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Self-confidence and confidence in others among students of the faculty of law during professional education

There are presented the results of the research of dynamics of self-confidence and confidence in others among law students during education at high school. Confidence is considered as attitude-relation to self and to other people in the context of the problem of professional juridical education activity of students.

Key words: *self-confidence, confidence in others, attitude-relation, professional juridical activity, dynamics, psychological features of confidence.*

The orientation of Russian society on development of the legal and social state makes actual a problem of increase of ethical, moral, psychological qualities of personality which in modern conditions become important preconditions of success, freedom, self-realization and well-being of new generation. The new paradigm of education and also rigid competition in the market of services of experts of various trades dictate necessity of formativeness of personal qualities making potential for successful personal development and professional self-realization at a stage of professional education.

Professional formation, the lawyer's success of realization depend on preparation for professional work at high school, in this connection during education of law students there should be involved personal characteristics which in conditions of the society's democratization become important components of professional competence in such strictly regulated structures, as law executing bodies. In this connection it is of interest studying of confidence among law students as base, integrated characteristic of personality, as self-confidence and confidence in others defines its readiness for providing of any professional problem, desire to execute them, sense of responsibility for their performance with the greatest productive effect.

The problem of studying of confidence is one of actual in modern psychological science and represents rather extensive area of scientific search. Research of confidence has found reflection in fundamental works of S. Gurard, P. Laskau, R. Emerson, V.P. Zinchenko, A.B. Kupreichenko, T.P. Skripkina, etc. In native psychology there is generated the idea of confidence as the relation. In a basis of researches there laid the idea of T.P. Skripkina about confidence as attitude-relation to self and to the world. Confidence is also understood as metarelation (I.V. Antonenko), psychological relation including three basic components: cognitive, emotional and behavioural (A.B. Kupreichenko). The analysis of works of native authors has shown that confidence is understood as the subjective relation of personality reflecting its internal position and having an emotional-sensual basis which essence is connected with actual importance of object of trust and its estimation as safe for the



subject. According to T.P. Skripkina, self-confidence is a relation to own subjectiveness as significant for personality. Confidence in others is a relation to personality of the other, based on positive forecasting of his future acts. Self-confidence and confidence in others are interconnected and are the generalized resource of harmoniously developing person [2].

In connection with the aforesaid there has been organized the research studying the dynamics of self-confidence and confidence in other people among students of faculty of law during professional education. Theoretical studying of the problem and analysis of practical experience have allowed to formulate the research hypothesis according to which it is possible to assume that during professional education among students of the faculty of law there increases a level of confidence in other people and a level of self-confidence decreases. According to the purpose and the hypothesis there were aims: firstly, on the basis of the literature analysis to study the psychological nature of confidence and its kinds – self-confidence and confidence in others; secondly, to investigate a level of self-confidence and confidence in others among law students during their professional education; thirdly, to reveal dynamics of self-confidence and confidence in others among law students during their professional education.

For verification of the put forward hypothesis it has been spent longitude research of a level of self-confidence and confidence in others. Research was spent during three years, level of self-confidence and confidence in others, its changes were traced at group of examinees (46 persons) during their education at the second, third and fourth year.

We studied confidence by means of examinees' direct self-estimation of a measure of self-confidence and confidence in concrete people. Diagnostics of a level of self-confidence was carried out by means of a questionnaire of T.P. Skripkina directed on the reflective analysis to self-confidence in various spheres of life. At studying of confidence in others there was used the questionnaire of a level of confidence in other people. Reliability of results and conclusions of the research was ensured by observance of the basic methodological principles of psychological science, the substantial analysis of the received data, use of statistical methods of the data processing including the comparative analysis, calculation of a standard deviation, definition of χ^2 -criterion of Pirson.

We'll consider results of studying of dynamics of self-confidence among students during education. It is revealed that during education there increases the quantity of self-confident students in professional work. Thus, if at the second year of education in this life sphere there were completely self-confident 52,2 % of students, on the third year – 86,4 %, on the fourth – 92,5 % of examinees. The data testifies to increase of students' confidence in professional knowledge and abilities, to psychological readiness of examinees for professional juridical activity. During education self-confidence in intellectual activity essentially increases among students. On the second year full self-confidence in this sphere was marked by 60,8 %, on the third



year – 91 %, on the fourth – 95 % of examinees. Thus, by the fourth year of education the majority of examinees highly estimate their knowledge, abilities, intellectual qualities. We should notice that thanks to self-confidence the person attributes to himself a certain set of possibilities, aspires to correspond to the world and to himself. The cited data can point at aspiration of examinees to be competent of professional sphere of life, at importance of intellectual characteristics of the person at self-estimation and estimation of others. In ability to build mutual relations with close people there are self-confident 63,1 % of students of the second year, 79,5 % of students of the third year and 72,5 % of students of the fourth year. It is interesting that full self-confidence in ability to arrange relations in a family there reflex 65,2 % of second-year students, 81,8 % of third-year students and 82,5 % of fourth-year students. Possibly, the increase in a level of self-confidence in this life sphere is connected with processes of personality's formation, comprehension of family values, close and related communications.

The special attention is deserved by the data testifying to decrease of a level of self-confidence among students during education. Thus, in ability to arrange mutual relations with group-mates there are completely self-confident at the second year – 30,3 %, at the third – 27,2 %, at the fourth – only 17,5 % of examinees. In our opinion, it is possible to explain the decrease of a level of students' self-confidence in this sphere by the contents and requirements of professional education assuming high ability to self-organizing, self-dependence, independence of personality. At the same time, the trade of the lawyer assumes ability to arrange relation with people of different beliefs, opinions, social status, therefore it is possible to speak about a problem of development of communicative qualities of the lawyer at the stage of professional education in high school. It is also established that among examinees a level of self-confidence in arranging of mutual relation with higher people decreases. High self-confidence in this sphere there have noted 43,6 % of students of the second year, 16 % of students of the third year and 15 % – of the fourth year of education. This data testifies to the contradiction between developing personality's properties, qualities and objective requirements of a trade of the lawyer, including communicative activity.

The statistical analysis of results has shown that there are distinctions in a level of self-confidence in professional work ($\chi^2 = 54,406$ at $p \leq 0,000$), in intellectual activity ($\chi^2 = 48,153$ at $p \leq 0,0000$), in ability to arrange mutual relation with close people ($\chi^2 = 16,203$ at $p \leq 0,003$), with group-mates ($\chi^2 = 16,600$ at $p \leq 0,002$), with higher people ($\chi^2 = 30,185$ at $p \leq 0,001$). Thus, it is proved that during education among law students there is increase in a level of self-confidence in professional and intellectual spheres of life and decrease in a level of confidence to friends, group-mates and to higher persons. It is possible to affirm that by the end of education the majority of law students highly estimate personal possibilities in professional work sphere, mental abilities, simultaneously missing an important component of juridical work – communicative competence.



Longitude research of a level of confidence in others has allowed to reveal that during education among students of faculty of law there decreases a level confidence in relation to objects of confidence: «the best friend», «the group-mate», «the higher person». So, according to self-reports, there are completely confided in the friend 20 % of students at the second year, 24 % – at the third year, 17 % – at the fourth year. It is possible to assume, for other examinees friendship doesn't join in an orbit of significant life relations. They can completely confide in the group-mate on the second year – 9 % of examinees, on the third – 7 %, on the fourth – 5 %. Probably, decrease in a level of confidence in the friend and in group-mates is caused by specificity of a got trade which demands high formalization of contacts, independence, confidence, first of all, self-confidence. Among whole sample of examinees there aren't revealed indicators of full confidence in higher person. 57 % of the second-year students, 38 % of the third-year students and 44 % of the fourth-year students consider that it is possible to confide in higher persons. 43 % of examinees at the second year, 62 % at the third year, 56 % at the fourth year, completely don't confide in higher persons. Decrease in a level of confidence in higher persons can testify to difficulties in communication, in establishment of psychological contact with people in professional relations' sphere. We should notice that this sort of relations mean subordination and, as a consequence, great psychological distance at which it is inappropriate full disclosing of private world of participants of interaction, at the same time, construction of constructive business relations is impossible without ability to confide in each other.

On the basis of statistical processing it is established that during students' different periods of education there differs a level of confidence in the best friend ($\chi^2 = 12,536$ at $p \leq 0,014$), the group-mate ($\chi^2 = 25,008$ at $p \leq 0,001$) and the higher person ($\chi^2 = 7,585$ at $p \leq 0,023$) that confirms the obtained data about decrease in a level of confidence in these spheres of life activity among law students during education in high school. We should notice that confidence in other people expresses, first of all, recognition of the other person's value; it is an initial condition of human communication. It is obvious that confidence in other in situations of professional communication of the lawyer is limited by law frameworks, thus without confidential communication it is impossible successful activity of the lawyer, the inspector on affairs of minors, the inspector, the legal adviser, etc.

The conducted research has allowed to prove that law students during education have an increase in a level of self-confidence in professional and intellectual spheres of life and simultaneously a decrease in a level of confidence to friends, group-mates and to higher persons.

On the basis of results of the empirical part of the research the program of forming experiment has been developed. We developed the direction and the contents of the developing program, considering dynamics of expressiveness of self-confidence and confidence in others among law students during professional education. The program's main purpose is development of self-confidence and confidence in others. Purpose achievement was carried out through decision of the following problems:



development of self-confidence by comprehension of self-value, increase of self-efficiency, self-trust; development of confidence in others by means of self-disclosing and feedback reception; formation of knowledge of confidential relations, and also skills of confidential communication; formation of constructive representations of value of self-confidence and confidence in to others in professional work of the lawyer.

The offered program of development of self-confidence and confidence in others, having in the basis the humanistic approach, uses a wide set of methodical methods and techniques. As forming methods in the program there were widely used methods of social-psychological training, the method of paradoxical intention (V. Frankl), metaphor therapy (M.G. Ericson), reflepractices (S.U. Stepanov), components of psychotechnique of Roger (verbalization). Work was carried out by means of game methods, the method of group discussion, projective methods of drawing type, meditative techniques, individual work on tasks. The program consists of 16 lessons, time of one lesson is 2–3 hours. Periodicity of meetings is once a week. The general duration of the program is 4 months.

At the stage of the forming experiment there have been formed experimental and control groups of examinees. Into the experimental group there have entered 22 law students having low level of confidence in other people (objects of confidence – the best friend, the group-mate and the higher person) and simultaneously low and average level of self-confidence in ability to arrange mutual relation with group-mates and higher people. Into the control group, identical on a sex and age, there have entered 18 persons having average and low levels of self-confidence and confidence in others.

The analysis of results of the spent experiment shows that psychological-pedagogical work, in which basis there is the program of confidence development, has led to positive change of a level of expressiveness of self-confidence and confidence in others among participants of the program: at comparison of results of testing before psychological-pedagogical influence, among law students there have been revealed statistically significant distinctions in a level self-confidence and ability to arrange mutual relation with close people ($x = 25,724$ at $p \leq 0,001$), with group-mates ($x = 200,0$ at $p \leq 0,001$), and with higher people ($x = 182,174$ at $p \leq 0,001$), and also in a level of confidence in the friend ($x = 58,065$ at $p \leq 0,001$), the group-mates ($x = 79,559$ at $p \leq 0,001$), the higher person ($x = 196,02$ at $p \leq 0,001$). Thus, it is empirically proved that correction of expressiveness of attitudes of self-confidence and confidence in others among students of juridical specialties is expedient to start with professional education at high school.

On the whole, the conducted research confirms necessity of research of confidential relations among law students as representatives of communicative trades, and at the same time puts a number of new questions defining prospects of the further researches. As a subject of special studying there can be confidence in professional work of the lawyer, studying of the mechanism of confidential mutual relations in law executing activity.



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