (0.01); with such indicators of social intelligence as the ability to accept negative feedback (0.01); lack of projections in communication (0.01); good causal attribution (0.01); adequate self-esteem in communication (0.05); the ability to criticize without offending people (0.05); good empirical learnability (0.05).

The data of correlations revealed in the study allow us to assert that there are interconnections between the individual-typological traits of the personality and the components of psychological competence. Based on the theory of L.N. Sobchik, it becomes possible to purposefully develop personality traits that are

necessary for future specialist managers, namely, their psychological competence [12].

#### **4. CONCLUSION**

Summing up the results of all stages of the work done, it is possible to formulate a number of theoretical, practical and recommendatory conclusions:

1. Psychological competence in a broad sense is understood as one of the aspects of general competence – presence of certain skills, qualities, knowledge and abilities to apply them in practice, and in a narrower sense reflects the set of psychological qualities, personality traits and traits that will contribute to successful professional activity of a specialist in any particular area.

2. The psychological competence of an employee in the sphere of management can be defined as a set of three categories: communicative, social-personal and reflexive-status (when the first two are the basis of competence). Communicative one, first of all, is represented by communicative abilities, and social and personal – by the level of social intelligence.

3. The results of the ascertaining stage of the study showed that among the students of the direction of training "Management" 1/2 of the respondents demonstrates high and highest indicators of communicative aptitudes, 1/4 of the group demonstrates high indicators of social intelligence. Also, 1/3 of the students in the study sample had various individual-typological traits that hinder the development of professionally important competencies. In the process of mathematical analysis, a direct relationship was revealed between the communicative category of psychological readiness (communicative tendencies) and personality extraversion, inverse relationships between the communicative category of psychological readiness (communicative tendencies) and aggressiveness, rigidity, introversion and anxiety. A direct relationship was also revealed between the social-personal category of psychological readiness (social intelligence) and extraversion, and feedbacks between the social-personal category of psychological readiness (social intelligence) and rigidity.

4. The study results can be used to optimize the professional training of specialists in the field of management at the training stage, to conduct professional selection of management personnel.

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