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OF THE REPRESENTATIVES  
OF PSYCHOLOGICAL SCIENCES**

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## THE PSYCHOLOGICAL FACTORS OF DETERMINATION OF THE LABOUR MIGRANTS' ADAPTATION STRATEGIES IN THE COUNTRY OF EMPLOYMENT

**Blynova O. Ye.**

### INTRODUCTION

Increasing of the Ukrainians' labor emigration outside the country with the purpose of employment needs socio-psychological analysis of departure motives and migration behavior consequences for the personality, family, professional communities and Ukrainian society. Mostly, migration processes are studied in terms of economic (Cybul'skaja & Krupin<sup>1</sup>), sociological (Mikalauskiene & Streimikiene & Mazutaityte-Cepanoniene<sup>2</sup>) approaches and the Government migration policy but there is a lack of namely economic explanations since for the personality the consequences of Ukrainians' labor migration abroad are mostly negative.

From the moment of arrival in another country, migrants begin the process of entry, introduction, and settlement in a new society and state that includes organizational, legal, political, cultural and psychological aspects (Volodin & Volodina & Pitaikina<sup>3</sup>). In this whole process, different separate kinds of adaptation can be considered – political, economic, socio-organizational, labor, ethnic, religious, cultural, informational, educational, and psychological (Manolo Abella<sup>4</sup>). For migrants all kinds of adaptation are necessary. Besides, adaptation will

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<sup>1</sup> Цыбульская Ю. О., Крупин В. Е. Трансграничная трудовая миграция сельского населения: особенности и пути решения проблем. *Вестник экономической науки Украины*. 2014. № 3 (27). С. 139-143.

<sup>2</sup> Mikalauskiene A., Streimikiene D., Mazutaityte-Cepanoniene E. Employers' Openness to Labour Immigrants. *Economics & Sociology*. 2017;10(3) DOI 10.14254/2071-789X.2017/10-3/2.

<sup>3</sup> Volodin V. M., Volodina N. V., Pitaikina I. A. Influence of labour migration processes on the quality of human capital of the Russian Federation. *Vestnik Dagestanskogo Gosudarstvennogo Tehničeskogo Universiteta: Tehničeskie Nauki*. 2017;44(1):173-185 DOI 10.21822/2073-6185-2017-44-1-173-185.

<sup>4</sup> Manolo Abella Effects of Labour Mobility: An Analysis of Recent International Development Literature. *International Indigenous Policy Journal*. 2013; 4(3): 3.

be different depending on the level it occurs; to what extent it affects the internal structure of the individual.

The psychological way of the adaptation process is centered not only on studying of adaption process difficulties in a different ethnic, cultural environment but also on practical problems of searching successful adaptation strategies of migrants in new living conditions.

**The aim** is to analyze the psychological factors of labor migrants' choice of adaptation strategy in a foreign cultural environment.

### **1. The theoretical foundation of migrants' adaptation problem**

The psychological adaptation is considered as a process of establishment of optimal correlation of the individual to the environment while doing the man's inherent activity, which allows the individual to satisfy actual needs and achieve relevant significant goals (staying mentally and physically healthy), to provide correspondence of the man's mental activity, his behavior, and environment demands. The social adaptation can be understood in two ways (Konstantinov<sup>5</sup>). On one hand, it is a constant process of the personality's adapting to existing social relations, norms, patterns, traditions of the society in which the individual lives and acts. On the other hand, the social adaptation is the result of this process. Moreover, both sides (the man and the environment) are active. If in the process of interaction with the environmental world, the person faces the information, which contradicts his concepts, then a discomfort condition (the cognitive dissonance) emerges, that mobilizes the person to search for adaptive reactions. They can be the following: finding by the individual explanations, which justify the existent contradictions; a conscious filtration of the information; self-replacement by the individual of his own concepts<sup>6</sup>.

Analyzing the psychological characteristics of the labor migrants' adaptation in a different cultural environment we rely on the methodological approaches by K.O. Abulkhanova-Slavskaya<sup>7</sup>,

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<sup>5</sup> Константинов В. В Адаптационный процесс и трудовая миграция. *Пензенский психологический вестник*. 2014. № 1 (2). С. 60-72.

<sup>6</sup> Блинова О. Є. Трудова міграція населення України у соціально-психологічному вимірі : монографія. Херсон : РІПО, 2011. 486 с.

<sup>7</sup> Абульханова-Славская К. А. Психология и сознание личности. Москва – Воронеж, 1999. 224 с.

Ye.I. Golovakha<sup>8</sup>, O.A. Donchenko<sup>9</sup>, N.M. Lebedeva<sup>10</sup>, G.U. Soldatova<sup>11</sup>, and T.M. Titarenko<sup>12</sup>.

All migrants face difficulties while interacting with local people, whose behavior they cannot predict. The researchers consider a great number of parameters on which the favorable interaction between representatives of different cultures and ethnic groups depends: the territory, which can be common or "own" only for one of the groups; the duration of interaction (permanent, long-term, short-term); the aim (cooperation, co-habitation, study, leisure); the type of involvement in a social life (from participation to observation); the frequency and depth of contacts; the relative equality of status and rights; the quantity proportion (the majority – the minority); the apparent distinctive features (the language, religious, race).

The person's introduction into a different ethnic environment, his obtaining, as a representative of one nation, those or other cultural forms of another nation, which occurs in the process of interaction, is considered as a process of acculturation. At first, the acculturation was considered as a group-level phenomenon, later the concept of the psychological acculturation was introduced. If the acculturation is alterations in the culture of a group, then the psychological acculturation is a process of alterations in the psychology of an individual. In this case, the alterations of value orientations, role behavior, social concepts of the people, whose group is affected by the influence of the general acculturation, are meant. The main attention in such studies is paid to the analyses of the migrants' psychological wellness, psychic and mental health, and the success of adaptation is determined through a sense of

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<sup>8</sup> Головаха Е. П., Панина Н. В. Национальная толерантность и идентичность в Украине: опыт применения шкалы социальной дистанции в мониторинговом социологическом исследовании. *Социологический журнал*. 2006. № 3. С. 17–24.

<sup>9</sup> Донченко О., Романенко Ю. Архетипи соціального життя і політика (глибинні регулятиви психополітичного повсякдення): Монографія. К. : Либідь, 2001. 334 с.

<sup>10</sup> Лебедева Н. М., Татарко А. Н. Социально-психологические факторы этнической толерантности и стратегии межгруппового взаимодействия в поликультурных регионах России. *Психологический журнал*. 2003. Т.24. № 5. С. 31–44.

<sup>11</sup> Солдатова Г. У., Шайгерова Л. А., Калинин В. К., Кравцова О. А. Психологическая помощь мигрантам: травма, смена культуры, кризис идентичности [для студ. высш. учеб. заведений, обучающихся по направл. и спец-тям психологии]. М. : Смысл, 2002. 479 с.

<sup>12</sup> Титаренко Т. М. Життєвий світ особистості: у межах та за межами буденності : наук. вид. К.: Либідь, 2003. 376 с.

consent, harmony with the immediate environment. The analyses of namely acculturation alterations are most brightly reflected in the scientists' appeal to the concept of a "cultural shock", or a transition shock, or cultural fatigue, or "acculturation stress".

G.U. Soldatova notices that most researchers of the cultural shock have tried to determine the difficulties faced by the migrants and the typical reactions to those or other situations<sup>13</sup>. The less attention was paid to the personal aspects of the cultural shock, the types of people who experience the shock to a more or less extent, the determinants of personal reactions, duration of the shock state, etc.

The important methodological issue is the proportion of the group and personal acculturation levels. For example, G.U. Soldatova, analyzing the viewpoints of the Canadian psychologist J. Berry, who has made a great contribution to the study of the migrants' adaptation processes, determines the two essential factors. Firstly, if at the level of the group, the changes occur in the social structure, political organization, economic relations, cultural features, then at the level of the personality, the behavior and consciousness phenomena (identity, values, and concepts) are transformed. Secondly, the acculturation of each individual is a unique process, which may not coincide with the group alterations. The important conclusion is followed from that: when studying and considering the psychological consequences of the acculturation process for the individual, the proportion of two measurements should be taken into account: 1) the evaluation of the alterations occurring at the group level, 2) the participation of separate individuals in these alterations.

The approach to the classification of the acculturation strategies by J. Berry is well known and widely represented in the ethnopsychological researches. *Assimilation* – the migrant is oriented towards the identification with a new culture, assimilation of other cultural values and gradual replacement his own cultural values by them. *Segregation* (or *separation*) – the minority reject the majority culture and preserve their own cultural distinctive features. *Marginalization* – the migrant does not identify himself with either one or the other culture. That may

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<sup>13</sup> Солдатова Г. У., Шайгерова Л. А., Калининко В. К., Кравцова О. А. Психологическая помощь мигрантам: травма, смена культуры, кризис идентичности [для студ. высш. учеб. заведений, обучающихся по направл. и спец-тям психологии]. М. : Смысл, 2002. 479 с.



be the result of the impossibility of maintaining his own cultural identity and the lack of desire to establish and develop positive relations with the group of the cultural majority. *Integration* is the preservation of one's own cultural heritage along with a benevolent attitude towards the culture of the majority<sup>14</sup>.

On the basis of studying and generalization of scientific approaches to the socio-psychological nature of the person's adaptation in a different cultural environment, the program of the empirical research based on the analyses and description of the acculturation strategies, adaptation types, factors, criteria and empirical indicators of the Ukrainian labor migrants' adaptation in the country of employment has been built.

## **2. The results of the empirical research and discussion**

Beginning the research, we proceeded from the model of the socio-psychological and psychological migrants' adaptation in a foreign cultural environment (Fig. 1). We believe that a person, who has a mature complete identity (personal and social, in particular, professional, family role, ethnic), is characterized by better indicators of adaptability.

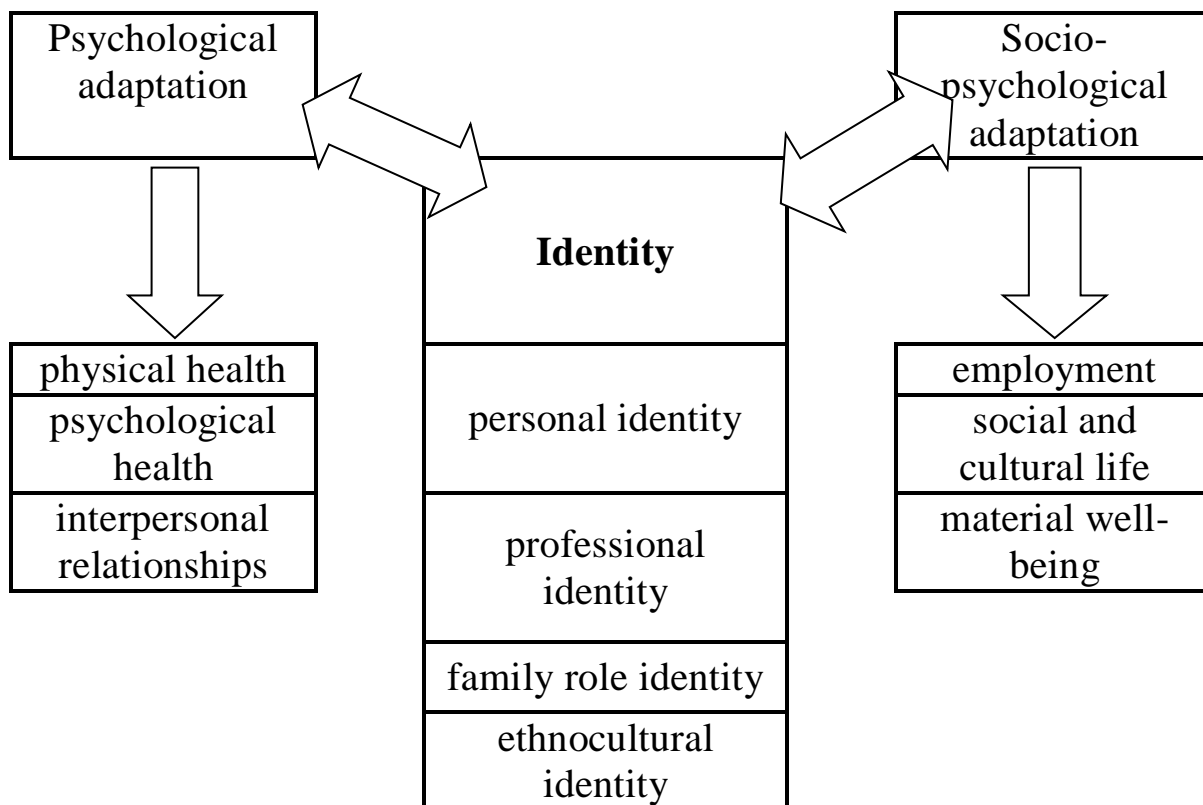
The personal identity manifests itself in the integrity and maturity of the individual; the empirical indicators are mental health; satisfaction with one's present state; satisfaction with relations with relatives, friends, colleagues, neighbors, executives.

The professional identity is determined by the following empirical indicators: the availability of a permanent work, correspondence of the content of work with the level of qualification and the specialty by education, the preservation or improvement of the social status (compared to the status in Ukraine), the satisfaction with a job payment, the awareness of perspectives and opportunities for the professional growth.

The family role identity is expressed by the sense of satisfaction that there is the possibility to help one's children or parents financially, to provide them with normal living conditions, that is, to fully perform one's family responsibilities, even at the cost of breaking real family relationships since the family has been left in Ukraine.

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<sup>14</sup> Блинова О.Є. Психологічні проблеми трудової міграції населення України. *Актуальні проблеми психології: збірник наукових праць Інституту психології ім. Г.С. Костюка АПН України* / За ред. С.Д. Максименка. Київ: Главник, 2008. Т. 10. Ч. 8. С. 76-82.



**Fig. 1. The interconnection of the labor migrants' identity and the psychological and socio-psychological adaptation criteria**

In norm, the ethnic identity has to be positive and connected with ethnic tolerance; this combination provides the choice of integration as the most positive strategy for the migrant's acculturation.

While entering a foreign social and cultural environment, a transformation, identity alteration occurs both within each type of the identity and in the identity system, which is caused by a need of the compensation and adaptation of the changed 'configuration' of the identity to new conditions.

In the empirical study the indicators of the psychological and socio-psychological adaptation of the labor migrants with the adaptation strategies have been correlated, 87 people (45 men (51.7%) and 42 women (48.3%)), who have got their personal experience of employment abroad, have been involved in the study.

The research has consisted of the following stages: 1) the socio-psychological survey with the help of a questionnaire; 2) the identification of distinctive features and the typology of the identity of the Ukrainian labor migrants with the help of the techniques by L. B. Schneider "The definition of the personal identity" and "The

definition of the professional identity"<sup>15</sup>. They allow to obtain information about the identity type: the diffuse identity; the identity crisis; the premature identity; the integral, mature identity; 3) the study of personal characteristics, which determine a success of the psychological and socio-psychological adaptation of the labor migrants of Ukraine in the country of employment with the help of "The five-factor personal questionnaire" ("Big 5"), which includes the following factors: openness to experience, conscientiousness, extraversion, agreeableness in relationships, neuroticism. The authors are R. McCrae, P. Costa, L.R. Goldberg<sup>16</sup>.

For the statistical processing of the results, the factor analysis was applied. The results were processed with the help of the statistical software package for the social sciences SPSS Statistics 19.0. The factor analysis was carried out by means of the principal components method, the rotation method – Varimax. The five main components have been obtained, which in total account for 85.7% of the dispersion of the signs.

Table 1

**The factor structure of the psychological and socio-psychological adaptation components**

<b>Components</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
availability of work abroad (permanent work – seasonal or one-time work)	<b>.874</b>	<b>.304</b>	.213	.067	-.046
measure of the coincidence of profession and content of work abroad	<b>.883</b>	-.053	<b>-.371</b>	.062	.124
personal identity	<b>.682</b>	.341	.076	.118	.123
satisfaction with work abroad (by questionnaire)	.238	<b>.767</b>	.026	.037	.113
confidence in intercultural communications	<b>.745</b>	.208	.132	.034	.056

<sup>15</sup> Шнейдер Л. Б. Личностная, гендерная и профессиональная идентичность: теория и методы диагностики. М. : Московский психолого-социальный институт, 2007. 128 с.

<sup>16</sup> Хромов А.Б. Пятифакторный опросник личности: Учебно-методическое пособие. Курган: Изд-во Курганского гос. университета, 2000. 23 с.

<b>Components</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
positive characteristics of a typical Ukrainian (valency of ethnic identity)	<b>.613</b>	.018	<b>-.307</b>	.041	-.016
ethnic tolerance (average score)	.167	<b>.787</b>	.141	.017	.007
professional identity	<b>.717</b>	.154	<b>-.421</b>	.108	.075
rank of family relevance(relevance of family identity)	.103	.217	<b>.571</b>	.096	.028
openness to experience	<b>.711</b>	.194	.054	.033	.051
self-control (conscientiousness, consciousness)	.287	<b>.673</b>	.111	.025	.102
extraversion	<b>.631</b>	.269	.034	.017	.078
propensity to agreeableness, benevolence	.254	<b>.708</b>	.182	.104	.007
satisfaction with work (career)	<b>.345</b>	<b>.689</b>	.117	.004	.231
satisfaction with personal achievements	.203	.148	.086	<b>.821</b>	.114
satisfaction with health	.023	.087	.148	<b>.637</b>	.178
satisfaction with communication with friends, relatives	.194	.278	<b>-.703</b>	.112	.005
support (external and internal)	<b>.312</b>	<b>.779</b>	.043	.144	.079
optimism	<b>.661</b>	.201	-.027	.029	.042
tension	.052	.128	<b>-.768</b>	.243	.311
self-control	<b>.609</b>	.073	.227	.008	.119
negative emotions	.048	.211	<b>-.534</b>	.207	.142
goals in life	<b>.687</b>	.098	.046	.171	.109
life process	.268	.204	-.196	<b>.506</b>	.130
life effectiveness	.155	.045	-.237	.054	<b>.796</b>
locus of control – I	<b>.712</b>	.038	.112	.069	.033
locus of control – Life	.164	.089	<b>-.357</b>	.167	<b>.763</b>
Dispersion,%	31.877	25.011	11.335	8.995	8.547
∑dispersion,%	31.877	56.888	68.223	77.218	85.765
significance	6.802	3.951	2.544	1.593	1.553

*Note: The load of the significant variables is highlighted in bold*

Having analyzed the obtained factors, we believe that the first three of them (explain 68.2% of the total dispersion) can be correlated with the three strategies of the migrants' adaptation in other socio-cultural conditions: integration, assimilation, and marginalization. In our opinion, there are two main options for resolving the crisis of the social and personal identity of the Ukrainian labor migrants in a foreign socio-cultural environment, which lead to the transformation of the identity system to the changed conditions; they are integration and assimilation.

"Integration" is understood as an equal, parity inclusion in new socio-cultural conditions, when the person preserves the positive evaluations of his own cultural and ethnic identity and, as well, respects the traditions, habits, and norms of the country of employment. It is "integration" that gives every reason to preserve the professional affiliation, and, therefore, professional consciousness, for the internal harmonization, coherence, balanced integrity of personal characteristics, that is, for the preservation of the professional and personal identity.

"Assimilation" implies "dissolution" in another culture, almost a loss of the ethnic originality, which in extreme cases can be expressed in the aspiration, even in everyday life, to use the language of the country of employment, to dress, communicate, and celebrate in the same way, as it is customary in the host country. It can be presumed, that assimilation, as a strategy for the migrant's adaptation in the country of employment, does not contribute to the preservation (or establishment) of the positive professional identity, and, is inherent in the people, who do not have any special professional education, have not worked by specialty, therefore, agree on any low-skilled hard work.

The strategy of "marginalization" leads to an intensification of the identity crisis, which is manifested in psychological distress, dissatisfaction with one's own social status, professional achievements, family status, and personality.

Factor 4 and factor 5 have been interpreted more complicatedly and ambiguously, but they can also be explained as certain variants of the adaptation strategies of the labor migrants in the country of employment.

**Factor 1** has the highest load or the highest informativeness (explains 31.8% of the dispersion), we believe, that according to the proposed theoretical model, this factor can be identified as "integration". Its positive pole is determined by the positive poles of the variables: "availability of work abroad; permanent work" (.874); "measure of the coincidence of

profession and content of work abroad" (.883); "professional identity" (.717); "confidence in intercultural communications" (.745); "locus of control – I" (.712); "openness to experience" (.711); "goals in life" (.687); "personal identity" (.682); "optimism" (.661); "extraversion" (.631); "ethnic identity" (.612). The negative pole is determined by the opposite poles of the indicated variables.

First of all, this factor is determined by the two variables: "availability of work abroad (permanent work – seasonal work)" and "measure of the coincidence of profession and content of work abroad", that is, the labor migrants, who work by their profession and at a permanent work, most successfully adapt to new socio-cultural conditions, choosing the strategy of "integration". This factor with high factor load includes the positive mature professional identity, that is, the labor migrant, who is well aware of himself as a representative of a certain professional group, has a positive attitude to it, works by specialty, has the opportunity to achieve his professional goals, more effectively adapts abroad – he is "equal among equals", preserves his professional self-respect and believes that the exchange of experiences between Ukraine and European countries is quite real. It should be noticed that this factor includes the positive ethnic identity, that is, for the migrants, who integrate into a foreign cultural environment, it is typical to maintain a positive attitude towards their belonging to the "Ukrainianity", high estimation of Ukraine as a state and its perspectives of development. This combination of features provides the emigrant's confidence in the situations of intercultural communication and, with a high level of professional and ethnic identity, the positive mature personal identity.

It should be noticed that the variables "satisfaction with work" (.345) and "social support" (.312) are included in the first factor "Integration" with a rather low factor load, that shows that the orientation to the possibility of earning abroad "good money" and the availability of the migrants' social networks in this case for the successful adaptation of the Ukrainian labor migrants are not the determining factors (in our further analysis, we will see that these two variables have been included in the "assimilation" factor).

**Factor 2** (informativeness 25.01%): the positive pole is determined by the variables – "support" (.779); "satisfaction with work abroad (according to the questionnaire)" (.767); "propensity to agreeableness,

benevolence" (.708); "satisfaction with work, career" (.689); "self-control" (.673). The negative pole is determined by the factor "ethnic tolerance" (-.787), we can notice, that according to the methodological procedure of obtaining information in the scale of the social distance by Bogardus, the less is the indicator value, the higher is the level of the ethnic tolerance. In our opinion, this factor can be called "assimilation".

In the factor "assimilation" with an insignificant factor load, besides the above mentioned ones, the variable "availability of work abroad (permanent – seasonal or one-time work)" is included (.304), which allows to state that to the labor migrants, who choose the assimilation strategy, it is typical to have a permanent, not seasonal work, but its content does not coincide with the specialty of the person, it is mostly a low-skilled work.

The variable "satisfaction with work abroad" is included in the second factor "assimilation", since the content of the proposed variants of answers to this question in the questionnaire underlines the forced acceptance of the situation with work abroad, even if we have got quite a high score for this indicator: "Are you satisfied with the fact that you work abroad?" – "yes, this is the only opportunity to earn money for the family"; "yes, it's still better than to work in Ukraine now"; "yes, it's an opportunity to see how we should work and live" and so on. The negative pole of this variable in the "assimilation" factor shows the non-acceptance of working abroad: "no, because the attitude towards the Ukrainians only as a "cheap labor"; "no, I really miss my family and close people, who have been left behind in Ukraine"; "no, this is a forced measure, but we have to stand it for the family's sake" and so on. That gives us the foundation to believe that with such an attitude to work outside of Ukraine, the migrant is not likely to choose assimilation.

"Propensity to agreeableness" has been included in the second factor with a high factor load, since this is the personal feature that indicates the conformal ways of responding and adapting: benevolence, propensity to work in a group, group orientation, group goals, and norms, etc.; it provides the individual with the opportunity to become "like everyone else", "to dissolve in the community", to acquire the common features and ways of behavior in everyday situations, at home and work.

One should also pay attention to the high factor load of the "support" indicator – the migrant assimilates faster if he has friends,

good acquaintances, including among local residents, if he establishes good relations with neighbors, colleagues, employers, etc., that is, he has the opportunity to receive various kinds of support – informational, emotional and instrumental.

The second factor includes the variable “self-control”, the title of which is specified as consciousness, conscientiousness, responsibility, reliability, diligence, this variable reflects the degree of organization and motives of an individual in activities, we can assume that the migrant, assimilating, aspires to perform his work as best as possible, to have no accusations, to earn money and not to attract too much attention.

To this, the high factor load of the variable "ethnic tolerance" (-.787) should be added at a very low factor load of the variable "ethnic identity" (.018), which is quite consistent with the model of determination of the personality's adaptation strategies in a different cultural environment proposed by J. Berry. This correlation of the ethnic identity (-) with ethnic tolerance (+) characterizes the assimilation itself.

**Factor 3** explains 11.3% of the dispersion, the positive pole of this factor is determined by the variable – "relevance of the family identity" (.571); the negative pole is described by the variables: "tension" (-.768); "satisfaction with communication with close people" (-.703); "negative emotions" (-.534). Besides, with not a high factor load, but, in our opinion, quite indicative, the following variables have also entered the negative pole of this factor – "professional identity" (-.421); "measure of the coincidence of the profession and content of work abroad" (-.371); "locus of control – Life" (-.357); "ethnic identity (valency)" (-.307). So, we can interpret this factor as "marginality".

In the content of this factor, the family identity plays the main part, which is included in the positive pole with a high factor load (.571), which underlines the relevance and significance of the family affiliation and the family value for the migrant, while the variable "satisfaction with communication with close people" (-.703) has a high but negative factor load, that indicates a conflict of the migrant's personal sphere, so there is a contradiction between the aspiration to help his family financially, but for that it is necessary to part with it, and the aspiration to be together with the family. This factor includes the variables "tension" (-.788) and "negative emotions" (-.534), that clearly demonstrates the reduction of the migrants' psychological well-being level. Since the psychological well-being is a criterion of the success of



the psychological adaptation in the country of employment, that gives grounds to talk about the state of psychological disadaptation, which is accompanied by emotional disorders. The marginal position of the migrant is determined by his opinion of the general fatality of the human destiny, the inability of a person to manage the events of one's own life, to build one's life independently; such conclusions are confirmed by the factor load of the variable "locus of control – Life" (-.357). Besides, the variable "ethnic identity (valency of ethnic identity)" (-.307) has entered the factor "marginality" with a negative pole, which can indicate a mostly negative evaluation of the ethnic Ukrainian identity – the person is not able to find a decent work in Ukraine and has been unable to adapt in a foreign land.

**Factor 4** determines 8.995% of the total dispersion, it is defined by the variables: "satisfaction with personal achievements" (.821) "health satisfaction" (.637) "process of life" (.506). Probably, this factor describes the individualized strategies of self-realization and adaptation abroad, combining a positive emotional evaluation of life, its meaningfulness due to one's own aspirations, efforts, real results; which are explained on the basis of the internal experience. The productivity and sense of satisfaction with life are intensified by a positive evaluation of one's own health.

It should be noticed that the indicator of the life-sense orientations "life process" with a moderate factor load is included in the 4th factor, while its absence in factors 1,2 and 3 is quite informative. The situation of working abroad is not considered as significant, meaningful, interesting and emotionally rich by either those labor migrants who adapt, applying the integration strategy to new sociocultural conditions or those who assimilate into a new culture. Especially those migrants who are in the marginal status and marginal position, who have not come yet to the resolution of their life and professional crisis and do not feel satisfied with the current period of life, apparently, hoping that the situation will be improved in the future.

**Factor 5** has the informativity of 8.547% and is defined by the variables "life effectiveness" (.796) and "locus of control – Life" (.763), these variables explain the adaptation strategy of those migrants, who believe that life is generally managed by the person, only the person can determine and build one's own destiny, and therefore consider the past stage of their life to be productive.

## CONCLUSIONS

The strategies of the labor migrants of Ukraine in the country of employment are determined by the proportion, on the one hand, of the ethnocultural identity, and, on the other hand, recognition and respect for the values, norms, customs of another culture. On the basis of the combination of these two parameters, the following strategies of acculturation can be distinguished: integration, assimilation, separatism, marginalization. The integration has been recognized as the most successful strategy, which is the way to the multicultural society and it best contributes to the preservation of the positive ethnocultural identity of the labor migrants.

The determining factor, which distinguishes these strategies, is that the emigrant has a permanent work by specialty, which, in turn, promotes the formation of the mature positive professional identity. We have found out that the most influential factor of the success of the psychological adaptation of the labor migrant abroad is the availability of a permanent work, that coincides with the acquired specialty, gives a stable financial profit, respect of the surrounding people, meets the person's interests and expectations; and these are the factors that together provide the preservation of the mature positive personal identity. The strategy of assimilation, according to our data, is typical to the labor migrants, who are occupied at a low-skilled, hard, low profile work, have a diffuse professional identity, uncertain professional goals, values, perspectives. This group of Ukrainian labor migrants is characterized by a high level of ethnic tolerance towards representatives of the country of employment, and, at the same time, their ethnic identity is contradictory and unstable. The choice of this very strategy of adaptation is determined by such personal qualities as benevolence, conformity, the propensity to agreeableness, conscientiousness, diligence, responsibility, thoroughness.

In the case of the labor migrants' marginalization in the country of employment, the availability of a one-time or seasonal work, the content of which does not coincide with the person's specialty at all, is observed, as well as a significant intensification of the crisis of the family role identity, the valency reduction of the ethnic identity, which acquires negative features. The labor migrant's staying in the marginal position intensifies intrapersonal conflicts, is accompanied by emotional disorders, tension, psychological disadaptation.

The integration strategy is characterized by the positive ethnic identity, that is, the Ukrainian migrants maintain a high level of the ethnic self-esteem, highly evaluate socio-economic opportunities and perspectives of the development of Ukraine as a state; which promotes the equal exchange of various economic, social and cultural experiences between Ukraine and other countries. The strategy of assimilation is characterized by a high level of ethnic tolerance; that is, the representatives of other ethnocultural groups, in particular, of the country of the migrant's residence, obtain, from the point of view of the migrant, higher estimations (compared to Ukrainians).

The personal identity acquires the features of a mature positive one when the labor migrant integrates into a foreign cultural environment of the country of employment. It has been found out, that the mature positive social identity of the Ukrainian labor migrants is interconnected with such personal characteristics: cognitive (openness to experience); motivational (certainty of goals in life); emotional (optimism); communicative (extraversion); volitional (internal locus of control; self-control).

If the migrant chooses the assimilation strategy, the personal identity tends to approach a diffuse, "unclear" identity with uncertain life goals, a reduced level of self-respect, a lack of internal integrity and coherence. The marginal position of the labor migrant in the country of employment leads to an intensification of the crisis of the personal identity when the migrant is not satisfied with the situation of work abroad, but in Ukraine, he also does not see any opportunities for self-realization.

The perspective of further research, we see in the development of the programs of prevention and overcoming the negative consequences of the labor migration for the individual.

## **SUMMARY**

The article deals with the problem of the psychological factors of determination of the adaptation strategies of the Ukrainian labor migrants abroad. On the basis of the empirical research, it has been proved, that such strategies of acculturation of the labor migrants in a foreign cultural environment, such as integration and assimilation, contribute to resolving the crisis of the personal and social identity; the strategy of marginalization leads to an intensification of the crisis.

An important factor in preserving of the Ukrainian labor migrants' professional identity is the employment abroad by their specialty at a

permanent work, that provides the opportunities for professional growth, satisfaction with their own self-realization, awareness of professional perspectives. In turn, a greater probability of getting a permanent work abroad and satisfaction with work are determined by the following personal qualities of the labor migrants: internality, self-control, conscientiousness, organization, responsibility, extraversion, openness to experience.

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## **BEHAVIOUR PECULIARITIES OF ADOLESCENTS WITH INTELLECTUAL DISABILITIES IN CONFLICT SITUATIONS**

**Bystrova Yu. O.**

### **INTRODUCTION**

This study is highly relevant as there is a need to organise conditions for the socialization of children with special educational needs in special and inclusive education institutions. This particularly includes school psychological support for adolescents with intellectual disabilities, who find themselves in difficult-to-solve conflict situations on an everyday basis. For such children, the process of socialisation occurs with particular complications. A number of scholars, such as S. Konoplyasta, M. Pevzner, O. Proskurniak, L. Rudenko, D. Shulzhenko, V. Syniov, substantiate that intellectual disability negatively affects the state of emotional and volitional sphere; moreover, it facilitates social behaviour violations. Such well-known scientists as O. Ahavelian, I. Dmytriieva, S. Myronova, M. Matvieieva, O. Romanenko, O. Sievierov, V. Syniov state that weak self-regulation or lack of it in relations with other people reduces the possibility of choosing the right way to overcome difficulties, control actions, and keep proper awareness of the situation. A particular aggravation of these problems occurs in adolescence, which can be easily explained by the instability of nervous system during puberty<sup>1</sup>. Bozhovich (1995) emphasized that the combination of two factors – disharmony and tension during the occurrence of sexual metamorphosis, as well as decompensation of various types of CNS insufficiency – leads to the fact that the pathological temper features and mental deviations, which are associated with decompensation of organic insufficiency of the CNS, come to the boil and, consequently, conflicts arise in the teenage

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<sup>1</sup> Бистрова Ю.О. Забезпечення наступності в процесі професійно-трудової соціалізації осіб з вадами інтелектуального розвитку : монографія. Луганськ : Вид-во ДЗ «ЛНУ імені Тараса Шевченка».2012. С. 156-217.

phase of development more often than in other critical age phases of childhood<sup>2</sup>.

In this regard, one of the important elements of the socialisation of adolescents with intellectual disabilities is to prevent their conflict behaviour and to facilitate conflict resolution both with their peers and in their relations with those around them.

Taking into account the negative impact of conflicts on the social adaptation of children and adolescents with intellectual disabilities, we would like to emphasize the relevance of the research problem for special psychology. Such issues as determining the causes and dynamics of conflict behaviour require particular attention in order to define the possibilities and methods of correctional influence aiming to prevent and resolve conflicts in the behaviour of students with intellectual disabilities.

### **1. Analysis of Subjective Psychological Preconditions for the Emergence of Conflicts in the Behaviour of Adolescents with Intellectual Disabilities**

The study took place throughout 2017-2019 and included two stages. 120 adolescents studying in special educational institutions, and 120 adolescents from general education schools of Luhansk, Kiev, Cherkasy and Ternopil Oblasts participated in the experiment. 60 younger teens with intellectual disabilities from 5<sup>th</sup> to 7<sup>th</sup> grades (30 girls and 30 boys) and 60 senior teens from 8<sup>th</sup> to 9<sup>th</sup> grades (30 girls and 30 boys) participated in the study.

At the first stage, the research team identified the main issues faced by adolescents with intellectual disabilities in terms of interpersonal communication, acknowledged the specific situations causing conflicts and peculiarities of behaviour in these cases. After analysing relevant psychological literature, the team selected appropriate methods / techniques.

At the second stage, the team identified experimental groups and conducted a confirmatory experiment. Its main task was to study the causes and characteristics of conflict behaviour in adolescents with intellectual disabilities.

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<sup>2</sup> Божович Л.И. Избранные психологические труды. Проблемы формирования личности. / под ред. Д.И. Фельдштейна. М. : Международная педагогическая академия, 1995. 349 с.

The selection of methods and techniques was based on understanding of the essence of conflict and the dependence of the peculiarities of conflict behaviour on the factors of its occurrence. In order to cover the entire spectrum of issues, the researchers applied the following methods / techniques:

(1) studying subjective assessment, objective causes of conflicts and behaviour peculiarities of adolescents with intellectual disabilities in conflict situations;

(2) studying behaviour strategies, emotional responses in conflict, ways of overcoming and solving difficult life situations.

Adolescents with intellectual disabilities find it difficult to perceive many formulations of personality questionnaires. Considering this fact, the researchers selected the tests that were equally easily perceived by adolescents from general and special schools. When working with tests and questionnaires for adolescents with intellectual disabilities, the primary focus was on instructions: first, they explained the general terms, and then gradually provided other information. The surveyed teenagers performed the tasks individually and this process was accompanied by a conversation between a student and a psychologist. During the conversation with adolescents, the expert revealed their understanding of conflict and conflict behaviour, the ability to assess conflictual relationships with peers and teachers. It was vital to identify the types of adolescents' reaction to teachers' pedagogical influence in a particular conflict situation. In order to study the prevailing strategies of conflict behaviour and ways to overcome difficulties, we used the adapted version of K. Thomas model<sup>3</sup> and the S.Rozentzweig picture-association method<sup>4</sup>. We studied the emotional state of adolescents in conflict interaction using the Phillips School Anxiety Questionnaire (SAQ)<sup>5</sup>, Coping Strategies<sup>5</sup> and Hand Test<sup>5</sup>. The projective techniques commonly known as incomplete sentences or sentence completion

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<sup>3</sup> Бистрова Ю.О., Синьов В.М. Діагностика індивідуально-психологічних рис особистості як початковий етап процесу професійно-трудової соціалізації учнів з особливими освітніми потребами. *Nowoczesna edukacja: filozofia, innowacja, doświadczenie*. Nr1. Łódź : Wydawnictwo Naukowe Wyższej Szkoły Informatyki i Umiejętności, 2015. P. 120-129.

<sup>4</sup> Лукин С.Е. Суворов А.В. Тест рисуночной ассоциации Розенцвейга (руководство по использованию). СПб., 1993. 62 с.

<sup>5</sup> Спеціальна психолого-педагогічна діагностика / за ред. Ю.О. Бистрова, В.Є. Коваленко. Харків: Майданс, 2018. 170 с.



method and René Gilles film test (Le Test-Film)<sup>5</sup> aimed at identifying images and subjective psychological preconditions for conflicts in the closest social environment (family and school), at studying personal orientations (goals, values), individual and typological features of emotional sphere (fears, expectations, anxieties) of teenagers with intellectual disabilities. The ascertaining experiment also included the observation of adolescents during the classes and in the communication period not regulated by the teacher. In the process of observing the adolescents, the researchers carried out a thorough record of teenagers' actions, statements, emotional manifestations, the nature of response to the direct action of another adolescent or teacher, and typical ways of responding to various conflict situations. In addition to the abovementioned, the method of ascertaining experiment included analysis of school and medical documentation (medical records and inspection cards).

Basing on general concepts, one of the tasks was to identify the subjective psychological preconditions for the emergence of conflicts in adolescents with intellectual disability, because psychologists, particularly G. Lozhkin and N. Poviakel, confirm that subjective factors, above all, can transform the potential conflict into a real one<sup>6</sup>. In the course of the study, the researchers discovered that most often in adolescents with intellectual disabilities relationships with peers, less often with adults become the cause of negative emotional states that lead to conflict behaviour. At the same time, as adolescents grow a little bit older, they experience increasing dissatisfaction with relations in the system of "teacher – student", moreover, this feeling is both subjective and objective. The very personality of the teacher becomes a subject that is undesirable for contacts and communication. Difficult situations of interaction with a teacher cause anxiety in younger adolescents (76.7%) and convert into aggression and rejection in older teenagers (86.7%). Many teens expect negative assessment from a teacher (20% of younger ones, 36.7% of older ones). Comparing both adolescent groups, we should note that older teens feel less anxiety in a number of school-related issues, such as the fear of a knowledge test ( $p < 0.001$ ), but they are more likely to be afraid of not meeting the

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<sup>6</sup> Ложкин Г.В., Пoviaкель Н.И. Практическая психология конфликта. К. : МАУП, 2002. С. 66-74.

expectations of others ( $p < 0.05$ ). Unlike the general secondary school, in the special school anxiety grows towards senior grades due to the worsening of their relationships with peers (from 10% in younger teens, up to 20% in older ones). The responses of adolescents reflect asocial forms of behaviour (cruelty, substance abuse) as one of the possible negative aspects of adolescent communities. Many students with intellectual disabilities experience negative attitude of their peers (20% of younger ones, 30% of older ones). Besides, they note the terrible habits of their mates: "My friends often beat me", "... like to drink vodka", "... carry knife", "... sniff glue". There is an increase in the number of cases of negative evaluation of their relationships with peers in senior grades, due to the increase in conflicts among the older adolescents with intellectual disabilities. This is linked to the later personality formation of an adolescent studying in a special school in comparison with the adolescent of a general secondary school. Closer to senior grades an adolescent with intellectual disabilities begins to realise both his/her personal and social inferiority. This awareness prevents him/her from succeeding in various fields that attract the teenager, and thus increases anxiety in this regard ( $p < 0.01$ ).

In the course of the study, the researchers studied the factors of school life that influence the formation and predominance of a strategy of conflict behaviour in adolescents with intellectual disabilities. The factors that shape positive behaviour include adequate teachers' requirements for an adolescent, the satisfaction of the adolescent with his/her activities and relationships with others, increased motivation to study, the lack of conflict-related conditions during the classes and in extra hours. The negative factors that shape the destructive behaviours of adolescents with intellectual disabilities include peers and teachers ignoring the individuality of the adolescent, the lack of increased motivation to study, aggression from peers, the use of conflictogens and the negative assessment of teachers<sup>7</sup>.

The research showed that family education plays a great role in the formation of positive or destructive behaviour of adolescents with

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<sup>7</sup> Бистрова Ю.О. Забезпечення наступності в процесі професійно-трудової соціалізації осіб з вадами інтелектуального розвитку : монографія. Луганськ : Вид-во ДЗ «ЛНУ імені Тараса Шевченка». 2012. С. 156-217.

intellectual disabilities in conflict situations<sup>8</sup>. The scientists determined that reasons causing conflicts in the family include the family neglect of a teen (by parents), the abuse of alcohol in the family, immoral behaviour of family members, anxiety and fear of family members, the fear of losing one of the parents. Often, younger teenagers with intellectual disabilities say that the family members shout at them (42%), scold them (44%), call them all names (17%), undeservedly offend them (33%), can beat them (15%); 17% of older teens and 9% of the younger ones have heard from their father or mother that they do not love them. It is important to note the fact that in individual conversations, 20-25% of adolescents say that their parents take it out on them. This means that every fourth teenager experiences pressure because of parental problems. Thus, family discomfort is reflected in adolescents by displaced aggression, often stressed by scientists while considering types of psychological protection<sup>9</sup>. Factors weakening and preventing conflicts are positive relationships with parents, the inclusion of a teenager with intellectual disabilities, help that s/he gets in difficult situations, confidence in love, protection and support from the family. The study found that in the majority of cases the personal traits that were laid down by the family upbringing determine the behaviour strategy of the adolescent with intellectual disabilities in a conflict – family shapes and consolidates certain stereotypes of behaviour: dependent (adaptation), detached (avoidance) and aggressive (destructive rivalry).

## **2. Strategies for Behaviour in the Conflict of Adolescents with Intellectual Disabilities**

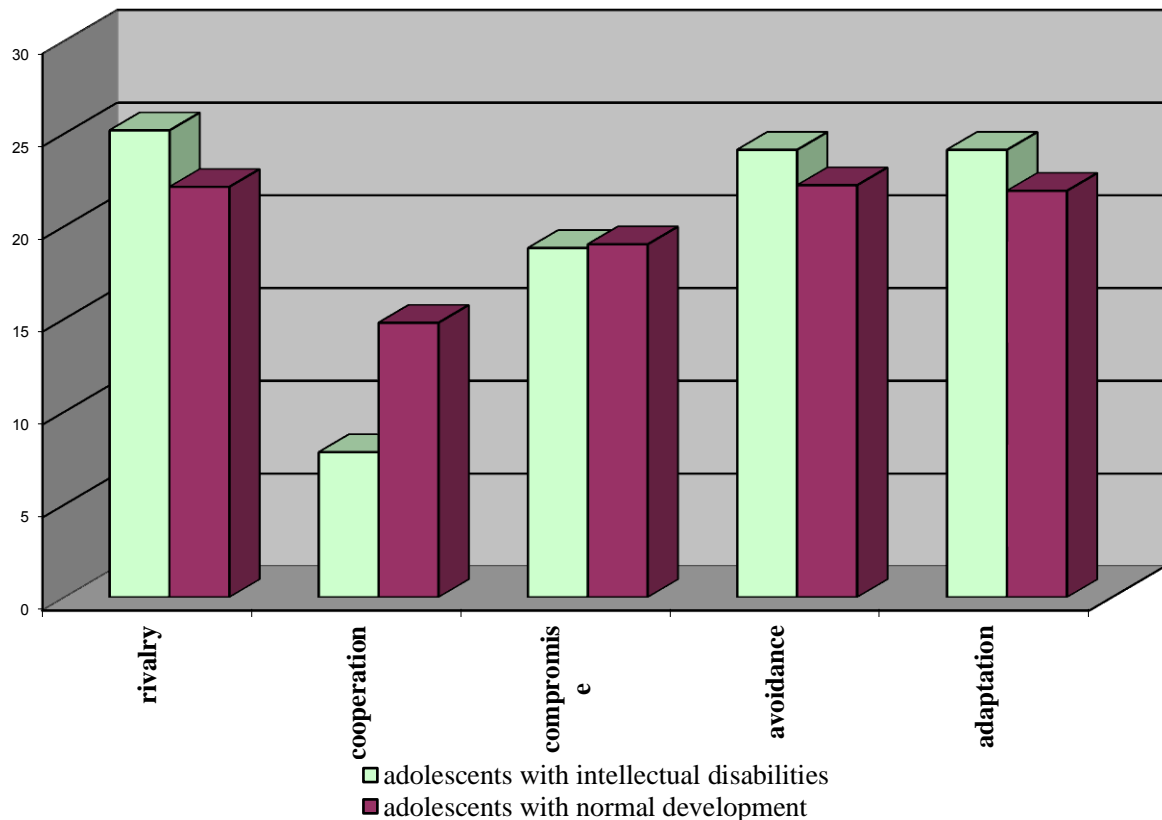
The next task, solved in the research, was to study the influence of the level of mental development, age characteristics and gender differences of adolescents on the choice of strategies for behaviour in difficult situations that are difficult to solve. The scholars clarified it by the method of comparative analysis of various groups of adolescents (teenagers with intellectual disabilities and adolescents with normal development type).

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<sup>8</sup> Бистрова Ю.О. Забезпечення наступності в процесі професійно-трудової соціалізації осіб з вадами інтелектуального розвитку : монографія. Луганськ : Вид-во ДЗ «ЛНУ імені Тараса Шевченка». 2012. С. 156-217.

<sup>9</sup> Ложкин Г.В., Пovyкель Н.И. Практическая психология конфликта. К. : МАУП, 2002. С. 66-74.

While examining the study results based on the adapted version of American social psychologist K. Thomas model, we noted that there were no reliable quantitative differences in the ways of responding to a conflict situation as a result of comparison of groups of adolescents with different levels of mental development, except for cooperation strategy (see Fig. 1).

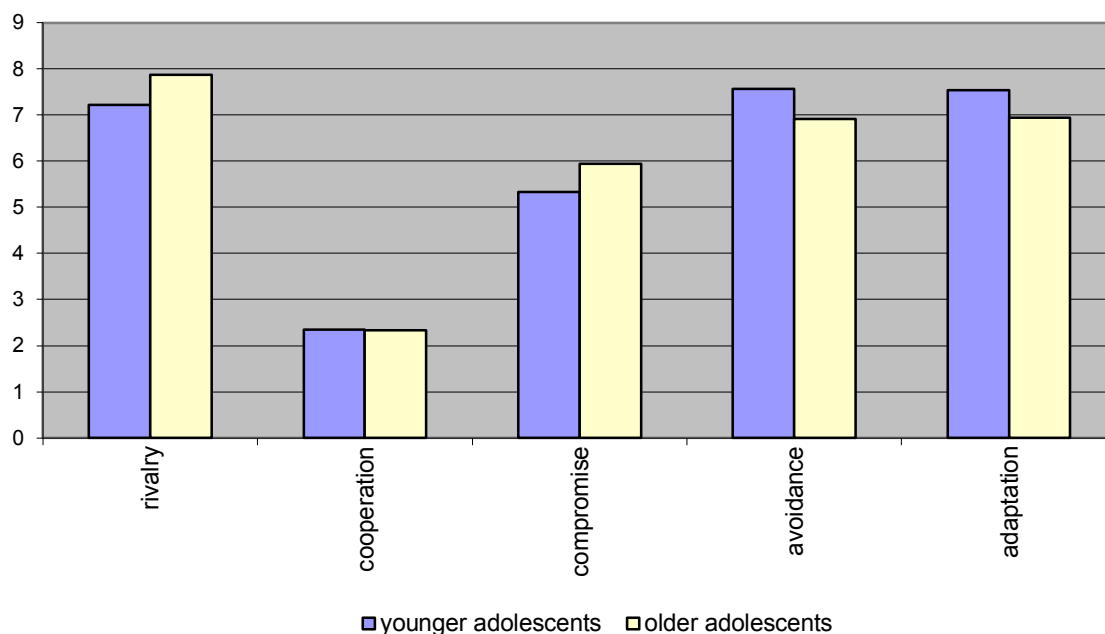


**Fig. 1. The Most Preferred Strategies of Conflict Behaviour in Adolescents with Intellectual Disabilities and Normal Development**

The choice of cooperation strategy of in a general education school is almost twice as high as in a special school. We should clarify that this comparison was taken as a percentage from the number of all choices in the group. In the future, for more explicit data, we will use the average quantitative indicators of the intensity of the feature in points for each strategy of behaviour. The most preferred behaviour strategies, both for the younger and for the older adolescents with intellectual disabilities, are rivalry, adaptation, and avoidance (see Fig. 2).

The behaviour of teens with intellectual disabilities in the choice of rivalry is characterised by the desire to insist on his/her own, willingness

to engage in an open struggle for his/her own interests, neglecting the interests of another person, accusing others, demanding solving the problem for him/her. This indicates an unformed personality and self-awareness of teens with intellectual disabilities. It also emphasizes the discrepancy between personal expectations and the requirements of the social environment for this category of children. The fact that the level of rivalry from younger teens to the older ones practically does not change ( $t=-1.59$ ,  $p=0.11$ ) testifies to the later formation of the personality of the adolescents with intellectual disabilities.



**Fig. 2. Types of Behaviour of Adolescents with Intellectual Disabilities in Conflict Situations (Quantitative Indicator of the Feature Intensity in Points)**

In children with normal development, the level of rivalry over the years reduces ( $t=2.68$ ,  $p=0.021$ ), since their social status and personal expectations adequately correlate, whereas self-awareness increase leads to higher tolerance, i.e. acceptance of other people's opinions, and self-control. Thus, the difference in the dynamics of rivalry from younger to senior adolescents in general education and special school reveals qualitative differences in these groups. Avoidance of the conflict and partial refusal to seek alternative solutions indicates passive social position of adolescents with intellectual disabilities. The main reason here lies in the underdevelopment of the cognitive and personal spheres of these students.

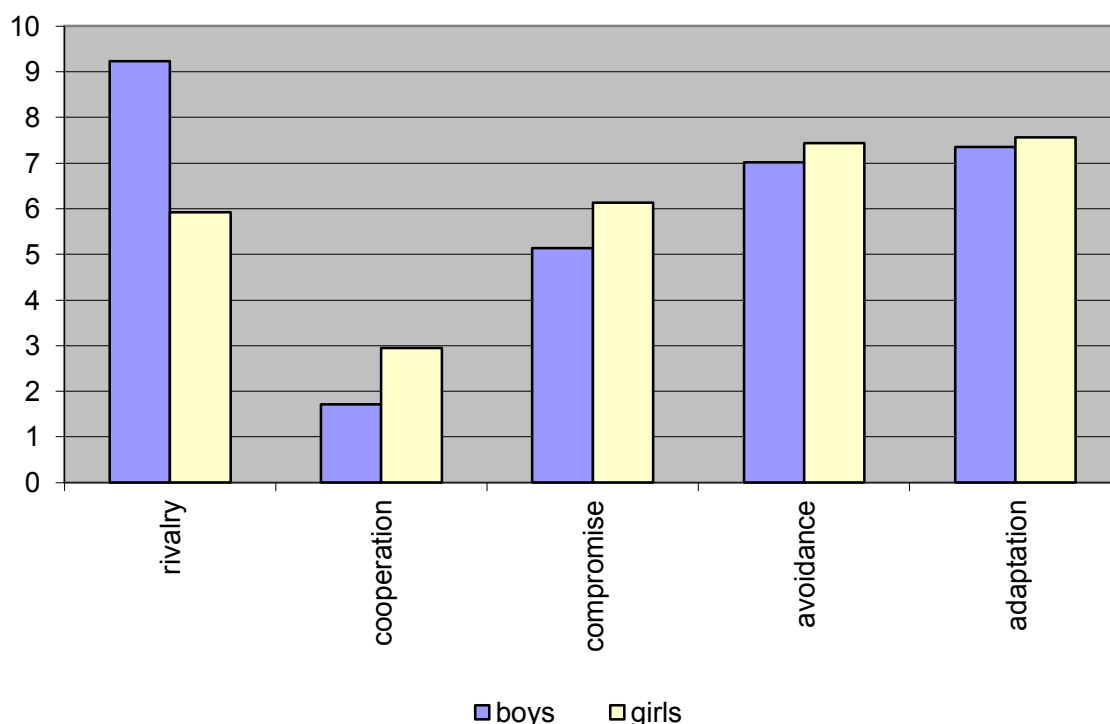
When the emotional and volitional manifestations of adolescents with intellectual disabilities experience enormous social and emotional burden, which is a conflict, they prefer to avoid this conflict situation. Adolescents from general education schools are also characterised by avoidance of the conflict, but the number of avoidants decreases significantly ( $t=3.12$ ,  $p=0.003$ ) for senior classes, which indicates an increase in the degree of personality activity of the surveyed students.

The adaptation strategy is expressed in the desire to preserve the relationship, the willingness to give up and obey contrary to their interests. The quantitative indicator of adaptation in the conflict is not different among adolescents of general education and special schools. However, observations show qualitative differences in this feature in different groups. In adolescents with intellectual disabilities, this is due to the underdevelopment of the volitional sphere, the inability to defend their point of view, with pronounced conformity. One more reason for the avoidance and adaptation of such adolescents in the conflict is the immaturity of moral norms + forced submission to the requirements of others. The only factor that restrains their aggressiveness is the fear of punishment (a high sense of guilt). Thus, they are characterised by a constant conflict between conscientiousness and a sense of guilt, which leads to the increase in negative emotional states. Adolescents with normal development, more prone to reflection and responsibility, tend to obey to stereotypes and rules. They often occupy a passive submission position basing on moral norms, and the level of electoral adaptation increases before high school age ( $t=-2.44$ ,  $p=0.018$ ).

There is a tendency towards the reduction of socially passive forms of response in the situation of conflict in adolescents (avoidance, adaptation) till senior classes of special school, but it is not significant ( $t=1.93$ ,  $p=0.056$ ;  $t=1.68$ ,  $p=0.095$ ).

In the interpersonal sense, the ability of the group members to compromise in a conflict situation, to strive to bridge differences, to cave on in exchange for a climb-down, to seek a middling solution has a great importance, especially when it comes to dyadic communication. The choice of this strategy is most often used when the object of conflict is not of great importance to the parties, there is no depth of understanding of his/her purpose, then teens are ready to cave on if the "opponent" gives in to them. This strategy is equally inherent in adolescents from both groups.

Extremely rarely, for the resolution of conflict situations, adolescents with intellectual disabilities use collaboration. The main reason lies in the weakness and inertia of the neural processes in these adolescents compared with the norm, which prevents them from making quick switching, taking into account both the situation and perceptions, as well as the understanding of their own and others' behaviour in it. Consequently, taking into account the aforementioned and the relevant quantitative data, we can state that adolescents with intellectual disabilities have poorly developed actualisation of social experience, the awareness of the situation, the ability to regulate their behaviour and the activation of reference formations, which are necessary for compromise and cooperation. Moreover, without any corrective work, the level of cooperation and compromise from younger to senior adolescents does not change ( $t=0.06$ ,  $p=0.95$ ;  $t=-1.52$ ,  $p=0.13$ ). Teens from general education schools are more likely to cooperate ( $p<0.01$ ), i.e. in a conflict situation they are ready to realise the need to understand the claims of another person in dyadic communication and adequately assess the positions of the other side.



**Fig. 3. Behaviour Types of Adolescents with Intellectual Disabilities in Conflict Situations (Quantitative Indicator of the Feature Intensity in Points)**

It should be noted that there are gender differences in the manifestation of different behaviour strategies of adolescents with intellectual disabilities in a conflict situation (see Fig. 3).

Thus, boys with intellectual disabilities demonstrate higher competition in a difficult situation ( $p < 0.01$ ), than girls, indicating potential readiness for conflict. An unsolvable situation for them becomes a trigger for aggressive behaviour. Whereas girls are inclined to avoid open confrontation, adapt to the situation, compromise. In addition to that, girls are more likely to cooperate in conflict ( $p < 0.01$ ) than boys, they even show responsibility for the occurrence and correction of this situation. There is a similar situation in general education school, but it is interesting that the ability to compromise there is more pronounced in boys than in girls ( $p < 0.05$ ). Furthermore, in the same group, there is a slight decrease in compromise indicators for senior classes in favour of cooperation.

Answers received for the adapted version of K. Thomas model were thoroughly checked with observation protocols regarding the behaviour of adolescents in conflict situations. In the observation, the researchers used a scheme basing on the principles of critical or frustrating situation as described by S. Rosenzweig<sup>10</sup>.

In order to find out the differences in the types of manifestations of the same behaviour strategy in adolescents and the direction of these strategies, the team used Rosenzweig's projective technique<sup>11</sup>.

S. Rosenzweig highlights three ways of behaviour in a critical situation – a response with concentration on ego defence, obstruction and satisfaction of needs. Considering the direction the scientist distinguish extra, intra-and intuitive responses. While examining the results of the research based on Rosenzweig Picture Association Test, it was revealed that there are no reliable differences in the methods of response in a conflict or critical situation in groups of adolescents with normal development and with intellectual disabilities (see Fig. 4). Extra-punitive responses (E) prevail in both older and younger adolescents. This result can be interpreted as follows: many of them are more likely to blame others in an unsuccessful situation than

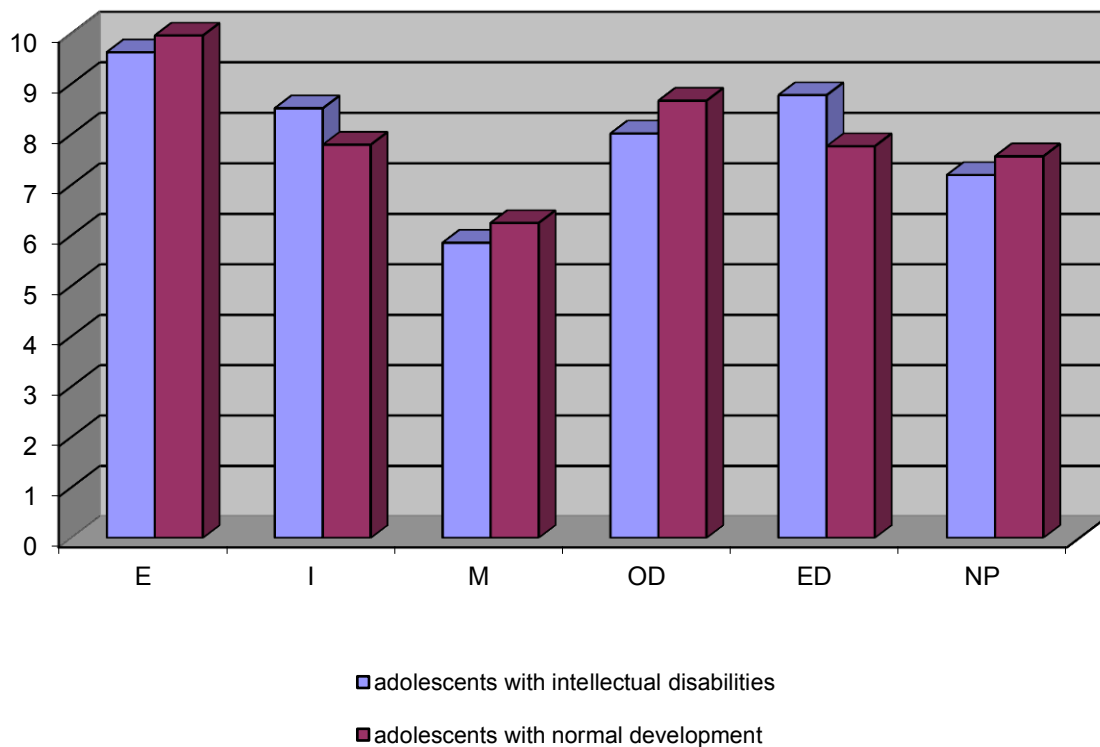
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<sup>10</sup> Лукин С.Е. Суворов А.В. Тест рисуночной ассоциации Розенцвейга (руководство по использованию). СПб., 1993. С. 43.

<sup>11</sup> Там же. 62 с.



themselves or objective circumstances, therefore they demand meeting their needs from others. It turned out that in adolescents, non-punitive responses (M) were developed to a lesser extent, when the conflict situation itself was seen as insignificant and inevitable. As for the responsibility of the teenager himself/herself for the incident (I), this response is quite pronounced in all adolescents. There is a uniform distribution of responses with fixation on the satisfaction of continued need (NP), on ego defence (ED) and on obstacle dominance (OD) in a group of teenagers with normal development, and this distribution is preserved from younger grades to senior ones. In the group of young adolescents with intellectual disabilities, the response with obstacle dominance (OD) prevails over the response with continued need (NP), whereas the situation for the older adolescents is exactly the opposite. The response with fixation on ego defence (ED) does not significantly change with age.



**Fig. 4. Types and Directions of Behavioural Responses to Conflict in Adolescents with Intellectual Disabilities and Normal Development (Quantitative Indicator of the Feature Intensity in Points)**

It should be outlined that there are gender differences in the manifestation of these responses both in adolescents with intellectual disabilities and in adolescents with normal development. For instance, intra-punitive (I) responses are more typical for girls ( $p < 0.01$ ) than for boys, with the responsibility for the occurrence and correction of this situation. On the contrary, boys more often demonstrate extra-punitive (E) responses ( $p < 0.01$  for those with intellectual disabilities,  $p < 0.05$  for those with normal development).

In other words, boys more often than girls choose tactics of behaviour blaming the outside environment, while girls more often shoulder the blame and take responsibility. Thus, girls, in contrast to boys, are more oriented towards the rules and regulations in their behaviour. Boys most frequently demonstrate ego defence responses ( $p < 0.01$  for those with intellectual disabilities,  $p < 0.05$  for those with normal development), blaming someone, shouldering the blame or avoiding the blame – all actions are aimed at protecting their own ego. For girls who are more inclined to blame themselves, a conflict insurmountable situation can become the cause of leaving or adapting with subsequent neuroticism. For boys who are more prone to look for causes of failure outside, the insurmountable conflict situation is the impetus for rivalry with manifestations of aggression and violations of social norms.

This explains easier and more comfortable socialisation of girls both in general education and in special school, as girls' activities are largely aimed at subordinating to the norms and stereotypes that ensure the resolution of many conflict situations.

We would like to emphasize how the responses of adolescents with intellectual disabilities to failure and difficult insurmountable situations and ways of resolving these conflict situations are interrelated. The rivalry among younger and older adolescents correlates with extra-punitive (E) responses ( $r = 0.83$ ;  $r = 0.81$  correspondingly) and ego defence (ED) responses ( $r = 0.63$ ;  $r = 0.31$  correspondingly). When trying to cope with the conflict, the teenager blames others, requires them to solve the problem, protects his own Self, goes on an open clash, typically with equal ones, defends his/her positions, seeks to prove that the other person is wrong, trying to overturn him/her, to use physical violence, to call for the help of others. In addition to that, extra-punitive responses

and ego defence responses (ED) are interrelated in younger ( $r=0.61$ ) and older ( $r=0.43$ ) adolescents.

In younger and older adolescents with intellectual disabilities, adaptation correlates with intra-punitive (I) responses ( $r=0.39$ ;  $r=0.43$ , respectively) and obstacle dominance (OD) responses ( $r=0.43$ ;  $r=0.37$  respectively). The situation seems to be insurmountable to adolescents, they suppress their negative emotions more often because of fear, bear with what is happening, in order not to disturb peace, transfer aggressive emotions into the inner sphere, worry, often cry, silent, harbouring thoughts of revenge. Intra-punitive responses have inverse correlations with the extra-punitive ones ( $r=-0.79$ ;  $r=-0.81$ , respectively). Intra-punitive responses are interconnected with responses of continued need in both younger ( $r = 0.62$ ) and older ( $r = 0.48$ ) adolescents. They also have inverse correlations with ego defence responses ( $r = -0.54$ ) in younger teens.

In case of choosing avoidance strategy, there is not enough correlation with the directions and types of responses in older adolescents; there is a tendency to interrelate only in girls. Here, the avoidance correlates with the intra-punitive (I) response ( $r = 0.44$ ) and the response with obstacle dominance ( $r=0.37$ ). Avoidance typically includes demonstration removal, abused care, tears, concealed anger, ignorance of the offender, complete abandonment of relationships. Younger adolescents show a tendency of interrelation between avoidance and non-punitive (M) responses ( $r=0.42$ ). This suggests that they tend to avoid conflicts more often in cases of insignificance, superficiality of goals and interests in the situation.

While examining the results of the correlation of compromise and cooperation with the types and directions of response, younger adolescents did not have explicit preferences in the choice. In older teenagers with intellectual disability, the compromise correlates with the non-punitive (M) response ( $r=0.35$ ), collaboration – with intra-punitive (M) response ( $r=0.5$ ) and response with fixation on continued need ( $r=0.5$ ). It should be noted that the non-punitive (M) response correlates with the response aiming to satisfy continued need (NP) in older adolescents ( $r=0.37$ ) and in older and younger girls ( $r=0.37$ ).

The obtained results allow us to talk about the choice of behaviour of a teenager with intellectual disabilities as a result of his/her socialisation. Hence, on demand: "Give me the push scooter!" we often saw such

answers as: "I will not give it!", "You wish, it's mine" or "You can wait", less often, more preferable for girls: "Take it!" or "Let's roll together". The phrase: "Finally I caught you!" provoked such answers as: "Leave me alone!", "It's their fault!", "I've simply passed by, catch the other ones" or "Sorry, please, I will be good", "Let me go, I'll tell my mom".

A teenager solves a difficult situation basing on the norms facilitated by the family, school, and closest entourage. An adolescent show his/her worth aggressively, submissively or independently. On the basis of these materials, we can talk about the mechanisms of socialisation in overcoming conflict situations, namely active-offensive (aggressive or constructive) and passive-defensive (obedient or responsible). If, due to intellectual underdevelopment, moral norms are not mastered sufficiently, control over their actions and actions is not developed, the situation is not perceived adequately, then it is possible to speak more about affective responses towards what is happening, and these responses were included as the elements of extra-, intra- and non-punitive responses. We will deal with the aggressive or subordinate mechanism of socialisation. Let's say, some teens with intellectual disabilities showed such prevailing responses: "Let me sit quietly. Leave me alone", "Please, let me swing, too, you got some nerve!", "Look who's talking!", "You wish! I'll be drumming", "You would fall like that!" Other answers included: "I'm sorry, I did not want to do it", "I'm sorry, I will be good", "Okay", "Oh well..." It is curious that in some cases these responses were intermittent in the same adolescents.

After analysing the data obtained, one can conclude that a high level of aggressiveness or submissiveness is due to low socialisation in the peer group. The average rate of adaptation to social environment according to Rosenzweig's technique in the group of younger teens is  $GCR = 33.3\%$ , among older teens it is  $= 42\%$ . These children place high demands on others, this often serves as a sign of inadequate and unstable self-esteem and impedes interpersonal contacts with other adolescents.

We should underline that in the group of adolescents from general education schools  $GCR = 51\%$  in junior classes and  $69\%$  – in senior ones.

At the same time, normal teenagers also quite often conflict with each other, subsequently explaining it by the fact that refusal from rivalry can be perceived as a concession and a path to defeat. Moreover, in critical and conflict situations, adolescents from general education

schools often choose continued need (NP) response (search for a way out, a constructive solution, desire to meet the needs, not to leave the situation unresolved) along with ego defence (E).

Therefore, in teenagers with intellectual disabilities, the choice of behaviour in conflict depends on the level of their socialisation and is conditioned by their conflicting relationships between internal and external behaviour regulators. Namely, on the one hand, they are characterised by the immaturity of moral norms, but, on the other hand, they are compelled to obey the requirements of others. The only factor that restrains their aggressiveness is the fear of punishment (a high sense of guilt). Thus, they are characterised by a constant conflict between conscientiousness and a sense of guilt, which leads either to rivalry with the strengthening of negative responses, or to avoidance and adaptation with suppression of their emotions due to fear of an opponent or punishment.

The study also intended to detect the influence of the peculiarities of neurodynamics and the defect structure on the behaviour of adolescents with intellectual disabilities in the conflict. In order to do this, all study subjects were divided into groups according to the clinical behaviours described by M. Pevzner<sup>12</sup>. When comparing, we noted behavioural patterns characteristic for each group and revealed the fact that the dominant strategy is rivalry. Nevertheless, the research has shown that this strategy manifests itself differently in adolescents from different groups. During the correlation and comparative analysis between the groups, the scholars found that in some cases there was verbal and nonverbal aggression, open struggle and confrontation, the desire to achieve the own goals in any way, to meet the own needs. In other cases, rivalry turned out to be a stumbling block in the conflict. We marked this strategy with the same name. It is characterised by extra-punitive resistance and resolving responses: fixation on the purpose and problem, inability to distract, break in the activity, inability to make any decision, affective-dynamic reactions (irritation, anger of high intensity, self-aggression and aggression directed towards outsiders or objects, crying, feeling of helplessness, rigidity of emotions, desire for immediate changes in everything). When a teenager is stuck, s/he cannot

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<sup>12</sup> Певзнер М.С. Дети с интеллектуальными нарушениями: Изучение детей в процессе их обучения и воспитания. М. : Педагогика, 1959. 489 с.

get out of a problem situation, s/he wants to solve it, end it, but at the expense of another person, regardless of who actually created the critical situation. With such typical behaviours, a teenager can cry for a long time, scream, "go nuts", scatter things, and demonstrate no response to the actions of others, who are trying to shift his/her attention. Most often, a stumbling block is found in a group of adolescents with psychopathic manifestations (64.61% of all rivalry choices), with a lack of frontal lobes (50% of all rivalry choices), as well as adolescents with neurodynamic violations (with excitation superiority of 30.32%; inhibition – 52.97%, with the weakness of both processes – 25.29% of all rivalry choices).

The compromise also manifests itself in different ways in adolescents with intellectual disabilities. In some groups, this was a conscious strategy of behaviour, the ability to regulate their actions. In others, it was a patterned stereotype of behaviour, not motivated by circumstances. The adolescents of the main group and adolescents with a violation of the analysers appeared to be more capable of a conscious compromise in the conflict situation (6.91 and 6.64 out of 30 correspondingly).

The choice of cooperation is highest in the first (main) group of adolescents without extreme violations of neurodynamics and analysers (3.27). A fairly high level of cooperation and compromise in adolescents with an uncomplicated form of oligophrenia can actively influence the formation of a productive behaviour strategy among students in this group. The fact of high (in comparison with other groups) cooperation in adolescents with a predominance of inhibition processes over excitation (third group) needs a special explanation (3.66 out of 30). The lack of awareness of the situation by these teenagers makes their reactions to the conflict monotypic, subordinate, with the choice of an intra-punitive obstacle-dominant orientation, which is characterised by subordination, self-accusation, confession that they are a cause of a critical situation, avoidance or obedience. However, obedience to the norms, requirements and rules of others in conditions of educational process at school helps these adolescents to memorize stereotypes, patterns of behaviour that solve a conflict situation. This explains some increase in cooperation in this group of adolescents and, as the study shows, this trend becomes visible in the usual recurring conflict situations at school.

We strongly believe that all revealed peculiarities of conflict behaviour in teens with intellectual disabilities compose sufficient material necessary for creating a complete psychological picture and organising productive corrective work on prevention and constructive resolution of conflicts in the behaviour of adolescents at special school.

## **CONCLUSIONS**

1. The developed complex research procedure allows to study the features of conflict behaviour effectively, its causes and the ways of resolving conflicts that are typical for adolescents with intellectual disabilities, which is the basis for the specification of the directions of psychological and pedagogical work with this category of students.

2. The causes of conflictual behaviour in adolescents with intellectual disabilities include biological ones, related to the structure of the defect and the peculiarities of neurodynamics; psychological ones, associated with the peculiarities of personal development and subjective perception of the situation; social ones, associated with the conditions of a teenager development in the immediate social environment (family, school).

3. Prevailing strategies of conflict behaviour in adolescents with intellectual disabilities are destructive types (rivalry, adaptation, avoidance). Teenagers with a predominance of excitation processes, with psychopathic and frontal syndromes are the most susceptible to rivalry. Adaptation and avoidance more often appears in torpid adolescents and adolescents with various violations of analysers. In students with intellectual disabilities with an uncomplicated form of oligophrenia, the percentage of selecting cooperation and compromise is rather high, compared to other groups, and therefore the development of these strategies is the "zone of immediate development" of such adolescents.

4. There are gender differences in the choice of the behaviour strategy in conflict by adolescents with intellectual disabilities. Boys are more likely to use rivalry in conflict than girls; for girls, passive forms of behaviour (adaptation, avoidance) are more typical, as well as productive strategy, i.e. cooperation.

5. For teenagers with intellectual disabilities, there is a special distinctive type of behaviour in conflict, which is a so-called stumbling block. When this behaviour type floats to the surface, the teenager is not able to cope with the situation on his/her own. More often, a stumbling

block is found in a group of adolescents with psychopathic manifestations, as well as in adolescents with neurodynamic violations.

6. The obtained psychological information allows determining directions and conditions of differentiated, individualised corrective work, in particular, group psychocorrection with the aim of preventing conflicts and conflicting behaviour among adolescents with intellectual disabilities, and creates psychological preconditions for socialisation.

The conducted study does not exhaust all aspects of the issue. Conflicts between younger students with intellectual disabilities, as well as youth, and the peculiarities of their behaviour, which determines conflict situations require further study. Furthermore, research should focus on the in-depth study of family conflicts among students of special schools.

### **SUMMARY**

The research is devoted to the study of biological, psychological and social causes of conflicts in adolescents with intellectual disabilities, as well as the peculiarities of their behaviour in conflict situations. To this end, the authors revealed subjective preconditions for the emergence of conflicts. The results of the study showed the dependence of conflict behaviour on the level of well-being of the family, the attitude of family members towards the adolescent, and the style of family education, which affects the formation of particular stereotypes of behaviour: dependent, detached or aggressive. The paper revealed the objects of positive and negative appraisals of adolescents with intellectual disabilities of their family status.

During the study, the scholars noted positive and negative factors of school life, influencing the formation and predominance of behaviour strategies of adolescents with intellectual disabilities in conflict situations.

The article discovered the dependence of the choice of different strategies of conflict behaviour on the level of mental development, the structure of the defect, as well as the age and gender characteristics of adolescents. The authors named prevailing strategies in the behaviour of teenagers with intellectual disabilities. The research included a more in-depth analysis of the types of behaviour distinctive for adolescents with intellectual insufficiency in difficult-to-solve situations, and after taking



into account the structure of their defect and neurodynamics they identified this type of behaviour in conflict as a stumbling block.

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## VALUES AND MEANINGS AS SYSTEMIC FORMATIONS OF THE PSYCHE

**Halian I. M.**

### INTRODUCTION

Historical events in a significant part of Europe at the end of the twentieth century confirmed the crisis of the ruling elites, especially their morality as a form of integration and regulation of behaviour. Rationality, calculation in one's behaviour and aspiration for profit as the basis for goal setting came first. The thesis of A. Smith about orientation to the personal good as a criterion for the common good became the determining principle for the activity of state structures<sup>1</sup> and the form of being for ordinary citizens.

Under the condition of rationalization and maximization of profit, calculation in one's behaviour takes the first place: how beneficial is the relationship with another person. Social relations begin to operate on the principle of the market, where everyone has one's own value and strives for one's own benefit. On the basis of this, according to J. Baudrillard, there forms and develops the value orientation of man first of all to oneself, as well as consolidation of power over others. However, the consumer orientation of personality is often based on self-deception where wealth becomes the result of a carefully disguised deficiency which is the sense of survival in the modern world<sup>2</sup>. The criterion of success is the acquired signification codes of the "correct" way of thinking and living (mostly from advertising), and this "image of thought and life" is contrary to traditional values and the usual behaviour model.

Formation of value orientations in a person occurs in a certain environment with the most active participation of one's mental processes, which, by definition of Aristotle, are structural elements of the "soul" (psyche) – the form of a person's essence. However, as it is

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<sup>1</sup>Смит А. Исследование о природе и причинах богатства народов. Москва : Наука, 1993. 509 с.

<sup>2</sup>Бодрийяр Ж. Символический обмен и смерть. Москва : КДУ, Добросвет, 2013. 389 с.

rightly noted by M. Kholodna, "... the nature of any phenomenon cannot be understood at the level of describing its properties. To explain the nature of this or that reality means to open its structure, because the structure is the basis of its functioning"<sup>3</sup>. In other words, the issue is about the processual side. That is why we can speak about the development of values and meanings of the individual as a system with its characteristic structure in which the integral unity of the whole inner world is organized. At the same time, the researcher takes interest not in the structure itself, but in those relationships that ensure its integrity, hierarchical (structural) character and dynamism.

The essence of the system as a scientific category is interpreted by scientists in different ways. Thus, L. von Bertalanffy saw a complex of co-operative elements in the system<sup>4</sup>, R. Ackoff – a set of interrelated elements, and A. Uiomov wrote about the system as a set of objects with stable, fixed properties<sup>5</sup>. As we see, these definitions reveal the essence of the system as a set of interrelated elements that form certain integrity, unity. It is the understanding that is inherent in self-organized systems, the fundamental characteristics of which are integrity (the whole does not equal the sum of its parts), structural character (dependence of the system functioning on the properties of its structure), hierarchy (elements of the system can serve as a system, and the system itself – a subsystem of the higher level system), interdependence between systems and environments (their interrelationships and mutual influence), the plurality of description (the impossibility of taking into account all aspects of the system within one model)<sup>6; 7; 8; 9</sup>.

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<sup>3</sup>Холодная М. Психология интеллекта: Парадоксы исследования. Санкт-Петербург : Питер, 2002. С.78.

<sup>4</sup>Берталанфи фон Людвиг. История и статус общей теории систем. *Системные исследования*. Ежегодник. 1973. С. 20–37.

<sup>5</sup>Уёмов А. Системный подход и общая теория систем. Москва : Мысль, 1978. 272 с.

<sup>6</sup>Кавалеров А. Цінність у соціокультурній трансформації. Одеса : Астропринт, 2002. 221 с.

<sup>7</sup>Ломов Б. Системность в психологии. Москва : Изд-во «Институт практической психологии» ; Воронеж : НПО «МОДЭК», 1996. 384 с.

<sup>8</sup>Рыжов Б. Системная структура личности. *Системная психология и социология*. 2017. № 3 (23). URL : [http://systempsychology.ru/journal/2017\\_23/443-ryzhov-b-n-sistemnaya-struktura-lichnosti.html](http://systempsychology.ru/journal/2017_23/443-ryzhov-b-n-sistemnaya-struktura-lichnosti.html).

<sup>9</sup>Ключко В., Галажинский Э. Самореализация личности: системный взгляд. Томск : Изд-во ТГУ, 1999. 154 с.

Today, the category of “the system” has been broadly discussed in studies. Thus, M. Shagiakhmetov emphasizes the systemic unity of man and nature, the agent and the object, thinking and ideas<sup>10</sup>. The system-structural organization of self-regulation by the agent of educational activity is presented in the studies by O. Zobkov<sup>11</sup>.

Substantiation of the system model of a human personality, which allows us to describe its most important structural components from unified methodological points of view, is made by B.M. Ryzhov<sup>12; 13; 14</sup>. The researcher considers the structure of personality to be a series of concentric spheres in which there are personality’s intellectual, emotional and volitional, value-based and motivational features. The author believes that the deepest level of personality is a motivational sphere that includes a person’s values, interests, hobbies and aspirations and forms the basic structure of one’s personality – the motivational core<sup>15</sup>.

Systemic structuring of the connections of personality traits and values was testified by L. Parks-Leduc, G. Feldman and A. Bardi<sup>16</sup>. At the same time, L. Parks-Leduc and R. Guay<sup>17</sup> emphasize the differences in the impact of the goals content and the desire for them on motivational processes. Personal value orientations as a system are complemented by the following characteristics: harmony (consistency of the internal system of ideas, beliefs, values), consistency (the indicator

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<sup>10</sup>Шагиахметов М. Общая теория систем и единство мира. *Системная психология и социология*. 2014. № 2 (10). URL : [http://systempsychology.ru/journal/2014\\_10/187-shagiahmetov-m-r-obschaya-teoriya-sistem-i-edinstvo-mira.html](http://systempsychology.ru/journal/2014_10/187-shagiahmetov-m-r-obschaya-teoriya-sistem-i-edinstvo-mira.html)

<sup>11</sup>Зобков А. Системно-структурная организация саморегуляции субъектом учебной деятельности. *Системная психология и социология*. 2017. № 3 (23). URL : [http://systempsychology.ru/journal/2017\\_23/444-a-v-zobkov-sistemno-strukturnaya-organizaciya-samoregulyacii-subektom-uchebnoy-deyatelnosti.html](http://systempsychology.ru/journal/2017_23/444-a-v-zobkov-sistemno-strukturnaya-organizaciya-samoregulyacii-subektom-uchebnoy-deyatelnosti.html)

<sup>12</sup>Рыжов Б. Системная структура личности. *Системная психология и социология*. 2017. № 3 (23). URL : [http://systempsychology.ru/journal/2017\\_23/443-ryzhov-b-n-sistemnaya-struktura-lichnosti.html](http://systempsychology.ru/journal/2017_23/443-ryzhov-b-n-sistemnaya-struktura-lichnosti.html).

<sup>13</sup>Рыжов Б. Системные основания психологии (продолжение). *Системная психология и социология*. 2011. № 3 (II). С. 5–17.

<sup>14</sup>Рыжов Б. Системные основания психологии. *Системная психология и социология*. 2010. № 1 (1). С. 5–42.

<sup>15</sup>Рыжов Б. Системная структура личности. *Системная психология и социология*. 2017. № 3 (23). URL : [http://systempsychology.ru/journal/2017\\_23/443-ryzhov-b-n-sistemnaya-struktura-lichnosti.html](http://systempsychology.ru/journal/2017_23/443-ryzhov-b-n-sistemnaya-struktura-lichnosti.html).

<sup>16</sup>Parks-Leduc L., Feldman G. & Bardi A. Personality Traits and Personal Values: A Meta-Analysis. *Personality and Social Psychology Review*. 2015. Vol. 19. No 1. Pp. 3–29.

<sup>17</sup>Parks L., Guay R.P. Personality, values, and motivation. *Personality and Individual Differences*. 2009. No 47. Pp. 675–684.

of personality stability), stability (relative stability, continuity (rigidity) of the agent's value preferences in time), that are presented superficially in scientific discourse.

Taking into account the above stated considerations, the system of values and meanings of personality requires a more thorough study. Therefore, we will analyze the process of forming values and meanings of personality as systemic formations of the psyche.

### **1. Gnoseological and ontological discourse of systemic knowledge**

In antiquity, various aspects of culture, as well as all forms of social consciousness arose and developed, laying the foundations for modern civilization. One of the most important achievements of the ancient thought is the idea of man and the world as a system. The underlying principles for this were the natural philosophical doctrines of Hippocrates, Plato's idealism, and the first system of scientific knowledge created by Aristotle.

From systemic points of view, the teachings of Plato have a fairly simple structure, the core of which is the basic vertical relationship between the immortal idea and its mortal, earthly imprint in the matter. All the other and not so many relationships, necessarily concentrate on this general one<sup>18; 19; 20</sup>. In contrast to Plato's views, the idea of the soul and the mental phenomena of his disciple Aristotle are much more complex and branched. In his treatise "On the Soul"<sup>21</sup> he creates psychological knowledge, which without exaggeration presents the world's first system of psychology. Proceeding from the philosophical analysis of the categories of matter and form, Aristotle builds a pyramid of mental phenomena. Its basis is the simplest biological functions, and the summit rises to the world of creative thinking. This structure is dominated by vertical relationships between heterogeneous mental processes.

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<sup>18</sup>Платон. Сочинения в 3-х томах. Москва : Мысль, 1970. Т. 2. 611 с.

<sup>19</sup>Энциклопедия истории психологии / под ред. Е.С. Романовой и др. Москва : Школьная книга, 2001. Т. 1. 479 с.

<sup>20</sup>Романова Е.С., Рыжов Б.Н. История психологии с системных позиций. *Системная психология и социология*. 2014. № 1 (9). С. 5–15.

<sup>21</sup>Аристотель. О душе. *Сочинения в 4-х томах*. Москва : Мысль, 1975. Т. 1. С. 371–448.

In Greece at the turn of the fifth–fourth centuries BC, there were a lot of the original psychological concepts, some of which, for example, the atomistic theory of Democritus, apparently were not inferior to the teachings of Plato in the harmony of the basic thought and fruitfulness of certain ideas that at times reached the level of scientific enlightenment. However, it is the fifth–fourth centuries. B.C. that witnessed the ontological period of ideas about the values associated with the names of such ancient Greek philosophers as Socrates, with his understanding of “the good” as a value, Plato, who understood the good as the summit of the hierarchy of values, and Aristotle, whose views have a significant interest in the study of ethical values as the highest good<sup>22</sup>. And if they did not use the notion of the “value” at those times, Heraclitus, Plato, and others discussed issues relating to the problem of values<sup>23;24;25</sup>. All further philosophical and psychological concepts developed on their basis, and the conceptual apparatus created by them continues to be used in many spheres of knowledge, among others, in systemic psychology.

The tendency to systematic knowledge while cognising the world is particularly clear in the Middle Ages, where, on the example of Thomas Aquinas, the unity of empirical and theoretical knowledge is traced. In his treatise “The Sum of Theologies” the researcher offered a detailed theological description of mental phenomena, which implies their strict hierarchy and interrelationship<sup>26;27</sup>. This was the first attempt after Aristotle to build a system of psychological knowledge, which, despite its purely theological character, contained a lot of deep system-wide ideas and conceptions.

The New Age is marked by the domination of rationalism in scientific thought which provided for the rapid progress of theory and experimental psychological knowledge. At the same time, in the field of theory there immediately emerged two main approaches: the deductive-

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<sup>22</sup>Кавалеров А. Цінність у соціокультурній трансформації. Одеса : Астропринт, 2002. 221 с.

<sup>23</sup>Чухина Л. Человек и его ценностный мир в религиозной философии. Рига : Зинатне, 1991. 303 с.

<sup>24</sup>Дорфман Л. Полисистемная организация метаиндивидуального мира. *Психологический журнал*. 1997. Т. 18. № 2. С. 3–17.

<sup>25</sup>Чавчавадзе Н. Культура и ценности. Тбилиси : Мецниереба, 1984. 171 с.

<sup>26</sup>Робинсон Д. Интеллектуальная история психологии. Москва : Ин-т св. Фомы, 2005. 568 с.

<sup>27</sup>Аквинский Ф. Сумма теологии. *Антология мировой философии в 4-х томах*. Москва : Мысль, 1969. Т. 1. 361 с.

logical approach, represented by Descartes and Leibniz; and the inductive-empirical one, associated with the names of Bacon and Locke. Reflecting on the same rationalist tendency, these approaches tended to a different interpretation of theoretical relationships formed by them. And V. Wundt's teachings were not only the first general psychological theory, but also an example of systemic scientific thinking. V. Wundt highlights psychic elements (feelings and thoughts) and their compositions – mental formations (ideas, feelings and affects), establishes the types of relationships between these formations (association and apperception), and finally postulates the types and laws of mental development<sup>28</sup>, thereby completing the logical construction of his system.

Description of gnoseological and ontological paradigms has become fundamental for systemic psychology. In the end, these two paradigms for various psychological research works served as a methodological basis. Today, it is rarely possible to find a research based on one of them. This is mostly a combination of gnoseological and ontological understanding of the nature of the phenomenon under study. However, these paradigms reveal the essence of the phenomenon in different ways. Thus, a *gnoseological* approach appeals to the fact that consciousness is a special *form* of reality, along with other forms of nature and society, while psychology is actually activity in the analysis of consciousness. And cognition (Greek *gnosis* – knowledge, doctrine) appears to be an independent entity. According to an *ontological* approach (Greek *ontos* – being), consciousness in one way or another reflects reality and is included in some general laws of nature or being development. Here knowledge is presented as a functional formation of objective reality. Therefore, from the ontological position there is no knowledge as a certain independent entity, there is personal cognitive attitude to the world, and the analysis of the nature of knowledge involves the discovery of this attitude, its functioning.

The basis of the gnoseological paradigm, according to Sh. Khisambeyev, is the method of reasoning, according to which the agent (man) and the object (nature) originally contradict each other. In this respect, a person as an agent can either influence an object (e.g.

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<sup>28</sup>Вундт В. Очерк психологии. Москва : Изд-во Моск. психологического общества, 1897. 336 с.

nature) or take its influence by occupying an “object” position. Therefore, the psychologist, using a gnoseological paradigm of reasoning, focuses his attention on the form of gnosis, using, for example, the metaphor of reflection (knowledge as a reflection of the surrounding world), and concentrates on acquisition of discursive knowledge as a set of stable, unchanging facts. The ontological approach examines nature (the universe, macrocosm) as a carrier of general, universal patterns of self-development, and a person as a part of nature (microcosm)<sup>29</sup>.

The systems approach recognizes that any object of scientific research can be regarded as a special system. In this context the psyche is not an exception. In view of the laws of systems dynamics, it is appropriate to refer the psyche to self-developing systems, the important quality of which is self-reproduction of new elements. The characteristic feature of such systems is the continuous process of interaction among its inherent elements, as well as interaction with the external environment, carried out at all levels of the systems organization. In this case, there functions the rule of a hierarchical organization: the development of a complex system is provided by the heterogeneity of the functions of its elements (subsystems), and the existence of each subsystem is provided by the integrative activity of the integral system. External interaction of developing systems, the existence of which is a constant process of assimilation of new elements, plays an important role. In the interaction between systems, there is not only mass-energy exchange, but also the process of restructuring the relationships of one system under the influence of another, reflecting the structure of the relationships of the latter, that is, there is exchange of information. At the same time, different objects having identical information fixed in the structure of their internal relationships, constitute a special information system, the qualitative feature of which is the way of its existence, namely, the reproduction of its elements by reproducing their information structure in other systems<sup>30</sup>. Absence of external

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<sup>29</sup>Хисамбеев Ш. У истоков системной психологии: онтологическая и гносеологическая парадигмы. *Системная психология и социология*. 2014. № 2 (10). С. 16–22.

<sup>30</sup>Галян І. Системотвірні характеристики ціннісного становлення майбутніх педагогів. *Science and Education a New Dimension. Pedagogy and Psychology*. 2014. II (16). Vol. 33. Pp. 102–105.



interactions, according to B. Ryzhov, means absence of an essential condition for the existence of these systems, and, consequently, is equivalent to their disappearance<sup>31</sup>.

Thus, from the systemic perspective, the psyche appears in its essence to be an internal, subjective informational system, the elements of which are various informational formations and blocks: from the simplest sensations to the most complex images, concepts and ideas. As it is known, at all levels of matter organization *the system strives to maintain its integrity*. After all, this striving is characterized by a number of features, namely: it generates the ability of a system to recognize its own elements outside itself; striving to maintain its integrity makes the system sensitive to those elements of the environment that are indifferent to the system, which, in relation to it, are a *prerequisite* for the sustainable existence of the system; this striving is manifested in the search of the external world for something without which the system cannot maintain its integrity, its organization, something that must be recognized as its own and, in view of this, is assigned to the system; as a result of selective interaction, there appear more complex formations (systems), consequently further selective interaction with the environment is done by them, and sensitive factors of the environment are already its other factors with which it is now possible to interact – they began to correspond to the complicated system<sup>32</sup>.

Since the human psyche is understood as a holistic structure the elements of which (mental processes, states, properties) function as a coherent mechanism, ensuring the integrity of the psychological organization, the entry of a new element into its structure does not contribute to its full integration into the system, increasing its entropy (in thermodynamics this is the measure of irreversible energy dissipation). Hence, the growth of entropy violates its constancy, prompting the system to develop.

Elements of the psyche as a system formation are values and meanings of personality. They are the reference points of its orientation, a kind of “a road map”. Their formation takes place in the changing “internal” (especially in the active phase of self-consciousness

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<sup>31</sup>Рыжов Б. Системные основания психологии. *Системная психология и социология*. 2010. № 1 (1). С. 20.

<sup>32</sup>Кёлер В. Исследование интеллекта человекоподобных обезьян. Москва : «Изд-во коммунистической академии», 1930. С. 20.

formation) and “external” environment, and therefore, for some time, they are labile. The environment is a constant factor of external influence. On condition of its stability (non-contradictory social norms, observable human behavior), the characteristics of the environment become “constant” for the agent. Accordingly, the state of tension disappears, there takes place narrowing of the “constant” values of one or another stimulus, the ambiguity of interpretation of some phenomena disappears, and so on, and a certain form of behavior becomes fixed. As soon as a new stimulus penetrates into this “zone of stability”, a deviation from “constancy” takes place, subjective experience is being increased, which ultimately enhances entropy. This phenomenon will not be decisive for a person with a wide range of value interpretations, because it will be in the midst of a wide range of value representations. Thus, the painless entry into the world of uncertainty and complexity will be facilitated by the multicultural environment, while forming a broad range of values in personality. However, the effectiveness of this process also depends on the elements of the psyche and the structure of their relationships.

To understand the essence of axiogenesis as a systemic phenomenon, we will use a systemological analysis of the dynamics of living systems states taking into account their phase structure. In order to do this, let us consider possible combinations of the primary and secondary dynamic characteristics of the axio-system. The primary characteristics of the system include *the volume* (the number of elements in it) and *the complexity* of the system (the amount of real relationships among its elements). Secondary characteristics, one of which is *entropy* (the difference between the maximum possible and the real complexity of the system), indicate orderliness of the system. Note that maximum orderliness, that is the complete mutual compliance among all elements, is reached by the system on condition of the maximum level of complexity. On condition of minimal complexity, the system is minimally ordered with the highest degree levels of freedom<sup>33</sup>.

Consequently, possible combinations of primary and secondary dynamic characteristics of the system, in which both the processes of growth or decrease occur simultaneously, and thus there can be eight types

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<sup>33</sup>Рыжов Б. Системные основания психологии. *Системная психология и социология*. 2010. № 1 (1). С. 5–42.

of dynamics states in systems, only six of which are actually active, namely: intensive development, extensive development, degradation, disintegration, dissipation, collapse. Let us analyze some of them.

In the course of *intensive* development, a new element enters the system, which will have more direct relationships with other elements than the average of the links that each element of the system had before its change, or the relationships added by the new element will be more significant, substantially reducing the number of indirect relationships. Under such conditions, the system increases in volume and becomes more organized and structured, reacting to the environment<sup>34</sup>. Let us consider this state of the systems dynamics in the context of axiogenesis. Phenomenologically integrative property of the value system is the combination of external determinants and the cultural image of the world, the agent's mode of life. At the "entrance" of the system there is an image of the human world, at the exit – a way of life, all the cultural artifacts of the social group that unites the collective agent. Getting into a new environment, personality strives to adapt accepting the values that this medium transmits. If they (external values) do not contradict one's personality values, they are integrated. There establish relationships between personality values and the values of the external system, thereby reducing the entropy of the personality axio-system, due to the increase in its volume and its complexity.

*Extensive* development is characterized by unidirectional increase or preservation of the complexity, volume and entropy of the system. In contrast to the previous type, the addition of a new element into the system is accompanied by the appearance of inessential relationships, the number of which is not greater than the specific number of relationships which were inherent in each element of the system before its change<sup>35</sup>. Thus, penetrating into the axio-system of the agent, a new value is "personalized", increasing its complexity. But not being congruent with the value image, it violates the adaptive state causing *tension* in the values system. Therefore, the emergence of tension does not contribute to the full integration of a new value in the system of personality values of the individual, while increasing its entropy.

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<sup>34</sup> Ломов Б. Системность в психологии. Москва : Изд-во «Институт практической психологии» ; Воронеж : НПО «МОДЭК», 1996. С. 16.

<sup>35</sup> Там же.

The state of *degradation* is characterized by decrease in complexity with simultaneous growth in volume and entropy of the system<sup>36</sup>. This is the path when it is necessary to sacrifice high-quality relationships of the system each time a new item is acquired. A new value does not fit into the existing system, thus destroying the established relationships. As the imbalance in the processes of interaction with the external environment increases, entropy increases to such an extent that the system is destroyed. In view of this, it (the system of values) not only ceases to be determined from the outside, but, on the contrary, “sponsors” the external environment. In order to get out of this situation, it is necessary for the system to change its own structure (passive adjustment) or change the structure of the environment (active adjustment)<sup>37</sup>.

The state of *disintegration* begins the second triad of combinations in dynamic characteristics of systems, the characteristic feature of which is the reduction of the number of the system’s elements. During disintegration the complexity and volume of the system decreases along with the growth of its entropy. Under these conditions, the most organized elements of the system leave it, as a result of which the usual system of relationships is broken. This is a reversible process compared to intensive development, but as in the first case, the main role belongs to the processes occurring inside the system. The difference lies only in the fact that with intensive development the system structure is improved, and with integration it is rapidly destroyed. That is, the assimilated new values change the axio-system’s priority, thus forming a new system of value orientations.

The process described above goes into the state of *dissipation* (unidirectional decrease in the complexity, volume and entropy of the system). Active interaction with the environment becomes dominant, as with extensive development. In a state of dissipation there is complete liberation from those values that are least discordant with the axio-system of the agent. Due to distinguishing the values core and the loss of volume, there takes place the renewal and strengthening in the structure of the values system.

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<sup>36</sup>Ломов Б. Системность в психологии. Москва : Изд-во «Институт практической психологии» ; Воронеж : НПО «МОДЭК», 1996. С. 16–17.

<sup>37</sup>Теория Пиаже. История зарубежной психологии. *Тексты* / под ред. П.Я. Гальперина, А.Н. Ждан. Москва : Изд-во МГУ, 1986. 344 с.

The state of *collapse* seems to balance the importance of external and internal relationships in the system. With decrease in the volume and entropy of the system at the same time, its complexity increases or remains the same. The relationships that have been violated due to the release of “redundant” elements are reorganized. There is a peculiar reassessment of values and what previously was not essential becomes determinative.

Such varieties of dynamics are inherent in systems that are self-developing, capable of self-reproduction of new elements. A person is this type of system, with an inherent system of values in it. Their feature is a continuous process of interaction both within the system among its elements, as well as interaction with the external environment carried out at all levels of the system organization. In this case, the rule of the hierarchical organization operates: the development of a complex system is provided by the heterogeneity of functions (subsystems) fulfilled by its elements, and the functioning of each subsystem is provided by the integrative activity of the integral system. During interaction of systems, there takes place not only mass-energy exchange, but also the process of relationships restructuring in one system under the influence of another, reflecting the relationships structure of the latter, in other words, there occurs exchange of information. In this process, various objects, having identical information fixed in the structure of their internal relationships, constitute a special information system, the qualitative feature of which is the way of its functioning, namely, production of its elements by reconstructing their information structure in other systems. Under the condition of the absence of external interaction, as B. Ryzhov believes, such systems are doomed to disappear<sup>38</sup>.

## **2. Values and meanings as a product of mental activity**

In traditional psychology, the structural description of the psyche was given considerable attention. However, in our opinion, it is interesting to conduct a systemic analysis concerning the participation of mental processes in the development of values and the formation of personality meaning. Let us consider it more thoroughly.

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<sup>38</sup>Ломов Б. Системность в психологии. Москва : Изд-во «Институт практической психологии» ; Воронеж : НПО «МОДЭК», 1996. С. 20.

Man reacts to the environment in the form of a special kind of psychic reaction to change in the disordered external or internal environment of the organism, which is called sensation. The agent responds only to the ratio of signals, in particular those that are significant to him, without which the system cannot be integral, that is, the system recognizes its own outside itself. Out of all the chaos of the “objective” world, a person chooses “what has internal conformity”<sup>39;40</sup>, and this “something” becomes an opportunity-meaning or an opportunity-value<sup>41</sup>. Opportunity as a value is “a tense opportunity”<sup>42</sup>. When values contradict each other, a person makes “a pause” to “weigh” the alternatives and determine how far each is filled with the meaning. There is a peculiar check, a revision of values, the solution of the problem “as to the value”<sup>43</sup>. Unlike meanings, values do not disappear “after meeting individual needs concerning them – they are extrapolated by their correlation to other people who have similar needs, to those who have done these things, to oneself who may need them tomorrow”<sup>44</sup>.

The feeling has certain properties, among others – sensitivity. The choice of the sensitivity range of this or that analyzer as a systemic psychological function is made by the mind. Due to it, the body is pre-adjusted to adequate reception of signals. The orientation point is the expected level of these signals. Therefore, attention is a range of input signals reception, consciously or unconsciously set up by the psychic system. For the value-semantic system, such signals are the elements of culture (objective values) observed by the agent of action, behavior of other people in certain life situations (based on well-known values) and one’s own reactions to specific life situations. It is the prevailing personal values as an internal standard that are fundamental to the emergence of behavioral motivation. And finding meaning in one’s own actions forms a sense of satisfaction and a sense of value from what one has done.

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<sup>39</sup>Клочко В., Галажинский Э. Психология инновационного поведения. Томск : Изд-во ТГУ, 2009. С. 92.

<sup>40</sup>Längle A. Leben S. Logotherapie als Lebenshilfe. Freiburg-Basel-Wien : Herder, 2002. 128 p.

<sup>41</sup>Клочко В., Галажинский Э. Психология инновационного поведения. Томск : Изд-во ТГУ, 2009. 240 с.

<sup>42</sup>Там же.

<sup>43</sup>Там же.

<sup>44</sup>Там же. С. 92.

Afterwards, it is the turn of the process of perception. For systematic psychology, according to B. Ryzhov, the act of perception is system-defining, where a number of discrete sensations forms an integral image and there is identification of this image as a special psychic element in other elements of the psychic system. Consequently, in the understanding of the author, perception necessarily contains two processes, one of which is creation of a mental image due to the establishment of relationships among a number of feelings arousing before it. At the same time, if we consider this image as a special subsystem of the lower level, then the sensation plays the role of subelements in it. Another process consists in the systematic identification of this image as a psychic element due to the established connection between it and the elements already existing in the psychic system<sup>45</sup>. Thus, perception ensures the establishment of communication between the object and the psychic system. The effectiveness of this process, in our opinion, will depend on the value experience of personality, in which the value image is a world-view orientation of man.

In order for the system to function properly, it is necessary that the relationships of the object with mental reality should be fixed. The mechanism of such fixation is *memory* – the basis of the psychic system. From the systemic point of view, the effect of memorization is provided by some circumstances: the presence of the required motivational rating of the agent-controlled system and the maintenance of a tense state after the end of the action. Combination of these two factors delays maintenance of the motivational potential to the action for a longer term and, thus, attracts additional attention to the object, which ultimately determines its best fixation in the agent's memory.

Thus, the presence of a steady interest in one or another value-related process or problem creates a special psychological system for a person that organizes and structures it. Therefore, it is very important to work with young people on issues concerning value-semantic character, in order to create and sustain local tension in the mental system. The lack of answers to the questions of values, morals provides a search for new material to eliminate the existing tension, as well as provides the

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<sup>45</sup>Рыжов Б. Системные основания психологии (продолжение). *Системная психология и социология*. 2011. № 3 (II). С. 5–17.

selection of “random” information concerning value issues. In this process it is helpful to solve various value collisions, which highlight the logic of the agent’s actions in the search for the meaning of the committed action. The peculiarity of this situation is that due to the received education and developed interests, a person has a well-structured information system, which is constantly supplemented throughout life. This manifests itself not only in finding new essential relationships between various information blocks available in memory but also, in their turn, in comprehending the meaning of current system processes, which are often called life wisdom.

In the surrounding reality, phenomena and processes are in constant interrelation. Cognition of these relationships is accomplished through *thinking*. However, thinking is a process that reflects not just the links and relationships between the objects in the objective world, but the essential relationships under which we should understand relationships peculiar not only to a particular case but to all cases of the same kind. For this reason it is appropriate to say that, due to our thinking, we get to know the internal, essential links of the processes of the objective world. And this, in comparison with perception, is a higher level of cognition. But what is the mechanism of this cognition?

Everything starts with the emergence of a motivational potential. Taking the basis of such a system property as tension it can be stated that thinking activity appears only in the presence of tension arising as a result of deviation in the state of the subject of thinking (the thinking system) from its basic level. Then, the subsidiary system formations are sequentially removed from the memory and are compared with the source system. In the case of identifying similarity in the relationships between the elements of the source system and the one caused from the memory, the saved relationships can be involved in “completion” of the corresponding links of the original system. If this activity is not successful, there is tension in the system of personality perceptions about one’s own capabilities, there appear negative emotional feelings. On the contrary, successful activity relieves tension and gives rise to the feeling of expanding the range of one’s personality possibilities. Under such circumstances, it is the experience of positive emotions that will ensure transition to a higher level of personality development, causing in a person a set of positive feelings, among



others: aesthetic feeling of resolving the problematic situation, which previously caused a disharmonious, tense state; a feeling of relief which is directly proportional to the intensity of mental tension, accompanied by awareness of the danger concerning the loss of the person's position in case the problem has not been solved; on condition of optional solution of the problem, but in case it is solved, there is a positive experience of expanding one's capabilities – growth of personality resources.

How does this systemic activity of thinking intertwine in the value and meaning-related context of personality? Here, tension arises at different levels, first of all, at the level of interaction between conditions (agency, situation, environment) and determinants (personality meanings of the agent, his/her individual traits and mental states) of the value-related process. The consequence of this is the emergence of peculiar constellations, which, on the one hand, correspond to the external, substantive and social conditions of the agent's existence, and on the other hand – the meaning of life. Together they form the agent activity necessary for the value and meaning-related self-regulation.

The next stage of the value-semantic thinking is connected with basic orientation in personality meanings the ultimate aim of which is the value-related choice. This process begins with analyzing various alternatives. It is worth noting that basic values determine the orientation and ensure the integration of all the person's resources for advancement in a certain direction, and wide intentional inclinations (all-embracing units in personality) direct him/her to the future. After the agent comprehends every alternative, a criterion is determined to compare them. At this moment, alternatives are compared with goals and values of the person, gaining a certain meaning. If there are contradictions in terms of moral beliefs, a solution is being sought that would help to resolve them. Under such conditions, adequacy of choice depends on the scale of the meaning creating context. Defining the key alternative among the others transforms the situation of choice into the situation of achieving the goal. In the situation of choice of meaning at the stage of determining the criterion for comparing the existing alternatives, a person fulfils his/her agent experience filled (or not) with a higher value (beliefs, interests, ideals, life-meaning orientation). If the higher value has been formed, the agent determines

the key alternative and implements his intent through self-regulation<sup>46</sup>. When the higher value has not been formed, the subject is stuck on emotional experiences, he/she resorts to self-control (according to the theory of Y. Kuhl<sup>47</sup>). If the result does not meet at least one of the defined criteria of effectiveness, the agent again returns to the situation of choice to find alternatives or to determine criteria for their comparison. He/she reconsiders the above mentioned criteria, which contributes to the highlighting of the highest value, or he/she refuses to choose agreeing on the simplest option, or generally avoids this situation<sup>48</sup>.

In the system of value-semantic actions, the simplest kind of mental operations will be inference by analogy. So, for the source system, orderliness of which must be increased (that is, its entropy must be reduced and, thus, the output tension – removed), a certain analogue is directly selected from our memory. It is mostly about the value image that has been formed in childhood, which contains a certain algorithm of actions in similar situations. Since this is a one-time thinking operation, the chosen analogue should be very similar to the source system. By accepting this analogy the agent actually replaces the relationships of the original system with similar ones.

The same is found in the description of the law of insight by W. Kohler. The author says that in order to establish fundamentally new, significant relationships in the system, it is necessary to destroy the previous system-defining relationships which hindered its development. If this destruction does not cause the loss of key elements of the system, the preserved motivational potential facilitates the rapid establishment of a new structure of relationships, and, consequently, the orderliness of the whole system<sup>49</sup>.

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<sup>46</sup>Галян І. Ціннісно-сміслова саморегуляція особистості: генеза та механізми функціонування. Дрогобич: Редакційно-видавничий відділ ДДПУ імені Івана Франка, 2016. 402 с.

<sup>47</sup>Kuhl J. Action Control: The maintenance of motivational states. *Motivation, intention, and volition*. Hahsch F., Kuhl J. (eds.) Berlin; Heidelberg: Springer-Verlag, 1987. pp. 279–291.

<sup>48</sup>Галян І. Ціннісно-сміслова саморегуляція особистості: генеза та механізми функціонування. Дрогобич: Редакційно-видавничий відділ ДДПУ імені Івана Франка, 2016. 402 с.

<sup>49</sup>Келер В. Исследование интеллекта человекоподобных обезьян. Москва: «Изд-во коммунистической академии», 1930. 246 с.

We agree with B. Ryzhov that such an approach to decision-making when solving the problem ignores the elemental composition of the system. The solution of a task by one action involves establishing only the most important relationships among its elements, and it does not contribute to the analysis of the structure and relationships within these elements. Therefore, it is worthwhile to involve inductive and deductive inferences in this process<sup>50</sup>, which take into account not only concrete but also abstract knowledge.

The desire of actualization is also system-defining. According to C. Rogers, the most important motive for human life is self-disclosure, the desire to maximally manifest one's best personality traits laid down by nature. A. Maslow has a similar view of this. He considers that the tendency for self-actualization is personality's main integrator, and, together with the value meta-needs, it prompts a person to search for his/her "deed of life", "integrates" and develops all his/her "resources", contributing to maximum development<sup>51</sup>. This integration takes place on conditions set by society, using the opportunities provided to man. Personality self-actualizes through such integrators of the biological and social as attitudes, values, higher meaning-creating needs, etc. As a result, an adequate idea of one's own needs and opportunities is formed – the Self-concept of a person as an integrator of the biological and social in the tendency of self-actualization.

Consequently, the development of values and meanings of personality goes through the stages characteristic of any system. An element of such a system is the mental processes that possess the ability of self-development and self-reproduction. Taken together, at the functional level, they produce mental super-effort that provides intellectual personality mediation of choice when solving value collisions.

## CONCLUSIONS

The analysis of the process of values development and meanings formation in personality makes it possible to consider this process to be systemic, which can be understood through analysis of the

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<sup>50</sup>Рыжов Б. Системные основания психологии (продолжение). *Системная психология и социология*. 2011. № 3 (II). С. 5–17.

<sup>51</sup>Маслоу А. Новые рубежи человеческой природы. Москва : Смысл, 1999. 425 с.

interrelationships among its elements, as well as through distinguishing the system-defining factor, which ensures their functional inclusion in a more general context.

The systemic character of values and meanings development in personality is provided by all the components of the psyche as a system, among other things, mental processes. Sensory systems direct the agent in the values of the environment, cognitive systems contribute to the establishment of fundamentally new, significant relationships in the system of values and meanings against the background of those system-defining relationships that hindered its development.

The development of a person's values and meanings is an uneasy and lengthy process. If, after all, it changes, it usually means a new stage in the development of one's personality, which in the normal, progressive movement of this development raises the person to another step, bringing it to the ideal of full disclosure of the human essence. Becoming a real motive, the value acquires a powerful energy potential which manifests itself in inspiration, enthusiasm, creativity and positive perception of one's existence associated with them.

Knowing the peculiarities and mechanisms of values and meanings formation in personality, one of which is self-regulation, it is possible to ensure a person's purposeful development through involving in this process him/her as an agent of self-creation.

## **SUMMARY**

The article presents arguments about the process of development of values and the search for personal meanings from the standpoint of systemic psychology. The significance of the descriptions of epistemological and ontological paradigms for the formation of the categories of systemic psychology has been characterized. The psyche is considered as a self-developing system, the important quality of which is the possibility of self-reproduction of new elements. Features of the functioning of basic mental processes during the formation of value orientations have been described. It is indicated that sensory systems orientate the subject in the value of the environment, cognitive – contribute to the establishment of fundamentally new, significant ties in the system of value and meanings against the background of those direct ties that were holding back the development of a person. We have noted that this process can be understood through the analysis of the structure

of the system of values, the interrelations between its elements, as well as the allocation of a system formation factor that ensures its functional inclusion in a more general context. It is shown that the presence of a stable interest in one or another value process creates for a person a special psychological system that organizes and structures individuality. Value as a motive, thanks to the powerful energy potential, inspires the positive acceptance of the environment, awareness of the own value in the multicultural world providing the comfortable integration of the individual into the modern world of uncertainty and complexity.

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## **PSYCHOLOGICAL MECHANISMS OF THE DEVELOPMENT OF GENDER IDENTITY OF YOUTH**

**Kikinezhdi O. M.**

### **INTRODUCTION**

Gender is a basic characteristic of a person that determines his/her psychological and social functioning. Gender identity characterized as being marked by awareness of gender-role cultural standards as well as social and psychological instructions, accepting the traditional or egalitarian modes of behavior, formation of ego-structures in the continuum of masculinity and femininity, by representation of the individual experience of self-knowledge and attitudes to evaluating oneself and others, by agreement and balancing between the real and ideal gender Self.

In our opinion, such phenomenon is vividly represented within the humanitarian and phenomenological approaches, and enables to answer the question about the development of subjectivity, self-expression and acquiring of “Essential I” in the contradictions of life (H. Ball, I. Bekh, M. Boryshevskiy, S. Maksymenko, A. Maslou, V. Romanets, C. Rogers, M. Sliusarevskiy, V. Tatenko, T. Tytarenko). The core of the new methodological approach in national psychology is the idea of a person’s subjectivity, which involves the self-determination of its existence in the world, the author’s position on events of life, “internal resources of essential self-affirmation” (V. Tatenko<sup>1</sup>), which pays the attention on the problem of self-determination in the field of traditional and egalitarian cultures. M. Boryshevskiy accented that “self-concept” is an original standard according to which an individual fixes the process of his/her personal development as growth in various aspects of life: relationships with others (first of all, with ”important others”), professional activity, determination, vision of himself/herself in the system of leading vital values”<sup>2</sup>.

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<sup>1</sup> Татенко В. Соціальна психологія впливу : монографія. К. : Міленіум, 2008. 216 с.

<sup>2</sup> Боришевський М. Й. Дорога до себе: від основ суб’єктності до вершин духовності : монографія. К. : Академвидав, 2010. С. 8.



Gender identity within the youth psychology is most significant in the context of personal identification and socio-psychological mechanisms of gender socialization, because on the one hand, it is characterized through the spontaneous learning of gender norms, and on the other hand, through a conscious choice.

The youthful is relates to gender self-determination, the formation of sex-role behavior; the formation of the components of the image of “I” of a man/woman; determination of boundary of identities. According to E. Erickson, this age period is characterized by “identity crisis”, diffusion (confusion of roles), the image of “I” with a disorder of identity, which is expressed in diffidence, uncertainty of attitudes to life values, including gender orientations.

The problem of forming gender identity in early youthfulness is scantily investigated, which determined **the aim of our study** – the determination of the content of gender orientations of youth, their representation in the components of the image of “I”, including cognitive, emotional and behavioral components of gender identity.

The most appropriate methods used in the research are: the author’s technique for determining the components of the self-concept; the method of unfinished sentences, the compilation of gender autobiography, narrative “Who am I”, J. Rotter’s<sup>3</sup> subjective locus of control questionnaire and M. Rokich’s<sup>4</sup> value orientations questionnaire, S. Bem’s<sup>5</sup> test for the determining the psychological sex and the construct of masculinity, femininity, androgyny. The mathematical processing of the study materials was carried out with the standard SPSS package using a nonparametric criterion for verifying the adequacy of revealed difference between the Mann-Whitney U-criteria, calculations of percent rates, and the Student’s criterion. Statistical analysis of narrative materials allowed determining the clusters and frequency characteristics of the image of “I” in different spheres of life and their sexual differentiation.

The respondents for the study of sexual self-identification, in particular, the modalities of role and subject plans, were girls and boys 15–17 years old (200 people) who were included in a homogeneous

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<sup>3</sup> Rotter J. B. Social learning and clinical psychology. NY : Prentice-Hall, 1954.

<sup>4</sup> Rokich M. Beliefs attitudes and values. San Francisco : Jossey-Bass, 1968.

<sup>5</sup> Bem S. Sex-role adaptability: One consequence of psychological androgyny. *Journal of Personality and Social Psychology*. 1975. No. 31. P. 634–643.

educational activity. These were students of 10–11 grades of Ternopil secondary school № 3 specialized in studying foreign languages; students of Ternopil Ivan Franko Ukrainian Gymnasium; and students 18–23 years old (1–3 educational years) of Ternopil Volodymyr Hnatiuk National Pedagogical University (200 people)<sup>6</sup>.

### **1. Peculiarities of the formation of the self-concept of a man/woman**

The procedure for conducting the research included studying the age-old, individual and gender characteristics of the development of the self-concept of youth. The author's questionnaire, which includes 60 questions with the 9-point scoring scales, was used. Half of the questions were direct, the other –reversed. The measure of the coherency of the scales was revealed by using the Cronbach coefficient; the normality of the test scales distribution was checked using the Shapiro-Wilka criterion as the most privileged and powerful normality criterion.

The questionnaire included 6 factors by 5 components (scales). The first factor was “Global Self-Esteem, Personal “I” (view of us, self-satisfaction, self-respect, self-regard (scale No. 1, 8, 12, 17, 19). The second factor “Competency “I” (scale No. 2, 9, 16, 22, 26) included potential abilities, professional abilities, individual characteristics, general competence, etc. This factor can be conditionally correlated with the “level of life claims”. The third factor “Expected “I” included scales of evaluation from “important others” (scales No. 3, 10, 23, 25, 27). Fourth factor “Bodily “I” included scales: satisfaction with his/her appearance, body, attractiveness (beauty) (scales No. 4, 7, 14, 20, 30). This factor is important for this age. Scales of the fifth factor (“Social “I”) showed influence on others, the ability to please, leadership skills, etc. Sixth factor “Self-regulation, self-control” included scales, which evaluated self-activity, self-ability to manage different tasks, social skills, confidence in results, etc. The generalized statistical results of the factors using the “Self-concept” method are presented in Table 1.

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<sup>6</sup> Кікінежді О. М. Гендерна ідентичність в онтогенезі особистості : монографія. Тернопіль : Навчальна книга – Богдан, 2011. 400 с.

Table 1

**Inter-correlation scales of the Self-concept method  
(significant scales at  $p < 0,05$  for the  
Spearman correlation coefficient)**

<b>Factor</b>			<b>Global self-esteem, personal “I”</b>		
<b>Number of scale</b>	1	8	12	17	19
<b>R</b>	0,011636	0,266451	0,271423	0,245666	-0,211158
<b>P</b>	0,929082	0,037924	0,034352	0,056342	0,102353
<b>Factor</b>			<b>Ability to achieve the goal, Competent “I”</b>		
<b>Number of scale</b>	2	9	16	22	26
<b>R</b>	0,714003	0,603670	-0,155307	0,768706	0,807817
<b>P</b>	0,000000	0,000000	0,232024	0,000000	0,000000
<b>Factor</b>			<b>Expected “I”</b>		
<b>Number of scale</b>	3	10	23	25	27
<b>R</b>	0,218710	0,631722	0,499078	0,183939	0,207219
<b>P</b>	0,090378	0,000000	0,000042	0,155890	0,109068
<b>Factor</b>			<b>Bodily “I”</b>		
<b>Number of scale</b>	4	7	14	20	30
<b>R</b>	0,853795	-0,479669	0,802322	0,720085	0,771117
<b>P</b>	0,000000	0,000092	0,000000	0,000000	0,000000
<b>Factor</b>			<b>Social “I”</b>		
<b>Number of scale</b>	5	11	13	18	28
<b>R</b>	0,655631	0,474511	0,040174	0,741692	0,079330
<b>P</b>	0,000000	0,000112	0,758535	0,000000	0,543368
<b>Factor</b>			<b>Self-regulation, self-control</b>		
<b>Number of scale</b>	6	15	21	24	29
<b>R</b>	0,677088	0,615676	0,663272	0,305687	0,629240
<b>P</b>	0,000000	0,000000	0,000000	0,016586	0,000000

In the first factor “Global self-esteem” two scales (No. 8, 12) were significant, that is, self-satisfaction and professional opportunities as an orientation to the future, which corresponds to the age-old peculiarities of the youth. Scale No. 19 with a minus sign means a tendency to decrease of self-esteem among high school students, which is caused by not formed emotion and feelings. Self-regard, an adequate evaluation of his/her own features and capability are also in a state of emergency (scales No. 1, 17).

The second factor “Competency “I” included 4 scales (No. 2, 9, 22, 26), such as, potential abilities, physical, mental and general abilities which are prerequisites for forming vital competencies in the future profession. The scale No. 16 with a minus sign proved this fact; however, the ability to achieve goals is still not developed in youth, which is due to the poor personal experience, and their unclaimed in the society. The significance of the two scales (No. 10, 23) in the third factor “Expected “I”, means the real dependence of girls and boys on others, first of all, on parents and their assessments, because they are on the verge of independent life.

Responsibility as the main personality feature of this age is forming. Indicators of other three scales (No. 3, 25, 27 – the attitude of others, respect, and expected assessment) are statically insignificant, which means the immaturity of personal “I”, the inability to self-represent. All scales of the fourth factor “Bodily “I” were significant, but scales “Dissatisfaction with his/her own physical appearance, body constitution” showed negative indicator, which means the positive perception of appearance by girls and boys. At the same time, low self-esteem of physical “I”, dissatisfaction the appearance can be explained by the peculiarities of puberty and mental development, which is in a process of development and the appearance, has not formed yet, because this age is characterized by important changes in the physical development (jump in growth, weight, important physiological processes, and changes in body proportions).

“Social “I” (scale No. 5, 11, 18) included real manifestations of youth, “testing their potency” – the ability to influence others, self-respect and development of leadership skills. Scales No. 13, 28 (the ability to please and impress on others) were insignificant, which caused by underdevelopment of social and communicative skills of young man and woman. All the scales were important in the factor “Self-control” in

accordance to the age characteristics of the youth. It points to the development of the behavioral component in the achievement of voluntary self-regulation mechanisms such as the ability to manage with tasks, general competence, development of self-confidence and forming social skills (solving difficulties and problems, manage himself/herself).

The descriptive statistics of the six factors have shown that the most significant factors (in the order of decreasing) were: Competency “I”, “Global self-esteem (Personal “I”)” and Social I”. The revealed triad of factors is confirmation of the age features of gender identity of the youth. L. Bozhovych<sup>7</sup> outlined that young man and women are “people who are directed to the future”. These are the main areas of self-actualization of young people who are on the verge of graduating from school and entering into an independent life (the educational and professional sphere, the construction of their image of “I” (self-presentation) and the social and communicative sphere (intimate and business communication). The same average value of two factors (Bodily “I” and self-control) shows the end of physical maturity and puberty, the obtaining of adult appearance and the growth of a conscious attitude towards them (self-control). The least average of the factor Expected “I” means a stable vulnerability from the outside society and a little interest to the evaluation from others.

We conducted an empirical study aimed to confirm the assumption that self-concept of boys is more focused on activity in some social spheres; self-concept of girls is under the influence of social standards, which causes more significant “Expected I”. “Personal I” (global self-esteem) was the same in boys and girls. However, some indicators such as the ability to achieve goals and persistence are higher in boys than girls. Also, all components of the image of “I” of boys were much higher than girls, except “Expected I”.

Differences between boys and girls on all six factors (Table 2) concerned only one statistically significant factor “Expected I”, which was much higher in the female-respondents compared with male-respondents ( $U=300$ ;  $p=0,017$ ). There were no statistically significant differences between the other factors, which, in our opinion, can be explained by the imposition of social stereotypes about feminine

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<sup>7</sup> Божович Л. И. Личность и ее формирование в детском возрасте. М.: Просвещение, 1968. 464 с.

dependent behavior of girls and women, while young men are directed to increase their status, self-respect and success, forming competence in the public sphere.

The most differences between both sexes are observed on a scale No. 25 ( $U=317$ ;  $p=0,03$ ), that is, boys, have higher self-esteem than girls, which is confirmed by studies of other scientists (S. Bem, E. Bendas).

Table 2

**Factor analysis of differences between both sexes respondents  
(by Mann-Whitney U-criterion)**

<b>Factors</b>	<b>Sum of ranks Boys</b>	<b>Sum of ranks Girls</b>	<b>U</b>	<b>p-level</b>
1. Global self-esteem	955	937	459	0,925291
2. "Competence I"	1026	865	400	0,348396
3. "Expect I"	796	1095	300	0,017298
4. "Bodily I"	988	903	438	0,696900
5. "Social I"	966	926	461	0,948239
6. Self-regulation, self-control	999	892	427	0,583557

The scales No. 2 ( $U=346$ ;  $p=0,08$ ) and 24 ( $U=349$ ;  $p=0,09$ ) are at the level of the tendency, which means a higher evaluation by boys of their own potential abilities, and features of self-confidence as an internationalized feature of male image. The highest rank in the girls had a scale No. 10, which means about their dependence on others, understated self-esteem and may be the result of traditional education. The boys had the highest scales No. 4, 9, 28, which means the satisfaction of young men with their physical attractiveness and appearance.

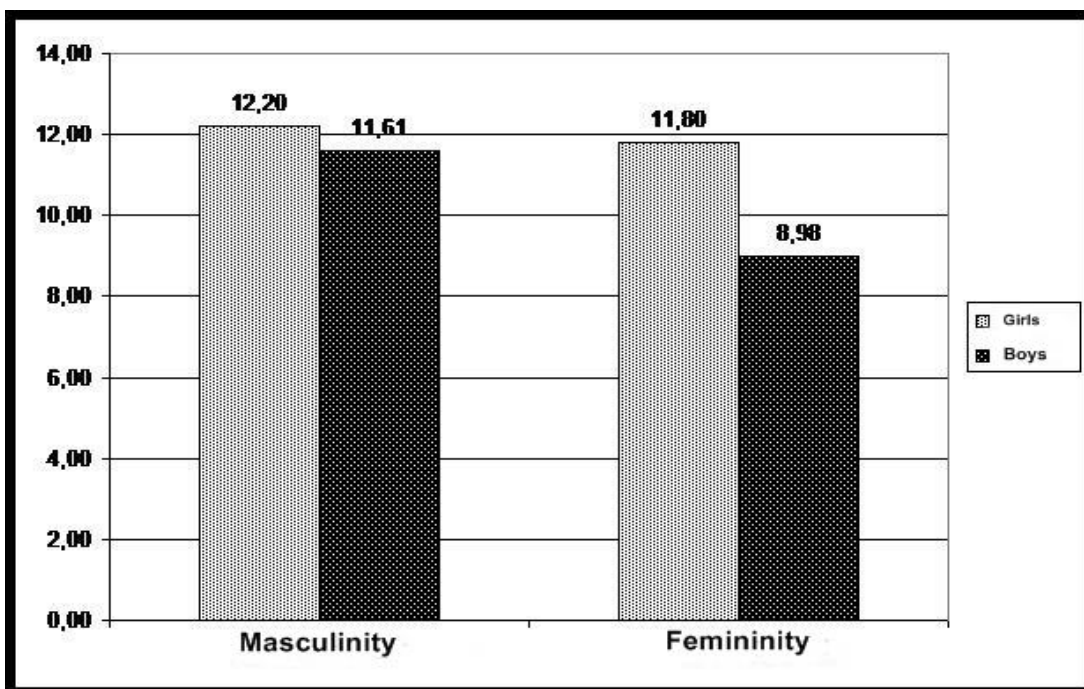
The refactoring of all scales among male and female respondents, which aimed to discover generalized results showed the presence of two factors. The content of the first factor includes such scales: "Physical I", self-regulation and self-control. The content of the second factor includes such scales: global self-esteem, "Competent I" and "Social I". Therefore, the first factor is called "Personal I", and the second factor –

“Social I”. The first factor includes 7 scales, and the second factor – 12 scales.

The important component of our study was the analysis of the connection between the emotional and value attitudes of boys and girls to their appearance and various variables of the self-concept. These were potential abilities, achievements, and available social skills. The image of “Bodily I” was analyzed as a structural component of the image of “I”, which is revealed in self-cognition of the physical “I”, its self-perception and self-esteem, which depend on the biological sex. The development of self-cognition of youth is directional not to present, but to the future, the disclosure of its potential, unlike teenage, where important changes deal with self-knowledge within “I”. It is proved by the 12 scales which are components of the factor “Social I”.

The gender differences in the self-concept between girls and boys concerned to one scale of self-respect, which is significantly higher in boys. In our opinion, it is dictated by the social stereotype of young men, and the domination of masculine ideology. As a tendency, there is a difference between potential opportunities and self-confidence: they were higher in boys than girls, which can be interpreted as learned masculine attitudes. Factor analysis didn't show significant differences in male and female respondents. The difference only by the factor “Expected I” was founded, which is statistically significant, higher in girls, and reflecting the subordination, depending girls' self-esteem on the social environment. There are two factors – “Personal I” and “Social I”, where significant differences between boys and girls weren't revealed. However, the ranking of places has proven that “Social I” is dominated in the male respondents, while the higher rank of “Personal I” are respected by girls. Probably it means more oriented boys to gain prestige and success in the public and social sphere; while girls are more focused on increasing self-esteem, on their own personal development. In the process of inheriting previous stereotypes and producing new own values, boys and girls are still at the crossroads of gender self-realization.

In the process of the analysis, it was found that according to the average indicators of femininity-masculinity (S. Bem's test) masculine orientation dominates among both sexes' respondents with the androgenic type of gender identity. These differences were significant ( $t=2,04$ ;  $p=0,042$ ) (Fig. 1).



**Fig. 1. Distribution of femininity-masculinity among boys and girls**

The comparative analysis of the average indicators of masculinity and femininity among both sexes respondents showed significant differences in the scale of femininity in girls in comparison with boys ( $t = 2,66$ ;  $p = 0,0092$ ), while differences in masculinity among boys and girls weren't founded. Thus, in a group of girls with an androgenic type of gender identity, orientation towards femininity prevails as a typical female feature<sup>8,9</sup>.

## **2. Correlation between the types of gender identity and the level of subjective control**

In the context of our study, it was interested in how the identified types of gender identity and patterns correlate with the level of subjective control of youth. The methodology for diagnosing the level of subjective control has allowed determining the level of locus of control of the world-view formation of personality, which is closely connected

<sup>8</sup> Кікінежді О. М. Гендерна ідентичність в онтогенезі особистості : монографія. Тернопіль : Навчальна книга – Богдан, 2011. 400 с.

<sup>9</sup> Говорун Т. В., Кікінежді О. М., Кравець В. П. та ін. Гендерні дослідження: прикладні аспекти / за наук. ред. В. П. Кравця. Тернопіль: Навчальна книга – Богдан, 2013. 400 с.



with the motivational sphere and the Self-concept. It determines the level of formation of internal responsibility in its manifestations in various spheres of life. It was found that the general internality among respondents of both sexes is lower than normal. The lowest level of internality is observed in the education field (3, 2) and in the field of failures (4). The other indicators of the test are in the normal range. Consequently, it can be affirmed that in early youth, where the main activity is educational and professional, boys and girls are experiencing significant difficulties in learning activities, which is related to the social situation of development, the future choice of profession and the entering to independent adult life.

The comparative analysis of the results of boys and girls through the Rotter test showed statistically significantly lower internality of subjective control of girls, compared to boys on all test scales (Table 3). Statistically significant differences between boys and girls are observed on all test scales.

Table 3

**Indicators of dispersion analysis  
(according to Rotter and S. Bem's tests) (by F-criterion)**

	<b>F</b>	<b>P</b>		<b>F</b>	<b>P</b>
<b>Achievements</b>	107,74	0,000000	Education	82,35	0,000000
<b>Failures</b>	141,03	0,000000	Relationship	70,29	0,000000
<b>Family</b>	69,08	0,000000	Health	50,59	0,000000

The major differences between boys and girls are observed in the scales of general internality (by 1,12 steny smaller in girls than in boys) and learning (by 0,61 smaller in girls), which mean internality not only at the level of the outlook but at the level of readiness for activity. After graduating from school, boys are more active than girls; preparing themselves for activities related to success-oriented difficulties. These data are closely correlated with the scale of self-confidence (according to the method of the Self-concept), which is significantly more prevalent among boys than girls. The smallest but statistically significant difference was found on the scale of interpersonal relationship (the difference is 0,45 steny).

Internality among boys is also higher in such spheres “health” and “family”, which is caused by self-realization plans on the future. Thus, we can confirm that girls 15–17 years old have a lower internality than boys. That is, the level of general internality in boys is much higher than girls and higher than the average indicators on all test scales. In girls, externality (external locus of control) prevails, which means their lower autonomy and insecurity in their own forces (Table 4).

Table 4

**Correlation between tests of locus of control  
and gender behavior of youth**

	<b>Masculinity</b>	<b>Femininity</b>
<b>General internality</b>	0,26	0,01
<b>Achievements</b>	0,31	-0,03
<b>Failures</b>	0,24	0,13
<b>Family</b>	0,32	0,06
<b>Study</b>	0,21	-0,10
<b>Relationships</b>	0,30	0,06
<b>Health</b>	0,00	-0,13

The data obtained using another method (Self-concept) also confirm our previous results, because it was found a difference in the scale “Expected I” among female respondents, which can be interpreted as a higher girls’ dependence on the evaluation from others people or their passivity, etc. Confirmation of our conclusions is also found in the studies of other scientists (E. Ilin, K. Muzdybaev (1983), A. Vizgin & S. Pantyleev (2001), O. Lazorko (2005), according to which boys’ internality is increasing depending on their age; while girls’ externality is increasing. In our opinion, it is caused by internalization of stereotypical perceptions of young man and woman in the process of their socialization. Young men have a more internal locus of control, which means a high level of responsibility and internality of general behavior, that is, awareness of themselves as a subject, who can affect external events. Higher dominance and independence are more important values for boys than girls. The significant correlation between

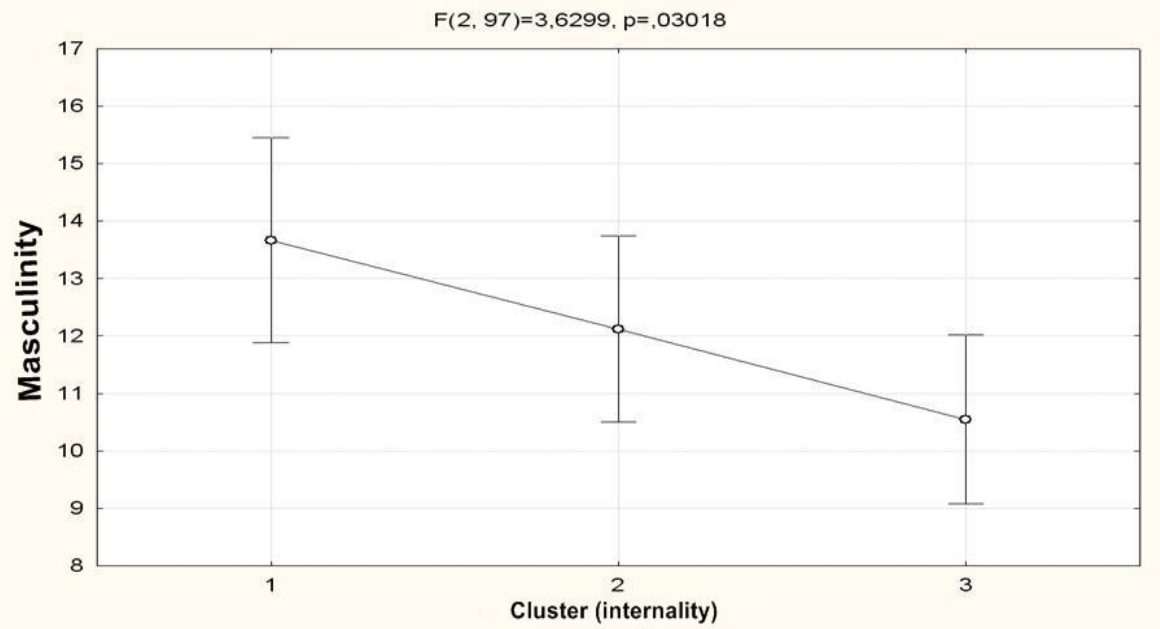
femininity-masculinity (based on the “raw points” of S. Bem’s test) with internment were revealed among female and male respondents.

All scales, except internal in the health sphere, correlate significantly with the masculinity indicator ( $p \leq 0,05$ ). Thus, we can confirm that high internality is characterized by a person with masculine orientation and young men. The cluster analysis method, the dispersion analysis among male and female respondents allowed selecting three subgroups. Male and female respondents with an androgenic identity type were divided into three clusters, the internality inside of which is approximately equal. The main difference between clusters lies in the general level of internality. The cluster No. 1 is characterized by an equable increasing of the level of internality ( $z > 1$ ), which is characterized by a small intragroup increasing of internality in the field of failures and decreasing in the health sphere, but these data aren’t statistically significant. Cluster No. 2 is characterized by a middling level of internality ( $z$  from  $-0,2$  to  $+0,2$ ), insignificant (within normal parameters), increasing of internality in the sphere of interpersonal relations and decreasing in the field of failures. Cluster No. 3 is characterized by an equable low norm with an insignificant increase of internality in the health sphere ( $z$  from  $-0,8$  to  $-0,6$ ). The representatives of the first cluster (high internality) are only boys (27%), girls in this cluster are absent. The average internality is characteristic for 24% of boys and 9% of girls, while the third cluster (low norm) includes 27% girls and 13% of boys.

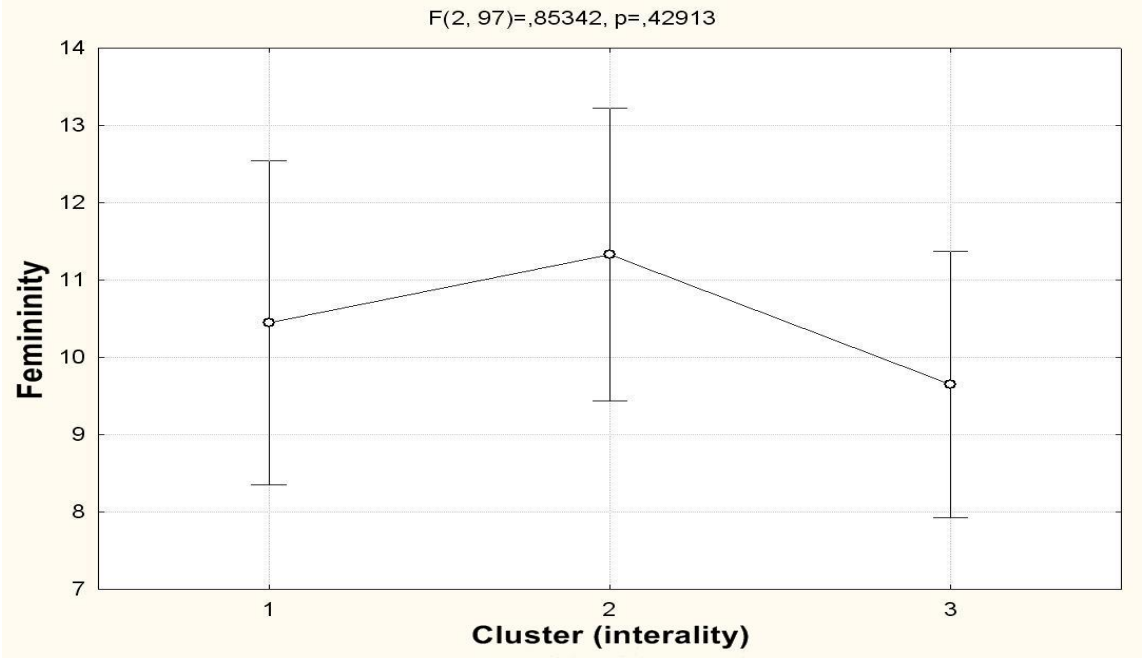
Cluster analysis allowed revealing three levels of internality in boys and girls with a predominant type of androgenic identity: high, medium and low. The level with a strong low level of internality wasn’t revealed. It can be noted that these levels of internality-externality of subjective control of youth don’t depend on the type of gender identity. The single-factor dispersion analysis (ANOVA) indicated close correlations and significant differences between the type of gender orientation (masculinity) and the internality of subjective control (Fig. 2).

The highest indicators of the correlation of internality and masculinity were found among the representatives of the first cluster group, while, there is a significant decrease in the second and third subgroups ( $F = 3,63$ ;  $p = 0,03$ ). So, the first cluster, which includes only boys with a high level of internality, is characterized by high

masculinity. The femininity doesn't have clear patterns related to the cluster of internality ( $F = 2,97$ ;  $p = 0,43$ ) (Fig. 3).



**Fig. 2. Graphic representation of the correlation between internality with masculinity among three cluster groups**



**Fig. 3. Graphic representation of the correlation of internality and femininity**

There were no significant differences between the isolated clusters (groups with different levels of internality) and the gender identity (according to S. Bem's test), which was caused by the majority (80%) of boys and girls with androgenic identity type. In determining the indicator of gender identity, we assumed (according to L. Ozhihova, M. Rimarev, et al.) that the first four scales of the Liri's test relate to masculine characteristics and the next four – to the feminine ones.

The analysis of the correlation of clusters (levels of internality) with the indicators of femininity-masculinity in real gender "I" (according to the Liri's test) showed the interdependence only between 3 variables. In particular, it was found that the dependence of the friendliness on the type of internality has non-linear character.

The strong friendliness as a feminine feature is observed in the representatives of the second cluster (boys (9%) and girls (24%) with an average level of internality). Among the representatives of the first cluster, which includes young men (27%), the friendliness is expressed the least.

Representatives of the third cluster, which includes the majority of girls (27%) and the minority of boys (13%), the friendliness is also expressed less to the representatives of the second cluster. It has been found that such a feature as altruism has a similar non-linear dependence on the level of interpersonalism, that is, boys and girls with the middle type of internality have the most expressed altruism.

Representatives of the first and the third type have almost identical tendencies of connection with altruism, which are significant. A similar situation is observed between the level of internality and the friendliness with "significant other" (friends). It was found that the friendship of representatives of the second cluster is significantly higher than in the first and third clusters. Thus, the representatives of the second cluster (with a middle level of internality) are more benevolent (friendly) and altruistic than the representatives of the other two groups.

There are no significant differences between personal qualities (T. Liri's scales) in "Real I", in "Ideal I" and in the evaluation of the "important others". Table 5 shows the correlations between the primary test scales of T. Liri's and masculinity-femininity (according to S. Bem's test). Masculinity positively correlates with authoritarianism ( $r = 0,378$ ;  $p = 0,00001$ ) and egoism ( $r = 0,343$ ;  $p = 0,0005$ ) in the gender image of "Real I" of girls and boys.

Table 5

**Correlation between the scales of the T. Liri's test and S. Bem's test**

	<b>Masculinity</b>	<b>Femininity</b>
Authoritarianism (real)	R=0,378 (p=0,00001)	r=-0,0861 (p=0,394)
Egoism (real)	R=0,3431 (p=0,0005)	r=-0,3519 (p=0)
Aggressiveness (real)	R=0,1299 (p=0,198)	r=-0,234 (p=0,019)
Suspiciousness (real)	R=0,1386 (p=0,169)	r=-0,2212 (p=0,027)
Subordination (real)	R=-0,0081 (p=0,936)	r=0,0953 (p=0,346)
Dependency (real)	R=-0,0373 (p=0,713)	r=-0,0107 (p=0,916)
Friendliness (real)	R=-0,041 (p=0,685)	r=0,1558 (p=0,122)
Altruistic (real)	R=0,1503 (p=0,136)	r=0,2201 (p=0,028)
Authoritarianism (ideal)	R=0,1517 (p=0,132)	r=0,0637 (p=0,529)
Egoism (ideal)	R=0,2198 (p=0,028,)	r=-0,0434 (p=0,668)
Aggressiveness (ideal)	R=0,219 (p=0,029)	r=-0,0213 (p=0,834)
Suspiciousness (ideal)	R=0,2772 (p=0,005)	r=-0,2375 (p=0,017)
Subordination (ideal)	R=0,1045 (p=0,301)	r=0,0375 (p=0,711)
Dependency (ideal)	R=0,087 (p=0,389)	r=-0,0784 (p=0,438)
Friendliness (ideal)	R=0,0474 (p=0,64)	r=0,1103 (p=0,274)
Altruistic (ideal)	R=0,0267 (p=0,792)	r=0,1557 (p=0,122)
Authoritarianism (other)	R=0,3479 (p=0,0004)	r=0,153 (p=0,129)
Egoism (other)	R=0,3883 (p=0,0001)	r=0,0029 (p=0,977)
Aggressiveness (other)	R=0,3208 (p=0,0011)	r=0,0788 (p=0,436)
Suspiciousness (other)	R=0,216 (p=0,031)	r=-0,0835 (p=0,409)
Subordination (other)	R=0,2321 (p=0,02)	r=0,13 (p=0,197)
Dependency (other)	R=0,1618 (p=0,108)	r=0,0831 (p=0,411)
Friendliness (other)	R=0,1432 (p=0,155)	r=0,1643 (p=0,102)
Altruistic (other)	R=0,07 (p=0,489)	r=0,09 (p=0,373)

The femininity negatively correlates with egoism ( $r = -0,3519$  ( $p = 0$ ), aggressiveness ( $r = -0,234$  ( $p = 0,019$ )) and suspiciousness ( $r = -0,2212$  ( $p = 0,027$ )). Femininity positively correlates with altruism ( $r = 0,22201$  ( $p = 0,028$ )). In the gender image of "Ideal I" among male and female respondents, masculinity positively correlates with egoism ( $r = 0,2198$  ( $p = 0,028$ ), aggressiveness ( $r = 0,219$  ( $p = 0,029$ )) and

suspiciousness ( $r = 0,2772$  ( $p = 0,005$ )). The femininity is negatively correlated with suspiciousness ( $r = -0,2375$  ( $p = 0,017$ )).

Thus, it can be argued that the indicators of femininity and masculinity (according to the S. Bem's test) can be the criteria for the distribution of masculine and feminine scales (according to the T. Liri's test). Taking into account the fact that the gender orientations form the image of "Real I", the indicator of gender identity (according to the T. Liri's test) is calculated only on the basis of the image of "Real I".

The indicator of masculinity has a positive correlation with masculinity (according to the S. Bem's test ( $r = 0,29$ ;  $p = 0,004$ ) and negative with femininity ( $r = -0,35$ ;  $p < 0,0001$ ). There are no correlations with internality scales. It was found that boys and girls don't differ by the indicator of masculinity (according to the Liri's test) ( $t = -0,059$ ;  $p = 0,95$ ). Comparison of boys and girls using the Student's t-criterion, shows the absence of differences between "Real I" and "Ideal I", in the self-esteem and "significant other", but a significant difference was found in the image of "Ideal I" and in the evaluation of the "important others". The harmonization between "Ideal I" and the evaluation of a "significant other" is higher among boys than girls. A high correlation between "Real I" and "Ideal I", self-esteem and the evaluation of a "significant other" ( $r = 0,97$ ;  $p < 0,00001$ ) was revealed, which points on the identity (and even interchangeability) of these indicators. Summarizing, they can be called the measure of the adequacy of self-esteem, which doesn't correlate with the indicators of internality.

There are no correlations between the indicators of gender identity (according to S. Bem's test) among both sex respondents. Correlation of the ratio of gender images of "Real I", "Ideal I", and the indicator of masculinity (according to the Liri's test) are: Masculinity and Real-Ideal ( $r = 0,25$ ;  $p = 0,012$ ); Masculinity and Real-Other ( $r = 0,27$ ;  $p = 0,005$ ); Masculinity and Ideal-Other ( $r = 0,27$ ;  $p = 0,007$ ). These correlations mean the positive influence of masculinity on the harmonization of images.

## CONCLUSIONS

Consequently, gender identity is an aspect of self-consciousness of a personality which is connected with the perception of oneself as a representative of a certain sex. The general Self-concept, formed in

adolescence, is related to the feeling of adolescence – responsibility for their actions and awareness.

Since gender socialization is specific for men and women, it forms differences in the personality characteristics of boys and girls with different types of gender identity. Thus, the characteristics of the images “I”, the level of reflexivity and the level of subjective control, as personality features associated with gender identity.

The main result of the empirical study relate to the way in which some personality features as inconsistency between the expression of the characteristics of the images “Real I” and “Real I” man/“Real I” woman; the images “Real I” man / “Real I” woman and “Ideal I” man/“Ideal I” woman; and the level of subjective control, appears in youth only with an androgenic type of gender identity.

There are no significant differences in the manifestation of the level of internality by boys and girls with an androgenic type of gender identity. Thus, the hypothesis that the fact of inconsistency between the characteristics of the images “I” and the level of subjective control, their correlation with certain types of gender identity, was only partially confirmed.

The referential gender identity (“My Ideal I” and “Perfect I” of my partner) has an appreciable stereotyped character in boys and girls. The priority for the development of gender identity is choosing a profession, a scenario for family life and professional qualifications, but patriarchal attitudes still play a significant role in the components of personal happiness of sexes, their skills, and psychological qualities. Further career is directly divided into “male” and “feminine”, and this differentiation is determined by traditional roles in society and family.

Gender identity in adolescence is a generalized image of “I” as a personal entity that characterizes the conscious self-determination of girls and boys in the system of gender values; a higher level of focus on an androgynous model of behavior; the subordination of gender self-identification to wider social and role self-identification. The conducted research shows a comparatively high level of androgenic personality development in the early youth, while the personal values of girls are more individualized and specific, and the values of young men are more universalized and abstract. In the dynamics of gender identity, the active and conscious activity of the subject dominate in the



development of his/her own identity, with an orientation on the egalitarian model of behavior.

### **SUMMARY**

The article deals with an empirical study of the development of gender identity of youth. The formation of the personified image of “I” as the construct of masculine, feminine and androgyny in the context of humanistic, genetic and cognitive psychology, and in accordance with the author’s model of sex-role identification of personality is analysed. The specificity of the development of gender identity of girls and boys 15–17 years old concerns the gender differentiation of the structure of terminal and instrumental values, the different ratio of “Ideal I”/“Real I” of representatives of both sexes, their correlation with strategies of gender behavior and subjective control. The general self-concept, which is formed in adolescence, related to the feeling of adulthood – responsibility for their behavior, its awareness. It has been found out that the reconstruction of the cognitive component of the gender identity of youth is the result of “creative synthesis” between the aspirations of the internal authentic “I” and the demands of the social environment.

The referential gender identity of girls and boys is strongly stereotyped. Gender identity appears in the generalized, systematized image of acquired sexual sex-role “I”; expanded by the significant influence of its deployment in the sphere of interpersonal relationships; conscious self-determination of girls and boys in the system of gender orientations. It is characterized by the balance of the “Real Gender I” and “Ideal Gender I”; the deepened level of self-reflection, the orientation to different models of sex-role behavior; the subordination of the content of gender identity to the wider socio-role context.

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## **SOCIO-PSYCHOLOGICAL ASPECTS OF THE SELF-REALIZATION OF A TEACHER WITH THE INTERNAL TYPE OF MOTIVATION**

**Kovalchuk Z. Ya.**

### **INTRODUCTION**

Attention to the problem of self-realization of personality in modern psychology is caused by the relevance of issues related to the study of the internal activity of the individual, the maximum use of resources for the full disclosure of a human in the process of development and activity. The realization of oneself is seen as a necessary condition for the development of the individual and the development of society as a whole.

Since teachers are directly involved in the process of the formation of a mature individual, as well as future society, it is important to analyze and empirically prove their desire to be realized. It is interesting to study the role of motivation in the process of self-realization of the teacher's personality.

The decisive role in the study of this issue, both theoretically and practically, played the works of F. Taylor, the experiments of E. Mayo, the theory of A. Maslow, D. McClelland, F. Herzberg, L. Porter, E. Lawler, D. McGregor, V. Vrum, D. Pink and others. The works of scientists are reflected practically in different fields of human activity. However, not much attention has been paid to the education sector, since most of the research works were directed to the commercial sector in order to maximize profits. We know that the educational sector is engaged in solving other problems, so the results obtained by the scientists here can not be directly applied to education or management problems in this field<sup>1,2,3</sup>.

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<sup>1</sup> Артемова О.І. Професійна самореалізація особистості в сучасних умовах. URL: <http://social-science.com.ua/article/186>

<sup>2</sup> Ричи Ш. Методика: Изучение мотивационного профиля личности. URL: <http://www.hr-portal.ru/tool/metodika-izuchenie-motivacionnogo-profilya-lichnosti-sh-richi-i-p-martin>

## Empirical Research

85 people participated in our empirical study. 45 teachers are residing in the city of Lviv and 40 teachers are residing in the rural area of the Ivano-Frankivsk region. So, in particular, it is Kornytska secondary school of 1-3 degrees and Kolomyya secondary school № 3 of 1-3 degrees.

The following methods were used in psychological research:

1) the diagnostics of self-actualization of personality by A.V. Lazurkin in the adaptation of N.F. Kalina (SMOAL);

2) the study of the motivational profile of the individual (Sh. Richie and P. Martin)<sup>4</sup>;

3) the motivation of professional activity (K. Zemfir's technique in A. Rean's modification)<sup>5</sup>;

4) the method of estimation of level of request (V.K. Gorbachevsky)<sup>6</sup>;

5) the quality of life assessment scale by N.Ye. Vodopyanov<sup>7</sup>.

The first methodology, which examines the self-realization of the school staff (A.V. Lazurkin in the adaptation of N.F. Kalin (SMOAL))<sup>8</sup>, was interested for authors because of the scales of time orientation, values, point of view on a human nature, the high need for knowledge, the desire for creativity or creativity autonomy, spontaneity of self-understanding, autosympathy contact scale, flexibility in communication.

To find out the types of motivation of teachers, the methods of studying the motivational profile of personality (Sh. Richie and P. Martin)<sup>9</sup>, the technique of motivation of professional activity

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<sup>3</sup> Лазукин А.В. Диагностика самоактуализации личности. URL: <http://vsetesti.ru/195/>

<sup>4</sup> Ричи Ш. Методика: Изучение мотивационного профиля личности. URL: <http://www.hr-portal.ru/tool/metodika-izuchenie-motivacionnogo-profilya-lichnosti-sh-richi-i-p-martin>

<sup>5</sup> Замфир К. Методика изучения мотивации профессиональной деятельности. URL: [http://azps.ru/tests/tests2\\_zamfir.html](http://azps.ru/tests/tests2_zamfir.html)

<sup>6</sup> Горбачевський В.К. Методика «Оцінка рівня домагань». URL: <http://studcon.org/metodyka-vyvchennya-rivnya-domagan?page=1>

<sup>7</sup> Водопьянова Н.Е. Оценка уровня удовлетворенности качеством жизни. *Водопьянова Н.Е. Психология здоровья*. СПб.: Питер, 2005. С. 148–155.

<sup>8</sup> Лазукин А.В. Диагностика самоактуализации личности. URL: <http://vsetesti.ru/195/>

<sup>9</sup> Ричи Ш. Методика: Изучение мотивационного профиля личности. URL: <http://www.hr-portal.ru/tool/metodika-izuchenie-motivacionnogo-profilya-lichnosti-sh-richi-i-p-martin>

(K. Zemfir in A. Rean's modification)<sup>10</sup> and "Assessment of the level of desire" K. Gorbachevsky<sup>11</sup> were applied.

Thus, the method of studying the motivational profile of personality (Sh. Richie and P. Martin) contains 33 statements, while each question contains four options of answers (a, b, c, d) between which, after careful reading, 11 points should be allocated. Using a special table, the score for each scale is calculated. The methodology contains 12 scales, which are also actively used in the study.

The concept of internal and external motivation makes the base for the methodology of professional activity motivation (K. Zemfir in A. Rean's modification). In this test, external motivation is differentiated into external positive and external negative. Accordingly, the methodology contains 3 rating scales.

The methodology "Assessment of the level of desire" by V.K. Gorbachevsky is used to diagnose the components of a motivational structure that is related to the level of desire. It contains 42 statements where it is needed to assess the degree of agreement or disagreement with them. The isolated components are a potential motivational structure that emerges in the course of a task. The estimates of each component of a person's motivational structure make it possible to form a personal profile of the respondent, indicating quantitative indicators and ratios of the proposed components.

It has been interesting for authors to investigate teachers' satisfaction with their lives, which will influence motivation and desire for self-fulfillment. For this purpose, the method of "The Scale of Quality of Life" by Vodopyanova was used<sup>12</sup>. The questionnaire contains 36 questions that show satisfaction in the following categories of individual life: work, personal achievement, health, communication with close people, support (internal and external – social), optimism, tension (physical and psychological discomfort), self-control, negative emotions (mood).

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<sup>10</sup> Замфир К. Методика изучения мотивации профессиональной деятельности. URL: [http://azps.ru/tests/tests2\\_zamfir.html](http://azps.ru/tests/tests2_zamfir.html)

<sup>11</sup> Горбачевський В.К. Методика «Оцінка рівня домагань». URL: <http://studcon.org/metodyka-vyvchennya-rivnya-domagan?page=1>

<sup>12</sup> Водопьянова Н.Е. Оценка уровня удовлетворенности качеством жизни. *Водопьянова Н.Е. Психология здоровья*. СПб.: Питер, 2005. С. 148–155.

The results of descriptive statistics allow the authors to state the average meaning of each indicator for a group of subjects with the internal motivation.

Thus, analyzing the average values of teachers' self-realization, it can be seen that the most important for their self-realization is contact, flexibility in communication and autosympathy.

But the least important is time orientation, creativity and autonomy.

Table 1

**Descriptive statistics for the respondent group  
with the internal type of motivation**

	N	M	SD
Time orientation	41	5,63415	1,57728
Values	41	8,17073	2,04820
View on a human nature	41	7,90244	2,26721
The need for cognition	41	7,34146	1,91846
Creativity	41	6,48780	1,62975
Autonomy	41	6,82927	2,30111
Spontaneity	41	12,39024	2,39664
Self-understanding	41	14,53659	2,92487
Autosympathy	41	19,95122	3,89840
Contactability	41	22,70732	3,64173
Flexibility in communication	41	21,65854	4,07191

This indicates that for teachers, contact, flexibility in communication and autosympathy plays the most important role in their self-realization. On the way to their self-realization, teachers are capable of establishing of long-lasting and friendly relationships with others, capable of adequate self-expression and self-disclosure in communication. However, time orientation, creativity, and autonomy are not important for successful teacher self-realization. This indicates that there is little need to strive for creativity in the work, self-support or internal motivation. Moreover, teachers with the internal type of motivation are not characterized by a focus on the present, that is, "here and now" and this does not interfere with their self-realization.

In terms of motivation, the results of descriptive statistics allow the authors to speak about such important indicators as: the need for

material security, good working conditions, recognition and self-improvement.

At the same time, the need for stable interaction is the least expressed.

Table 2

**Descriptive statistics for the respondent group  
with the internal type of motivation**

Indexes	N	M	SD
The need for material security	41	31,41463	5,42206
The need for good working conditions	41	31,39024	5,22914
The need for a clear structure of work	41	29,58537	4,90396
The need for social contacts	41	27,34146	4,18097
The need for stable interaction	41	25,92683	3,01156
The need for recognition	41	31,85366	3,88948
The need for achievement	41	29,26829	3,89887
The need for power	41	29,34146	5,76025
The need for change	41	27,63415	3,58299
The need to be creative	41	29,80488	3,48008
The need for self-improvement	41	31,46341	4,59400
The need for interesting community service	41	29,48780	4,19596

Meanwhile, a motivator for educators with the internal type of motivation is a job that has a good set of benefits and allowances. Furthermore it is important for them to have comfort in the workplace, that is, an emotionally comfortable and clean workplace, where there is quiet and cozy atmosphere. Otherwise, the internal motivation will decrease if you have to perform professional duties in a cold or dirty area, and thus, the productivity will decrease. The need for recognition should be ensured by the positive appreciation and respect from colleagues and leadership for their respective merits, achievements and successes. The possibility of self-improvement can be a kind of motivator either, that can be satisfied through various trainings, courses, workshops. It can be a possibility to learn something new and to improve knowledge, skills and abilities.



The most significant indicators of the assessment of the level of teacher's desire are also determined. So, in particular, these are indicators such as internal motivation, initiative, significance and regularity of results. The least important is the assessment of the level of achievement.

Table 3

**Descriptive statistics for the respondent group  
with the internal type of motivation**

Indexes	N	M	SD
The internal motive	41	12,78049	2,63166
The cognitive motive	41	10,53659	3,27183
The motive of avoidance	41	10,97561	3,57413
The competitive motive	41	10,85366	2,91171
The motive of activity change	41	10,58537	3,16998
Self-esteem motive	41	10,24390	2,81763
The significance of the results	41	12,02439	2,93673
The complexity of the task	41	8,39024	2,35455
Willful effort	41	10,12195	3,01824
Assesment of the level of achievement	41	7,92683	2,32798
Assesment of the potential	41	11,70732	2,32641
The set level of effort mobilization	41	10,17073	2,94026
The expected level of result	41	7,70732	2,12419
The regularity of the results	41	11,09756	2,64391
Initiative	41	12,00000	2,22486

This indicates that the level of desire is directly related to the process of the activity. It is generalized and expressed through the involvement in the task itself. The ability to take own initiative in the work, to express visions on issues that arise during the work process, while understanding and relying on personal ability in order to achieve the goal are of the great importance.

Analyzing the average values of the quality of life of the respondents, it can be stated that special attention is paid to personal achievements and communication with close people. At the same time, optimism, self-control and negative emotions are the least manifested.

Table 4

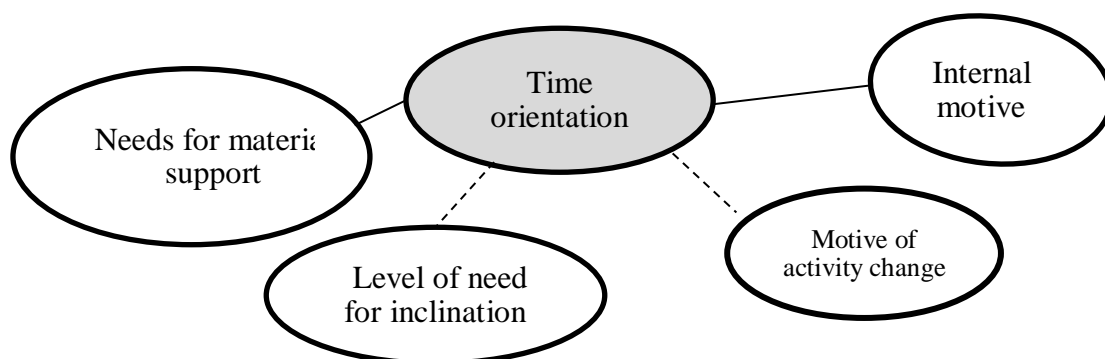
**Descriptive statistics for the respondent group  
with the internal type of motivation**

Indexes	N	M	SD
Work	41	23,56098	6,50788
Personal achievements	41	24,60976	5,56272
Health	41	23,95122	5,68309
Communication with close people	41	24,58537	6,06208
Support	41	23,63415	5,18052
Optimism	41	22,09756	4,02371
Tension	41	23,78049	6,09308
Self-control	41	22,36585	4,38609
Negative emotions	41	22,29268	4,22637

Descriptive statistics indicates that they seek mutually beneficial contact with people, try to have self-disclosure, and are not susceptible to falsehood. However, for better self-realization, they need to work with a full set of benefits and allowances. In doing so, they are able to exert more effort and time to meet this need. Teachers are characterized by initiative and awareness of their own abilities to achieve the goal, which also indicates their internal motivation.

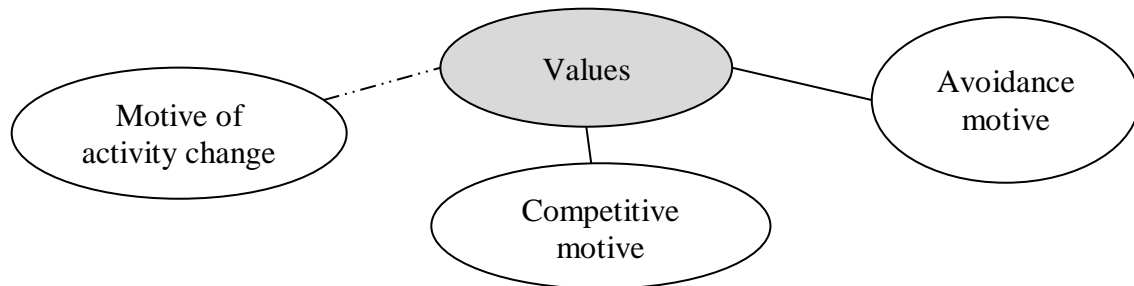
There are also relationships between the indexes of self-actualization and other psychological characteristics.

According to the results of the study, it can be concluded that the greater the need for material support ( $r = 0,33$  at  $p < 0,05$ ), the internal motive ( $r = 0,33$  at  $p < 0,05$ ) is, the greater the time orientation is. However, the smaller the need for achievement ( $r = -0,37$  at  $p < 0,05$ ) and the motive of activity change ( $r = -0,31$  at  $p < 0,05$ ) is, the greater the time orientation is.



**Fig. 1. Correlational connections on a scale “Time Orientation”**

It is proved that the greater the avoidance motive ( $r = 0.44$  at  $p < 0.05$ ) and the competitive motive ( $r = 0.32$  at  $p < 0.05$ ) is, the higher values the respondents will have. However, the smaller the motive of activity change ( $r = -0.36$  at  $p < 0.05$ ) is, the higher the values will be (see Fig. 2).



**Fig. 2. Correlational connections according to the scale “Values”**

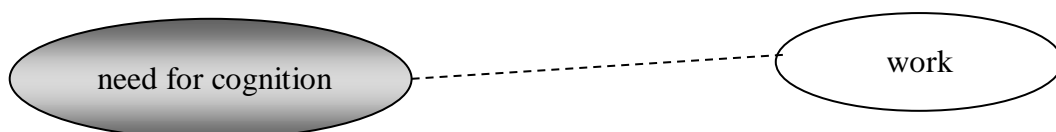
Correlation results suggest that the greater the internal motive ( $r = 0.46$  at  $p < 0.05$ ) and communication with close people ( $r = 0.32$  at  $p < 0.05$ ) is, the greater the views on human nature will be. However, the lower the expected level of results will be ( $r = -0.32$  at  $p < 0.05$ ), the greater the views on human nature will be.

Table 5

**Correlational connections according to the scale  
“Level of Views on a Human Nature”**

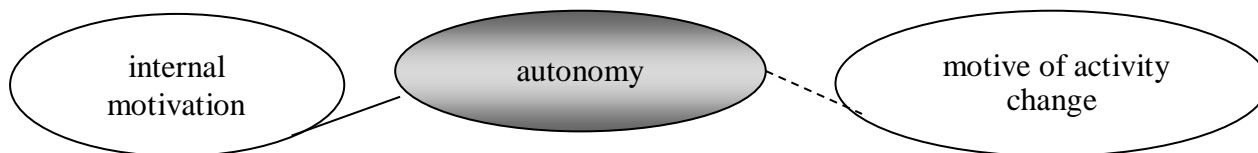
The name of the scales	Значення r	P
The internal motive	0,46	0,05
Communication with the close people	0,32	0,05
Expected level of results	-0,32	0,05

It was also found out that the smaller the need for work ( $r = -0.37$  at  $p < 0.05$ ) is, the greater the need for cognition is.(see Fig. 2.3).



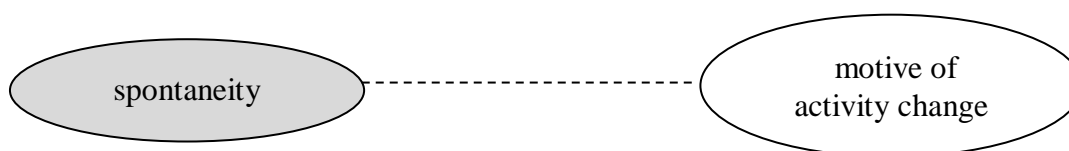
**Fig. 3. Correlational connections according to the scale  
“Need for cognition”**

The more autonomy teachers exhibit, the more internal motivation will be observed ( $r = 0.32$  for  $p < 0.05$ ), but the smaller the motive of activity change is ( $r = -0.36$  for  $p < 0.05$ ) (see Fig. 2.4).



**Fig. 4. Correlational relations according to the scale “Autonomy”**

By the result of the correlation, we can conclude that with a decrease in the motive of activity change ( $r = -0.40$  at  $p < 0.05$ ), the manifestation of spontaneity increases.



**Fig. 5. Correlational connections according to the “Spontaneity” scale**

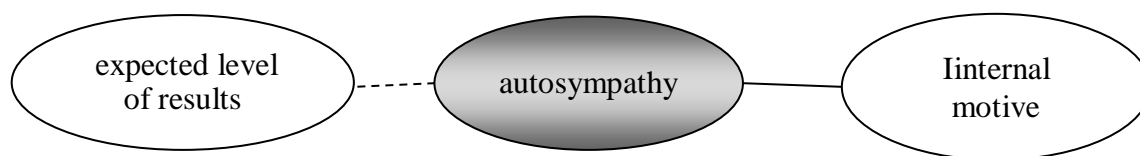
The greater the need for power ( $r = 0.32$  for  $p < 0.05$ ), the motive for avoidance ( $r = 0.32$  for  $p < 0.05$ ) and the smaller the motive for change in activity will be ( $r = -0.33$  for  $p < 0.05$ ), the more self-understanding will be manifested (see Table 2.8).

Table 6

**Correlational connections according to the scale “Self-understanding”**

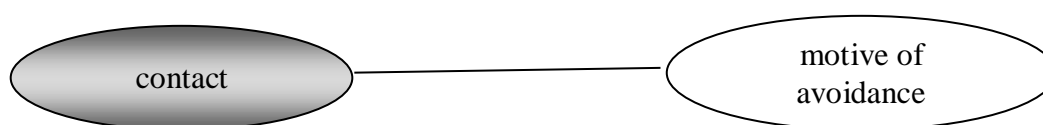
The name of the scales	Meaning r	P
The need for power	0,32	0,05
The motive for avoidance	0,32	0,05
The motive of activity change	-0,33	0,05

Also, according to the results of the study, it is concluded that with an increase of the internal motive ( $r = 0.48$  at  $p < 0.05$ ), the expected level of results decreases ( $r = -0.34$  at  $p < 0.05$ ), and autosympathy increases.



**Fig. 6. Correlational connections according to the scale “Autosympathy”**

It is also found out in the study that the more the avoidance motive is pronounced ( $r = 0.60$  at  $p < 0.05$ ), the greater the contact is.



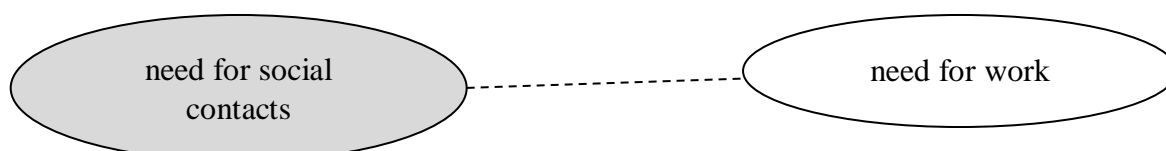
**Fig. 7. Correlational connections according to the scale “Contact”**

The authors have shown that with increasing level of communication with close people ( $r = 0.35$  at  $p < 0.05$ ), flexibility in communication increases, and with decreasing of expected level of result ( $r = -0.33$  at  $p < 0.05$ ) increases the flexibility in communication.

Correlational connections according to the scale “Flexibility in Communication”

The name of the scales	Meaning r	P
Communication with close people	0,35	0,05
The expected level of result	-0,33	0,05

It is determined that the less pronounced the need for work ( $r = -0.57$  at  $p < 0.05$ ) is, the greater the need for social contacts will be manifested.



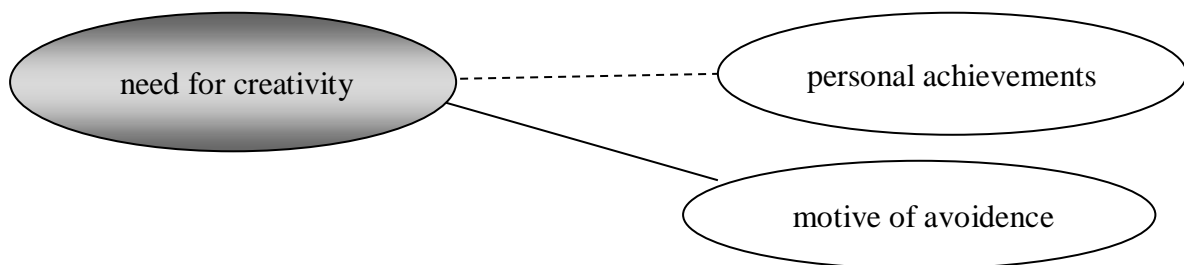
**Fig. 8. Correlational connections according to the scale “The need for social contacts”**

The smaller the need for work is ( $r = -0.35$  at  $p < 0.05$ ), the greater the need for stable interaction will be.



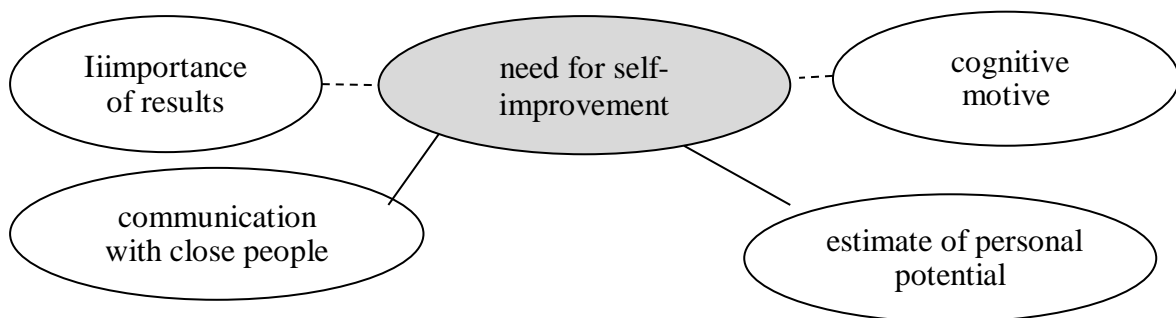
**Fig. 9. Correlational connections according to the scale  
“The need for stable interaction”**

It is stated that the greater the avoidance motive ( $r = 0.31$  at  $p < 0.05$ ) will be, and the smaller the personal achievement ( $r = -0.31$  at  $p < 0.05$ ) will be, the greater the need for creativity will be.



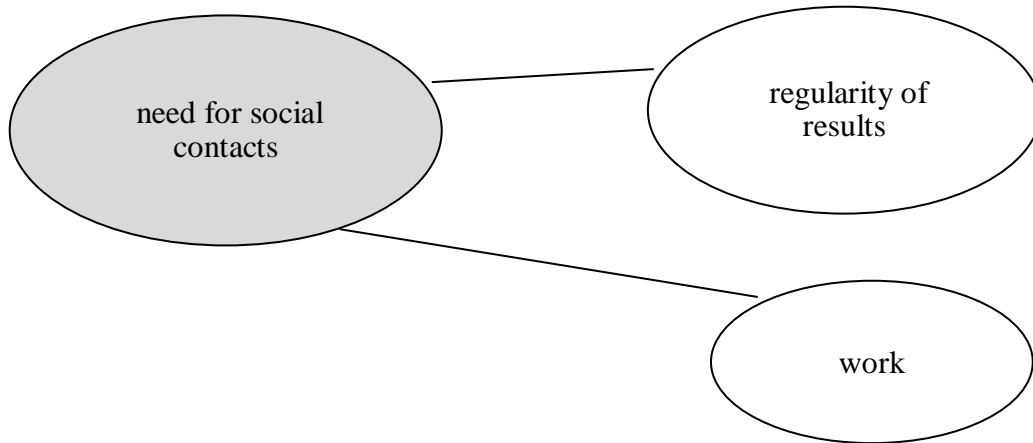
**Fig. 10. Correlational connections according to the scale  
“The need for creativity”**

It is determined that the smaller the cognitive motive ( $r = -0.32$  at  $p < 0.05$ ) and the significance of the results ( $r = -0.34$  at  $p < 0.05$ ) will be, the greater the need for self-improvement will be. However, the greater the estimate of one's potential ( $r = 0.32$  at  $p < 0.05$ ) and communication with close people ( $r = 0.34$  at  $p < 0.05$ ) will be, the greater the need for self-improvement will be.



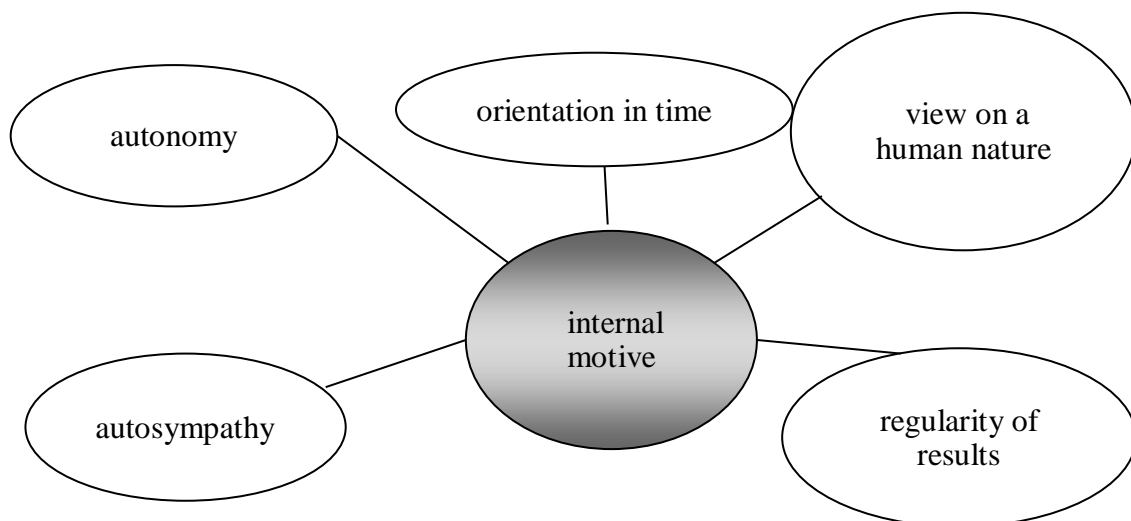
**Fig. 11. Correlational connections according to the scale  
“The need for self-improvement”**

The greater the regularity of results ( $r = 0.44$  at  $p < 0.05$ ) and work ( $r = 0.32$  at  $p < 0.05$ ) will be, the greater the need for social contacts will be.



**Fig. 12. Correlational connections according to the scale “The need for social contacts”**

The greater the time orientation ( $r = 0,34$  at  $p < 0,05$ ), the view on a human nature ( $r = 0,47$  at  $p < 0,05$ ), autonomy ( $r = 0,32$  at  $p < 0, 05$ ) autosympathy ( $r = 0.48$  at  $p < 0.05$ ), and the regularity of results ( $r = 0.33$  at  $p < 0.05$ ) will be, the greater the internal motive will be.



**Fig. 13. Correlational connections according to the scale “The internal motive”**

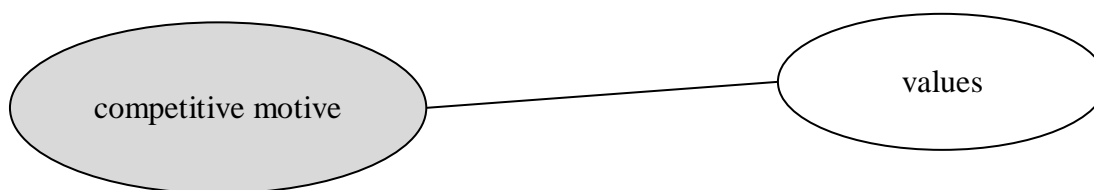
It is found out that with increasing values ( $r = 0.44$  at  $p < 0.05$ ), self-understanding ( $r = 0.31$  at  $p < 0.05$ ), contact ( $r = 0.35$  at  $p < 0.05$ ), personal achievements ( $r = 0.31$  at  $p < 0.05$ ), communication with close people ( $r = 0.31$  at  $p < 0.05$ ) and optimism ( $r = 0.43$  at  $p < 0.05$ ), motives of avoidance are increasing. The relationship between internal motivation ( $r = -0.37$  at  $p < 0.05$ ) and the motive of avoidance is inversely proportional.

Table 8

**Correlational connections according to the scale  
“The motive of avoidance”**

The name of the scales	Meaning r	P
Values	0,44	0,05
Selfunderstanding	0,31	0,05
Contact	0,35	0,05
Personal achievements	0,31	0,05
Communication with close people	0,31	0,05
Optimism	0,43	0,05
Internal motivation	0,37	0,05

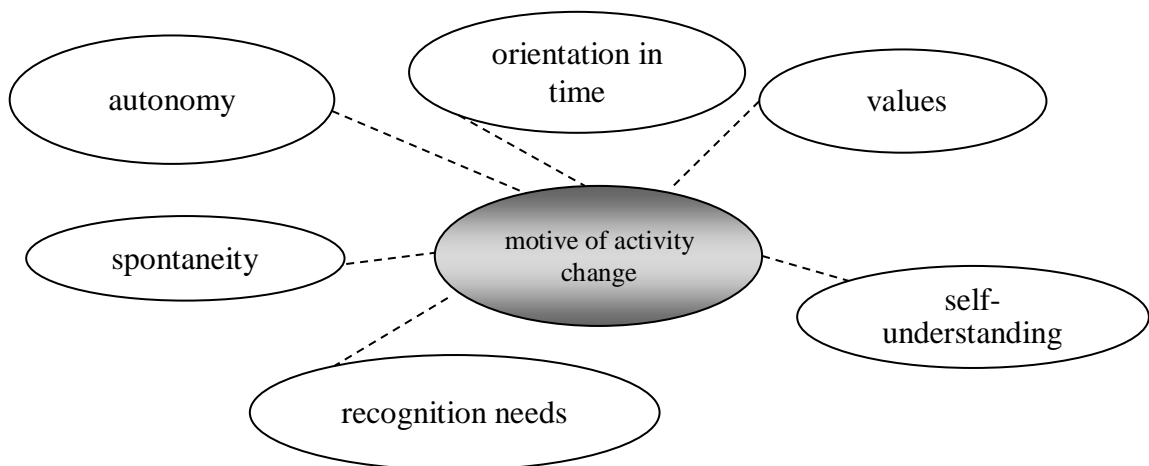
The relationship between values ( $r = 0.31$  at  $p < 0.05$ ) and competitive motive is directly proportional.



**Fig. 14. Correlational connections according to the scale  
“Competitive motive”**

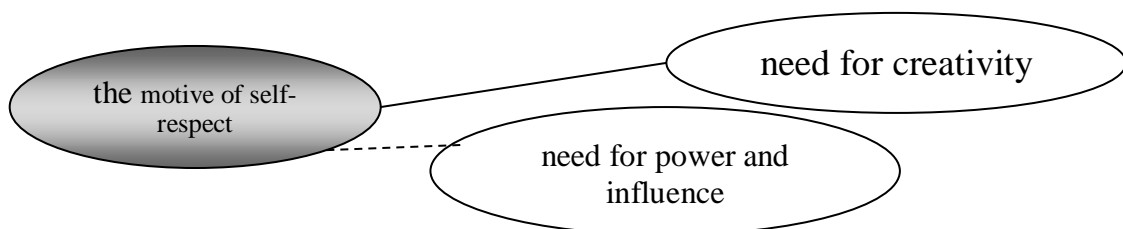
It is determined that the smaller the level of time orientation ( $r = -0,31$  at  $p < 0,05$ ), values ( $r = -0,36$  at  $p < 0,05$ ), autonomy ( $r = -0,36$  at  $p < 0.05$ ), spontaneity ( $r = -0.40$  at  $p < 0.05$ ), self-understanding ( $r = -0.33$  at  $p < 0.05$ ), recognition needs ( $r = -0.32$  at  $p < 0.05$ ) is, the lower the level of the motive of activity change is.





**Fig. 15. Correlational connections according to the scale “The motive of activity change”**

It is seen that the need for creativity ( $r = 0.31$  at  $p < 0.05$ ) also directly affects the self-respect motive. However, when the need for power and influence decreases ( $r = -0.39$  at  $p < 0.05$ ), the motive of self-respect increases.



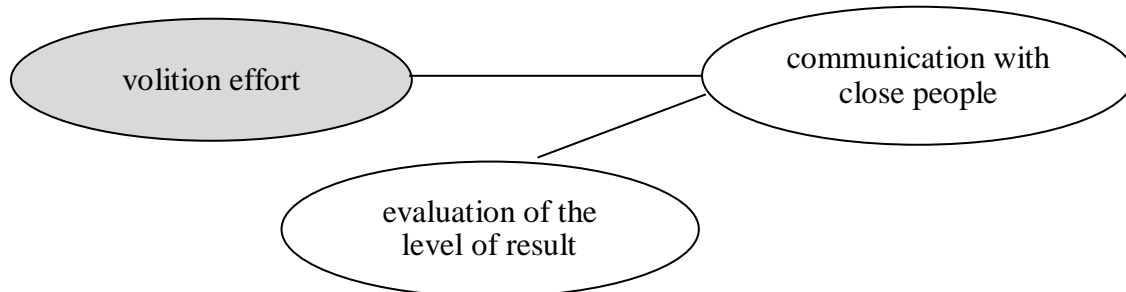
**Fig. 16. Correlational connections according to the scale “The motive of self-respect”**

The value of the results also increases with the increase of personal achievements ( $r = 0,33$  at  $p < 0,05$ ).



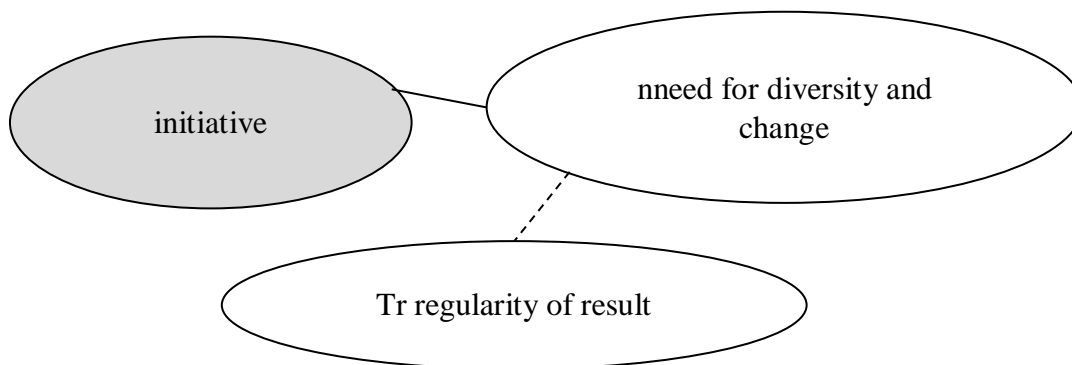
**Fig. 17. Correlational connections according to the scale “The value of the results”**

The volition effort of the study also increases with increase of the communication with loved ones ( $r = 0.34$  at  $p < 0.05$ ) and the level of outcome ( $r = 0.35$  at  $p < 0.05$ )



**Fig. 18. Correlational connections according to the scale “Volition effort”**

Initiative increases with the need for diversity and change ( $r = 0.40$  at  $p < 0.05$ ) and with the decrease of the regularity of result ( $r = -0.34$  at  $p < 0.05$ ).



**Fig. 19. Correlational connections according to the scale “Initiative”**

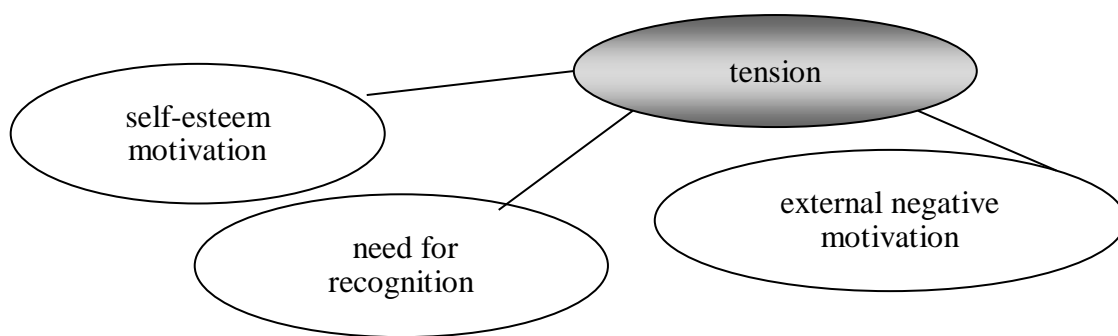
According to empirical data of the study, the communication with close people improves with an increase in the level of views on a human nature ( $r = 0,32$  at  $p < 0,05$ ), flexibility in communication ( $r = 0,35$  at  $p < 0,05$ ), the need for interesting socially useful work ( $r = 0,31$  at  $p < 0,05$ ), external positive motivation ( $r = 0,30$  at  $p < 0,05$ ). Communication with close people improves with the decrease in the value of results ( $r = -0,31$  at  $p < 0,05$ ).

Table 9

**Correlational connections according to the scale  
“Communication with close people”**

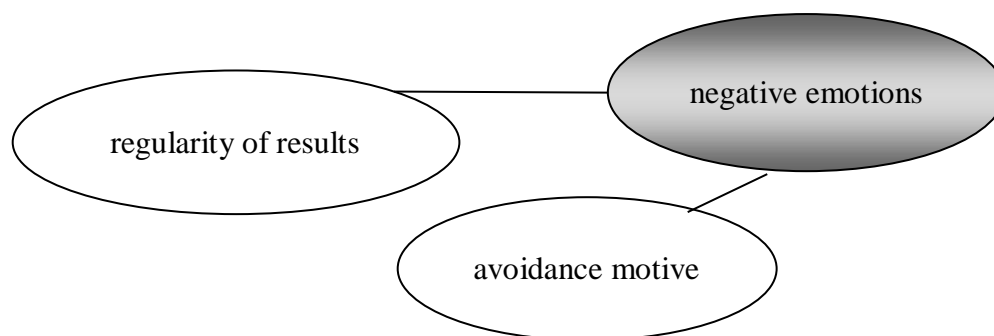
The name of the scales	Meaning r	P
Views on a human nature	0,32	0,05
Flexibility in communication	0,35	0,05
Need for interesting community service	0,31	0,05
External positive motivation	0,30	0,05
The level of significance of the results	-0,31	0,05

The level of tension increases with the need for recognition ( $r =$  at  $p < 0,05$ ), external negative motivation ( $r =$  at  $p < 0,05$ ), self-esteem motivation ( $r =$  at  $p < 0,05$ ).



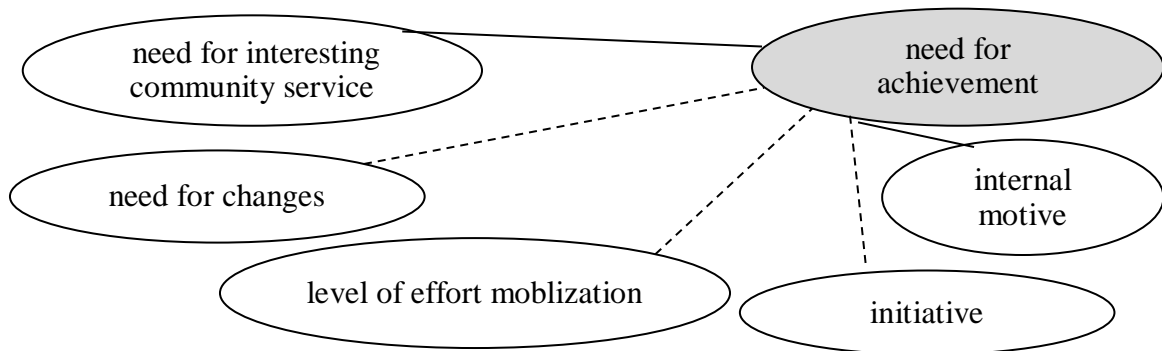
**Fig. 20. Correlational connections according to the scale “Tension”**

Analyzing the correlation relationships, it is noticed that negative emotions increase with the increase in the avoidance motive ( $r = 0.42$  at  $p < 0.05$ ) and regularity of results ( $r = 0.33$  at  $p < 0.05$ ).



**Fig. 21. Correlational connections according to the scale  
“Negative emotions”**

The greater the need for interesting community service is ( $r = 0.31$  at  $p < 0.05$ ) and internal motive is ( $r = 0.31$  at  $p < 0.05$ ), the greater the need for personal achievement is. The smaller the need for change ( $r = -0.37$  at  $p < 0.05$ ), the level of effort mobilization ( $r = -0.32$  at  $p < 0.05$ ) and the initiative ( $r = -0.34$  at  $p < 0.05$ ) is, the greater the need for achievement is.



**Fig. 22. Correlational connections according to the scale “The need of achievements”**

Therefore, people with the internal type of motivation are characterized by living nowadays life ("here and now"). They are not inclined to postpone their lives for later or seek solutions to certain problems of the past. However, getting away from this lifestyle can be explained by a desire for achievements, when a person wants to work alone and the received results must be judged. That is, when a person is focused solely on his goal. However, when he reaches it, he will have a new one and so on without stopping.

It has also been concluded that people strive for a harmonious life and a healthy relationship with others. They have such values as goodness, beauty, uniqueness, excellence. They have no desire to manipulate people in their interests. The communication with close people having own will is important. They are always open to new impressions, are eager to learn something new and do not want to stop, however, the importance of work and workload does not allow them to be open to new things completely.

At the same time, they are afraid to show lower results than others, and pay more attention not to their personal results, but to the results of their colleagues. They do not have a spontaneous change of work, because they trust the world and are confident in themselves. Even with

great trust in others, they do not forget their desires and needs, so they show their competitiveness, compare themselves with others and want to have an impact on them. In doing so, they are afraid of being worse at something.

Even so, they are passionate about the task they are performing and feel confident. That becomes a source of adequate self-esteem and self-awareness. Close communication with people is also important. They are open to new experiences and show self confidence. They are able to show competitiveness, compare themselves with others and want to have an impact on them. Fear of showing low results in work leads to negative emotions and tensions of individuals.

They have a manifestation of creativity in their work, but the right to make mistakes is important to them. Only then they will be able to set a more complex goal in their activities.

Thus, there is a correlation between time orientation as an indicator of self-realization, and the internal motive. There is also a direct link between the value of self-realization and the competitive motive and the motive of avoidance.

**It has been established that teachers with different work experience have psychological differences.** For comparison of the obtained data, comparative univariate analysis of variance (Scheffe test) at  $p < 0,05$  was performed using indicators. For this purpose, three groups were distinguished: the first one – with work experience up to 10 years, the second one- up to 20 years and the third group with experience more than 20 years.

Thus, for the second group, the need for creativity is the most featured ( $M = 32,375$ ). In the second place, the need for creativity plays an important role for the first group, that is, for teachers who have up to 10 years of experience ( $M = 28.118$ ). The smallest role for the need in creativity is played for people who have experience more than 20 years, meaning group3 ( $M = 30,313$ ).

Table 10

**Scheffe Test for the scale “The need in creativity”**

Comparison of experience	{1} – M=28,118	{2} – M=32,375	{3} – M=30,313
0 {1}		<b>0,012367</b>	0,150665
1 {2}	<b>0,012367</b>		0,331407
2 {3}	0,150665	0,331407	

The need for significance of results is most pronounced in the first group (M = 13,471), and the least important is the need for significance of results for the third group (M = 10,563)) (see Table 2.13).

Table 11

**Scheffe Test for the scale “The ned for the significance of results”**

Comparison of experience	{1} – M=13,471	{2} – M=11,875	{3} – M=10,563
0 {1}		0,393209	<b>0,013680</b>
1 {2}	0,393209		0,535640
2 {3}	<b>0,013680</b>	0,535640	

Support is determined to be very important for the first group, that is, for those under 10 years of experience (M = 26,000), for those under 20, support plays a smaller role (M = 22,813) and plays the least one for those with experience more than 20 years (M = 20,250).

Table 12

**Scheffe Test for the sclc “ Support”**

Comparison of experience	{1} – M=26,000	{2} – M=20,250	{3} – M=22,813
0 {1}		<b>0,028771</b>	0,176430
1 {2}	<b>0,028771</b>		0,474807
2 {3}	0,176430	0,474807	

Therefore, the need for creativity is of prior importance in the second group, that is, for teachers with up to 20 years of experience. This group of people has a creative attitude to life and work. The teachers are not afraid to experiment at their lessons, because they believe that this is the key to successful memorizing the material by students.

For the first group of teachers, that is, for those who have up to 10 years of work experience, the significance of the results is important. What matters to them is how useful the results of their own work are to them. Also, for the teachers who belong to the first group according to the performed distribution, their personal support and their own work plays an important role.

*At the same time, by means of comparative analysis on the t – Student’s criterion , the differences of internal – motivated teachers living in rural and urban areas are also established.*

In order to compare the obtained data using the Student's t-test indicators, the two groups were identified: the first one is – rural residents and the second one is- urban residents.

Table 13

**The results of comparative analysis according to the teachers' place of residence**

Indicators	Average number for people living in the village	Average number for people living in the city	t-value	p
The need for material security	33,21053	29,86364	2,04814	0,047321
The need for structured work	28,47368	30,54545	-1,36334	0,180595
The need for power	28,57895	30,00000	-0,78390	0,437833
The need for self-improvement	30,84211	32,00000	-0,80116	0,427892
The need for interesting community service	28,42105	30,40909	-1,53846	0,132012
The motive of activity change	9,68421	11,36364	-1,73349	0,090910
The self-esteem motive	11,10526	9,50000	1,87548	0,068228
Assessment of personal potential	12,63158	10,90909	2,51680	0,016065
Personal achievements	22,68421	26,27273	-2,15117	0,037717

Thus, for those living in rural areas, indicators such as the need for financial support, self-esteem motive and the assessment of their potential are of greater importance. And for people living in the city –

the need for structured work, the need for power, the need for self-improvement, the need for interesting socially useful work, the motive of activity change and personal achievements play more important role.

Analyzing the results of the comparative analysis by the place of residence, it can be said that teachers living in rural areas place greater emphasis on material security. They also have a desire to set a more difficult goal in the same type of activity.

For people living in a city, the need for structured work becomes more important. Another characteristic of workers living in a city is the need for self-improvement, growth and development of the teacher as an individual. It is an indicator of freedom and the pursuit of independence. It is typical for them to have the desire to lead others, and this indicates a competitive tenacity of teachers.

Thus, for people with internal motivation, the need for self-improvement will be greater for educators living in the city, and the need for financial support is more important for educators living in the village.

The analysis of factors allows to identify the groups of reasons that influence the work of teachers with the internal motivation.

To study the factor structure of the results obtained and the importance of the individual indicators, factor analysis was applied, using the principal component method (rotation of the Varimax axes). The decision on the number of factors was made on the basis of the analysis of the bar chart and the eigenvalues.

Thus, seven latent factors have been identified, which explain 56, 053% of the total variance of the data.

The first factor covers the following scales: "flexibility in communication" (0.808), spontaneity (0.758), autosympathy (0.881), and view on a human nature (0.855). It was called "Self-realization". The factor explained 12.6% of the variance.

Explaining the result, it can be stated that for self-realization of teachers with the internal type of motivation, flexibility in communication, spontaneity, already conscious self-concept and ability to adequately express themselves in communication and lack of social stereotypes which is expressed through views on a human nature .

The second factor of "Communication with close people" includes: "work" (0.719), health (0.679), communication with relatives (0.735) and support (0.670). This factor describes 10.585% of the variance.



The findings suggest that communication with close people plays an important role for the respondents and should be present at work, expressed through support, and it influences health. This factor shows that the need for change can increase.

The fourth factor, "Need for structured work", contains the following scales: "need for good working conditions" (-0,738), "need for structured work" (0,626) and need for creativity (-0,767). The factor explained 7.578% of the variance.

This result can be interpreted as the need for structured work of persons with the internal type of motivation. Such people want to be highly organized in their work. They want to know clearly what is required of them. It is not important for them to express their creativity and the need for good working conditions.

The fifth factor, "Level of intention" covers the following scales: "self-realization value" (0.599), "competitive motive" (0.688), and "activity change motive" (0.588), which explains 6.232% of the variance.

Interpreting this factor, it can be said that individuals are characterized by the importance of high results in the activities of other people, which will be important in self-realization.

The sixth factor was named "Self-control", which covers only the "self-control" scale (0.634). This factor describes 5.868% of the variance.

Self-control is characteristic of individuals with the internal type of motivation. They make easy decisions, but they have more obligations than they need to fulfill. It is very easy for individuals to adapt to new situations.

The seventh factor "The need for recognition" only covers the scale of "the need for recognition" (0.659). It described 5.254% of the variance.

The need for recognition by the respondents will be accepted only when it sounds sincere and willing; otherwise, this praise may demotivate the teacher.

## **SUMMARY**

Thus, after conducting a survey using descriptive statistics, it is determined that the individuals with the internal motivation possess adequate self-disclosure and the good working conditions are of the primary importance for them. They come up with their own suggestions and ideas for solving some work problems.

Respondents living in rural areas attach greater importance to material security. They boldly set complex goals and achieve them.

More important for city teachers is the need for structured work and self-improvement, which is an indicator of freedom and the desire for independence. The desire to lead is typical for them, and this indicates a competitive tenacity of teachers.

The prospect of further research will be to analyze the results of an empirical study of teachers' self-realization with external motivation and to compare the results by demographic data.

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## **PSYCHOLOGICAL CULTURE IN PHENOMENOLOGY OF PERSONALITY SELF-DEVELOPMENT**

**Kuzikova S. B.**

### **INTRODUCTION**

Expansion of the line of cultural-historical determination of personality development, which has been outlined by L. Vygotsky, allows understand more precisely the inner world of a modern man and raise the question about conditions and content of the formation of an individual picture of the world. This is especially relevant for modern youth, which, unfortunately, is, to some extent, passive in relation to own development and dependent on external motives, whereas modernity demands from it the initiative and responsibility – that is, the subjectivity of behavior and self-development. In our opinion this characteristic of youth can be explained by the following. Today the regulation of human life from the side of society has gone past. At the present stage of development of society young man has wide opportunities for self-expression, self-determination, self-realization of psychological and personal potential. However, most young people do not have the skills and techniques of reflection and self-regulation, that is, they do not know what to do with the freedom given for self-determination and self-realization and how to do it. Therefore, the presence of clear vital intentions and desires does not always lead to a purposeful activity towards their realization. The problem is complicated by the fact that there are young people who are not determined in their intentions, do not feel their autonomy, self-identity, and do not see the prospects of self-realization. This increases the significance of the study of the mechanisms and factors of the formation of the individual as a subject of self-development, which, in our opinion, correlates with its psychological culture<sup>1</sup>.

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<sup>1</sup> Кузікова С. Б. Психологічні основи становлення суб'єкта саморозвитку в юнацькому віці : монографія. Суми : Видавництво «МакДен, 2012. 410 с.

## **1. Understanding of the psychological culture as a person's ability to conscious self-development**

The development of applied psychological research of personal growth introduces new concepts into the categorical apparatus of science. To such concepts belongs psychological culture. The process of self-development of a person (values, norms and ways of organizing of behavior) and cultural-historical universals (O. G. Asmolov, G. V. Ivanchenko, I. F. Isaev, M. S. Kagan, E. S. Markaryan) is distinguished in the culture in philosophical studies. Human culture in general and psychological culture in particular is the result of a philosophical comprehension of reality, issued in the form of a semantic picture of the world.

Personal growth is a culture of a way of organizing psychological experience that arises as a result of educational, therapeutic or spiritual practice and holistically organizes the process of personality development, directing it into the future. During development, the subject makes fragments of reality a part of a personal system, developing certain strategies and tactics of their interpretation and technology of managing them. Similar strategies are made for the knowledge of their own states, actions, qualities and management of them. If this process occurs consciously and self-directed, the person can be considered the subject of self-development. According to our position, this testifies to the extent of the psychological culture of the individual.

In the process of theoretical study, we have identified the main psychological mechanisms of self-development as subject activity: interiorization, reflection, identification, exteriorization. Under "internalizations" it is accepted to understand the formation during the ontogenesis of the internal structures of the human psyche due to the assimilation of external structures of interpersonal relations. This formation mediates the entire process of age development and the formation of personality. In our opinion, this is also the formation of the self-concept and concept of life, a way of interaction with oneself and the outside world.

We tend to interpret the identification as the process of identifying the subject with another individual or a group on the basis of established emotional connection, inclusion in own inner world and acceptance own norms and values of the environment. Thus identification helps to find

new values, meanings and forms of activity (M. Boryshevsky, G. Adams, G. Grotevan, E. Erickson, J. Marcia, etc.). However, Jung's opinion is valuable. He cautions against the notion that the person is expanding thanks only to the inflow from the outside. He says: "... When any great idea that comes from outside, takes possession of us, we must understand that this is only due to the fact that something is consistent with this idea and goes out to meet it"<sup>2</sup>.

Reflection is also one of the important mechanisms of self-development, since it involves self-knowledge by the subject of internal mental acts and states, the inner experience of man. Reflection, as a process of knowledge of personal psychic acts and states, allows us to distance ourselves from everyday life, to become "out of place" position (M. Bakhtin), to find vital senses, to form values. Reflection is connected with the comprehension of a person as a holistic person and awareness and assessment of actions based on the prediction of the corresponding reactions of another person. Due to its action it is possible to distinguish two main functions of self-consciousness (J. Brem, R. Viklund, S. Duval, L. Vygotsky). The first is the support of internal coherence and self-identity, so that an individual can build own behavior and attitude towards those around him. As a rule, it consists in ontogenesis, is realized in the society and is an indispensable attribute of a person's psychological life. And the second is knowledge of oneself, the search for the meaning of life, self-improvement. It can be seen as a means of personal and professional growth. Therefore, it must be secured and supported by a specially organized psychological influence, especially in adolescence and in the context of professional development of a future specialist.

Exteriorization is the later and most productive mechanism of self-development, because it is characterized by passing to the outside world the results of activity carried out in the internal plan of self-change, self-transformation and transformation of the external world. As A. Maslow noted, man is driven by a meta-values (according to E. Fromm, it is a realization of the desire to be), or it is managed by deficient needs (according to E. Fromm, it is a realization of the desire to give up). B. Ananiev includes a creative aspect to the notion of the subject of

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<sup>2</sup> Jung Carl. *Synchronicity – An Acausal Connecting Principle*. Vol. 8. of the *Collected Works of C. G. Jung*. 2010, 1972. 147 p.

activity. Creation is often carried out when going beyond the specific situation and goes into creativity that promotes self-development of a person and getting her personality.

If the direction of self-development of individual in the integral context of life is determined by substantive components of self-consciousness (personal meaning, values, goals, ideals, etc.), then its effectiveness depends on the peculiarities of the system of individual self-regulation (M. Boryshevsky, O. Konopkin, Y. Myslavsky, G. Nikiforov, O. Osnitsky and others). In this sense, self-regulation should be regarded as a functional means of the subject, which allows mobilizing personal psychological resources for realization of activity for the purpose of self-development. Consequently, we consider mechanism of reflexive self-regulation is a global, generalizing mechanism of self-development of a person. It consists in a holistic conscious self-organization and self-governing of personality by its functioning and development. We define reflexive self-regulation as a criterion for subjective self-development, also it can be considered as an indicator of the psychological culture of individual.

On the basis of an analytical review of psychological literature, using qualitative analysis, self-development of the individual in the life path can be presented in this way. Zone of actual development is the basic level, source, potential of self-development. In our opinion it is laid down in the prenatal period of ontogenesis and at each level of personality gradually becoming more complicated. In the prenatal period, the potential of self-development is created with the accumulation of experience of the child's activity and the experience of various emotions that are transmitted from the mother. After birth, the possibility of acquiring the experience of activity (motor, cognitive, etc.) and the experience of feelings, experiences, attitudes only increases.

Adult's zone of actual development (the potential of self-development) is characterized by psychological competence of a person and its psychological density: informational, sensory (attitude, experience – taking into account the sign of the emotional state), behavioral (communicative skills, self-regulation skills, skills in various spheres of life, including professional), etc. In our opinion personal competence can be identified with the psychological culture of man – its relation to the limitations and resources of personal development.

However, the necessary condition for development (in accordance with the theory of L. Vygotsky) is the need of it. That is, the surrounding world (the zone of actual development) should be attractive, significant and necessarily more complex than the existing possibilities (zone of proximal development) of a person. This state of affairs actualizes the need for self-change, self-improvement, self-development in a person.

The psychological space of the zone of proximal development of the personality creates a range of its interests, hobbies, affairs, communication, information, emotional saturation, provides an acquaintance with world culture, with new life situations, new people, their knowledge, that is, the collision with the worlds of other people, their worldview, attitudes, visions. Contact with the enriched environment provides information for reflection, allows looking at the world through the prism of the perception of other people or other circumstances, facts, knowledge. That leads to decentralization, expansion of the individual living space, complication of inner psychological space, strengthening the sphere of self. In this case, assimilated characteristics of a personal potential are rising to a level higher. This is due to the mechanism of internalization – the appropriation of information of the outside world, which enriches the internal psychological structures, turning into personal information, personal knowledge.

However, person is not a vessel for the accumulation of knowledge, experiences, etc. Personal knowledge in general cannot be transferred from one person to another, they can only be worked out, found, understood. The information that a person receives from the outside must necessarily be subject to reflection. Only owing to reflection, thinking, the comparison of new information with existing experience, its identification with own views, beliefs, guidelines, new experience is assigned, becomes personal, passes to the category of "competence", actual development, enriching the inner world of a person, that is, going out for the limits of existing personal capabilities, manifested in personal growth.

From our point of view sensitivity to feedback is a significant factor and mechanism as a functional means of self-development of personality. Feedback can be considered as a new source of knowledge about yourself and the mechanism for adjusting of self-image. Personality can be considered only in the system of interpersonal relations, it is the product of these relations (B. Ananiev, G. Ball,

S. Maksimenko, V. Myasishchev, V. Tatenko). Hence, for personal growth, one needs to see himself from the outside, knowledge of the way others sees and want to see you around, first of all, meaningful persons. Not necessarily that all received information will be accepted by a person, something does not coincide with ideas about itself and attitude to the world, personal meanings, values, goals. However, under favorable conditions – tolerance to novelty and adequate self-esteem, which involves autonomy, the development of the self-image and self-criticism – taking into account the person's vision of others, of its own and the world as a whole will enrich the personality and will definitely contribute to personal self-development.

In our opinion, the two specified conditions for the appropriation (mastering) of new information – tolerance to novelty and adequacy of self-esteem – play an important role in a positive self-development of the individual. Obviously, you can face new information, worldview, values, and individual experiences of other people and reject them. This can happen for a variety of reasons. On the one hand, this is the pattern, the inflexibility of thinking, the rigidity of relationships, the low level of cognitive complexity of self-consciousness, communication with the world at a specific household level. On the other hand, the perception of new information impedes the person's confidence in own perfection and infallibility ("I am always right", "I am happy with what I am"). Such beliefs make a person unfavorable to feedback, the changing world and do not allow concentrate, look at oneself from the outside, through the eyes of other people. "Pride" was considered a sinful quality that does not contribute to spiritual perfection in Orthodox culture and its traditions. Indeed, a sense of self-sufficiency is a stoppage in development, psychological stagnation or homeostasis. Personality changes should occur, since the existence of the individual is a process and its stable condition is impossible. There is nothing terrible in feeling of own imperfection, defects, weakness. On the contrary, the feeling of own imperfection induces a person to self-development on condition of absence of a childhood helplessness complex (M. Seligman) and the preservation of search activity as a strategy of behavior (V. Rothenberg).

Let's focus on a fact that a person is able to realize his shortcomings, the imperfection of relationships with others only with the proper level of development of the self-concept. Observations and experimental data show that individuals with a well-crafted self-image,



with high self-identity, autonomy, and sovereignty, have a high level of tolerance to novelty (information, the views of other people, ways of action, behavioral strategies), that is, they easily perceive the variability of life and change themselves, are self-developed.

An unproductive self-image, immature, diffuse identity leads to fear beyond own independence, complicates adaptation to changing social conditions of life, and impedes self-development. In this case, the person contacts the outside world with the help of defense mechanisms. An individual blocks self-changes, remains faithful to stereotypes, habitual assessments and forms of behavior fearing of losing I and dissolve. And he does not understand that life goes on, changes, acquires new forms, and therefore, he not only "remains the same", he lags behind, "becomes obsolete", does not correspond to the present life. Continuous self-development is not a luxury, but an indispensable condition for personal survival – a condition for maintaining a balance between life and person (two trains go in one direction, with one speed, with no backlog, or overtaking). Otherwise, a person has a feeling: I do not understand life, it becomes different, I am getting old, I do not get into a rut. The result is the loss of control over the course of life, the loss of self-esteem, and a person desperately clings to the old system, its behavior becomes protective. Often there is an immersion in the disease, various forms of escapism, neurosis if the mechanisms of psychological defense do not work.

Emphasize that a stable, perfected perception of the individual about himself is an important condition for personal self-development; it will allow to keep the core of the person with changes in its shells, peripheral dispositions. The phenomenon of learned helplessness<sup>3</sup> complicates the self-development of the individual. Most frequently it is produced in childhood as a mode of behavior at multiple failures and lack of support in new, serious for person (especially children) situations. In this case, the feeling "I cannot" arises every time when colliding with a new one and it causes defense reaction (by type of various defense mechanisms) more likely than the reaction of search activity and self-development. In this case, we are talking about a strategy of human relations with undeveloped, new, more often with

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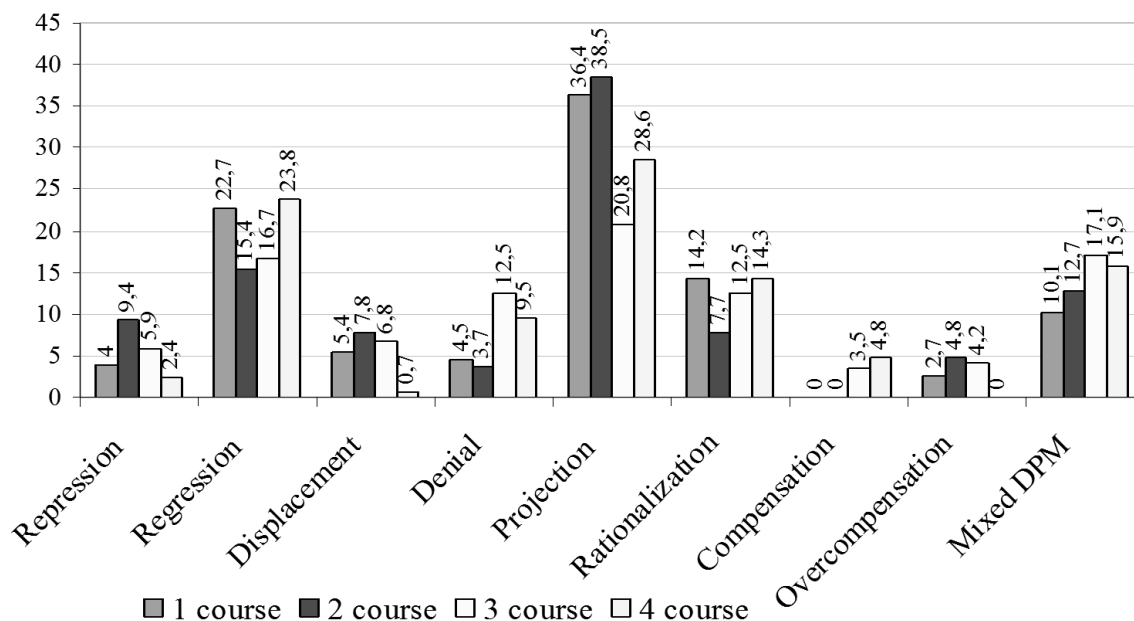
<sup>3</sup> Seligman Martin E. P. Helplessness : On Depression, Development, and Death. San Francisco : W. H. Freeman, 1992. 250 p.

difficult life circumstances: personal growth, self-development or avoidance, blocking of self-development and ultimately – personal crises, psychological and psycho-physiological (for example, psychosomatics) problems.

The ability of a person to perceive life problems and difficulties as an opportunity for self-development, self-improvement is a strategy of search activity and a characteristic of the subject of self-development (I understand the difficulties that have arisen and take responsibility for their solution. I believe in myself and my possibilities). From our point of view, the indicated human ability can equally be considered a characteristic of its psychological culture.

In many highly developed countries, social support systems for the marginalized population (who are mostly suffering from learned helplessness) allow a person to live comfortably at the expense of society, without even trying to contribute to its development. This situation has been considered in recent years in the United States, where a similar lifestyle is characteristic of 7.5-9% of the population and is a threat to national security. In our opinion, the formation of learned helplessness in Ukraine is in most cases due to the peculiarities of the mentality of the Slavic peoples – the desire to care for and control of their children, and also because of the historical factor – the long years regulated and secured life of previous generations on the minimum standard under the socialist system.

One of the alternative hypotheses of our study was the assumption of excessive, often unconscious using by youth (due to individual peculiarities of the formation of personality) of psychological mechanisms of Ego-protection, which blocks conscious and self-directed self-development. For diagnostics, we applied the personal questionnaire Pluchek Kellerman Konte – Life Style Index, LSI. The study involved students of the first-fourth courses of full-time humanities (146 people) and technical (132 persons) specialties. Totally 278 people were interviewed. The results of the study (Figure 1) showed that students of all courses are dominated by such mechanisms of psychological defense as regression and projection. The mixed type of MPD is characterized by severity of several Ego-protective mechanisms in one person. Regression of individuals who have high levels of Ego-protection, characterizes complacency to the influence of the environment, the presence of the need for stimulation, control, cheering.



**Fig. 1. Indicators of the severity of students' defense mechanisms**

As a lifestyle they are characterized by slipping into a more primitive level of behavior or thinking under the pressure of "difficult" and irresistible (in their opinion) life situations, personal problems, emotional experiences. In the special literature, we find the following behavioral manifestations of regression: using of alcohol, game and computer dependence, talking to himself, reading bullying literature, trust to mystifiers, sucking fingers or biting nails. From our point of view, regression as Ego-protective mechanism manifests in infantile, irresponsible behavior of young men, the reduction of their life situations to the primitive-domestic level, the cynical attitude (devaluation) to the educational, cultural, and highly spiritual standards of society.

The essence of "regression" as the mechanism of Ego-protection can be transmitted as follows: if I do not possess the circumstances and myself in their context (I am not a subject of livelihoods and self-development), I simplify myself and life to a level on which I can keep self-esteem and self-integrity. The idea of "suppression", "avoiding of a spiritual growth" belongs to A. Angyal<sup>4</sup>. A. Maslow described the "complex of Jonah", which consists in the satisfaction of achieved, the refusal to realize self abilities in its entirety ("fear of its own greatness"

<sup>4</sup> Angyal A. Foundations for a science of personality. New York : Commonwealth Fund, 1941. 398 p.

or "the desire to avoid calling of its talent")<sup>5</sup>. A. Maslow explained these manifestations, in particular, with the material prosperity of modern society. In our opinion, the explanation of the passivity and infantilism of modern youth lies in the system of their upbringing, in parents' desire to solve the mental (taking a decision) and material problems of children, to provide them all necessary (up to payment for studies at the university they chose).

Thus, young people receive certain life dividends (benefits) without any efforts. And therefore they do not feel themselves the cause, the initiators and the creators of these goods, which does not contribute to the formation of the subject of self-development.

Another student-dominated mechanism of psychological defense is projection. It is interpreted as a subconscious attribution of unacceptable for the individual (in terms of public morality or personal norms) his own qualities, feelings, desires to other persons, which frees the individual from their awareness, processing and responsibility ("everyone does it") and alleviates his self, subjectivity. In our opinion, the revealed dominant mechanisms of defense testify to a certain degree of self weakness of youth, a low level of self-identity, autonomy, credibility, and hence the inability to be subjects (initiators and organizers) of their own life and self-development.

The low ability of a person to self-development (low level of autonomy, self-acceptance, self-identity, authenticity and tolerance to novelty) also complicates the personal relationship with the environment, reducing its social competence. In cases of misunderstanding of a person with the specified characteristics, it is difficult to comprehend information that does not correspond to his self image and his own worldview. Instead of accepting feedback, analyzing information and adjusting his attitude, behavior, person more often reacts to the situation in a sense of insult, guilt, irritation, or even hidden revenge. These feelings block personality self-development, fixing a person in the past.

We find the commandments, postulates, the culture of repentance and forgiveness, turning to Orthodox morality. Repent means to realize your imperfect, false actions that need to be changed, improved.

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<sup>5</sup> Maslow A. Motivation and personality. New York : Harper & Row; 2nd Edition, 1970. 369 p.

Forgiveness of the "arbitrary" and "involuntary" actions of other people in relation to the individual frees from the past, elevates, cleanses, and makes him open to new relationships, which mean personal growth, spiritual, personal self-development.

Speaking about the psychological culture of the individual, let's dwell on one more essential moment. Obviously, in order to achieve the result of development, it is necessary to make some efforts. Even in arbitrary and internally managed processes of self-development there is a certain effort, not only the initial, "launching" process, but practically constantly present. Unfortunately, most modern youth do not want to "do their best", to work on themselves. That is, the problem lies not only in the absence of self-development motivation, but in the absence of habits and skills of self-organization, self-management, self-control, self-sufficiency. The formation of these self-processes is the most important task of modern practical psychology.

As you know, the category of effort is one of the key of M. Mamardashvili's theory. One of the main and tragic for the Russian mentality differences from the European one an outstanding philosopher saw in the absence of culture of effort that leads to spiritual devotion. At the same time, all European culture is built on life's efforts, on the assumption that a person only appears as an element of order, when he is in a state of maximum intensity of all forces. Unfortunately, modern mass culture, both European and Russian, clearly focuses on maximizing of satisfaction with minimizing of efforts. As D. Leontiev writes, one of the consequences of this is that quite a lot of people are using the opportunity to function at a lower, subordinate level, "because subordinate forms of existence are less energy-consuming, lighter, more attractive as the path of least resistance; human manifestations are the path of greatest resistance. To be a person is a work, making efforts"<sup>6</sup>. This problem was also raised by K. Obukhovsky<sup>7</sup>.

Thus, semantic gestalt (the individual vision of oneself and the world), the psychological culture of man are formed on the basis of personal meanings, values and determine the dynamics, direction and quality of its development.

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<sup>6</sup> Леонтьев Д.А. К дифференциальной антропологии. *Наука и будущее : идеи, которые изменяют мир* : Материалы междунар. конф. Москва, 2004. с. 107.

<sup>7</sup> Obuchowski K. Człowiek intencjonalny, czyli o tym jak być sobą. Dom Wydawniczy REMIS, 2000. 257 s.

## **2. Continuous personal and professional self-development as an indicator of professional culture of personality**

The study of professional self-development of a personality in domestic psychology is based on general psychological statements about the nature and development of the individual as a subject of livelihoods (K. Abulkhanova-Slavskaya, G. Ball, M. Boryshevsky, A. Brushlinsky, G. Kostyuk, S. Maksimenko, S. Rubinstein, V. Tatenko); concepts of activity mediation of personal development (V. Davydov, S. Maksimenko, A. Petrovsky); scientific representations about the personality of a professional and pattern of his becoming (V. Bodrov, E. Klimov, G. Lozhkin, A. Markov, etc.). According to most modern domestic scientists, the formation of a professional is possible only as a result of the unity of professional and personal development. At the same time, tracing the peculiarities of the phenomenology of self-development of the individual as a subject of activity, the researchers emphasize the importance of professional activity which is optimal factor for creative self-development (K. Abulkhanova-Slavskaya, O. Bodalev).

Acmeological study of a person during life shows that the formation and manifestation of the qualities of an active subject of activity continue until this activity continues. Genuine deep and wide professionalism (this is evidenced by the experience of many outstanding people) cannot be acquired by a person only as a result of occupation by the activity which he devoted himself to, especially if this activity is complex in character. High professionalism is impossible without the development of special abilities, which in their content and form should be close to the requirements of specific activities, and without the corresponding requirements of knowledge and skills. However, the most important condition for the achievement of such professionalism is necessarily the powerful development of a person's general abilities, psychological culture, spirituality and the transformation of universal values into its own values, which means the moral upbringing of the individual. This is due to the fact that the personal space is wider than the professional; it underlies professional. Consequently, the criterion of the success professional activity, professional competence of a person and an indicator of its professional culture can be considered a continuous conscious and self-directed personal development. It is even more important to cause among young

people a constant personal and professional demand for self-development in the context of professional training as a guarantee of professionalism for future professional activities.

Education is essential to the development of the intellectual and cultural potential of society. However, progress in all spheres of public life is so rapid that any specialist will be able to work efficiently and be competitive on the basis of education only.

Today, the concept of "competence of a specialist" is defined as a complex set of characteristics, which includes, in addition to cognitive and operational-technological components, motivational, ethical, social and behavioral, as well as knowledge, skills, system of value orientations as the results of learning. In this case, competence is not confined to competency. It should be emphasized that knowledge, skills and experience determine the competence of the person, and the ability to mobilize them in a specific socio-professional situation (self-organization, self-management) and determine the competence of an educated and professionally successful person.

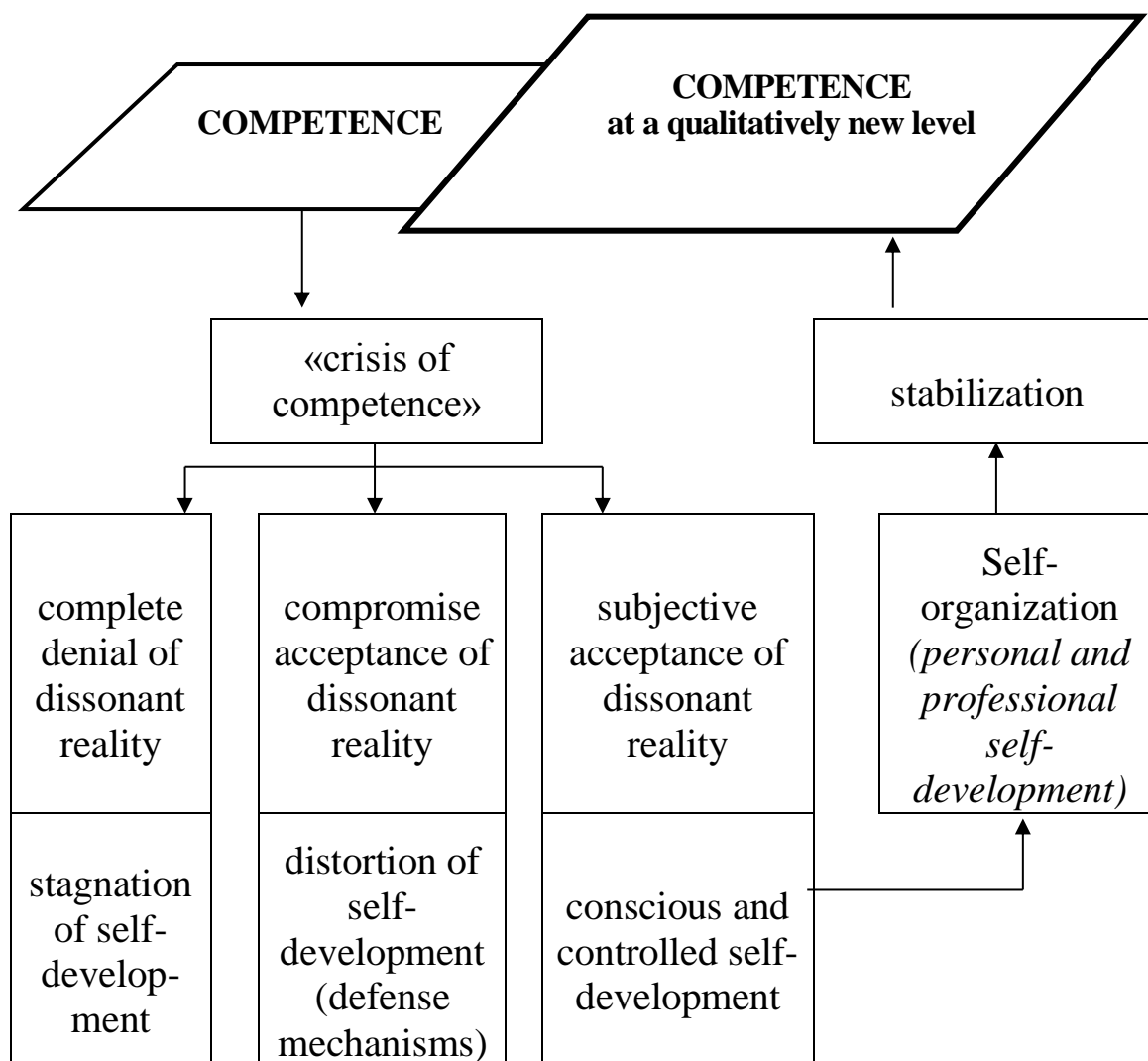
For a person, a profession is a source of existence and a means of personal self-realization. Describing the types of professional competence, A. Markova reveals individual competence, emphasizing such a side of labor as a holistic professional self-development. Meaningful characteristics of professional self-development are: professional self-awareness, self acceptance as a professional; constant self-determination; self-development of professional abilities, internality, self-design, construction of own strategy of professional growth, construction and realization of own professional life, etc. (on the other poles – individual incompetence – professional self-development is characterized by opposite signs). If we summarize all these characteristics, then, first of all, we will receive motivational-volitional components of self-awareness, self-assessment, value orientation and self-esteem of the individual.

A. Markova emphasizes the uneven stages and levels of professional development of the individual, denoting it as an individual trajectory of professional growth<sup>8</sup>. The author considers the possible stages and variants of the dynamics of the balance among social and professional on the example of a personal self-development. We used

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<sup>8</sup> Маркова А.К. Психология профессионализма. Москва, 1996. 308 с.

the above-mentioned terms in developing a model (conceptual scheme) of professional self-development of a person (see Fig. 2). As a rule, the establishment of the level achieved by the individual as a subject of activity, and its opportunities are traditionally evaluated by the results of professional activity, in accordance with the mental properties of the professional requirements of activity.



**Fig. 2. Model of a professional personal's self-development.  
Dynamics of professional competence**

However, in this case, a person is evaluated as a function, a notional person, an artifact. It does not take into account that the peak of self-development of the individual does not necessarily coincide with the peak of his expression as a subject of professional activity. In the life of each person there are the peaks of professional self-development and

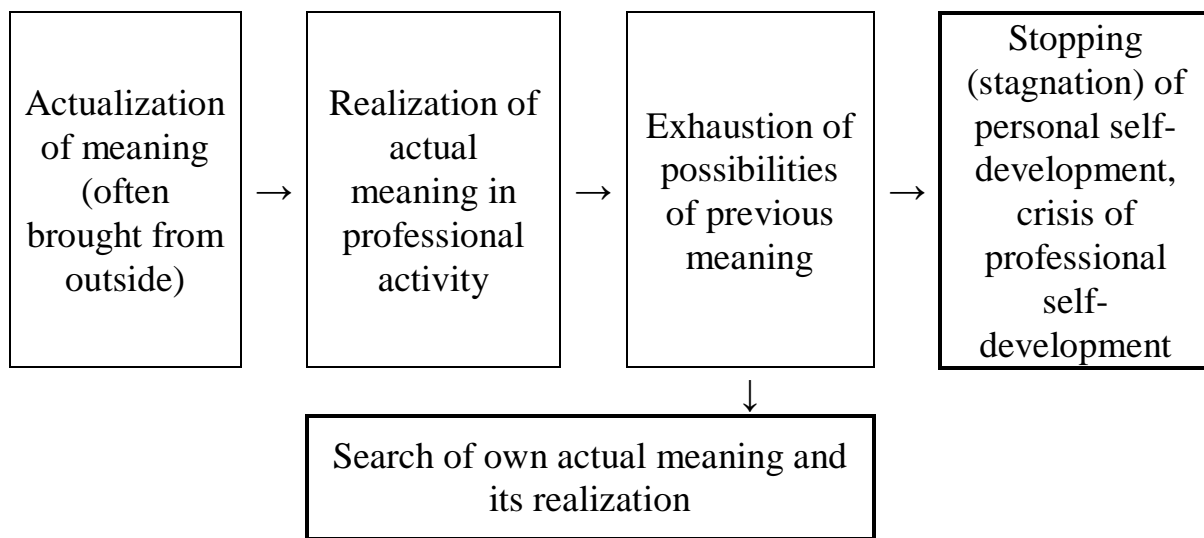


fall, often associated with the narrowing and impoverishment of its relationship with reality. Such an involution of self-development of a person can lead to its deformation and degradation. However, permanent awareness of oneself in professional activities, distancing from professional problems, their analysis and change in content, tactics, relationships, attitudes, etc., that is, the constant implementation of professional and personal self-development, will allow a specialist to maintain his professional and psychological health, prevent professional and personal burnout.

Considering the indicated unevenness of the dynamics of competence development, it is possible to predict several ways of professional formation of a specialist. If at the stage of "competence" a specialist, with one degree or another of freedom perceives himself as competent, then a dissonant collision with new situations and circumstances of professional activity can lead to a crisis of competence. Stage of "crisis of competence" confronts specialist with a choice: complete denial of dissonant reality, compromise acceptance of dissonant reality (often unconscious, based on the principles of psychological defense mechanisms), acceptance of dissonant reality, and reorganization of the previous model of behavior (realized on the principle of psychological distancing). Finding by a specialist a new knowledge and methods of activity, introspection, self-determination, self-organization, self-regulation will ensure a gradual restoration of lost competence at a qualitatively new level at the stage of "self-organization". This will allow a specialist to enter a new stage of professional growth and find a sense of competence in the process of solving various by nature and the complexity of tasks problems at the stage of "stabilization". Consequently, the growth of professional competence depends directly on the ability of a person to assume responsibility in the situation of choice. For this purpose a meaningful attitude of the subject of activity to himself, as well as continuous personal and professional self-development, is necessary. According to our position indicated process of personality changes (the process of reflexive self-regulation of the individual) determines the psychological culture of a specialist.

Consider another important point. Social relations, interpersonal relationships, and the person are not something steady. The dynamism of life leads to its rethinking and requires constant changes and constant

work on oneself, including finding the meanings of existence, professional activities and means of realization, which will also help to avoid professional and personal burnout. The value-semantic aspect of the specialist's subjective behavior in the context of self-development concept is given in the model (conceptual scheme) of professional self-development of individual (Fig. 3).



**Fig. 3. Model of professional self-development of personality.  
Dynamics of personal meanings of professional activity**

People continue to develop their semantic systems throughout their lives. The acquisition of new life and social roles makes a person look at a lot of things in a new way. A person in development continuously allocates itself from the general community and at the same time understands self integration with the wider world. This process becomes possible due to the fact that at each stage of development, the old becomes a part of a new (cyclic development). At the same time value-semantic system forms the human experience, organizes individual cognitive and emotional spheres, directs the behavior and serves a source of development.

Let's emphasize that the formed system of personal meanings becomes the regulator of personal development, since the realization of life experience has a focus on already perceived, internalized life goals, which acquire meaningful life perspectives.

Absence of life meaning and the impossibility (or inability) to find it entails person transition to a lower level of self-organization, and it can cause degradation of the individual.

Formation of the indicated criteria (model parameters) of a professional specialist, namely, awareness of oneself in the profession and continuous personal and professional self-development, are of particular importance when organizing the professional training of students-future psychologists. Primarily this is predetermined by specifics of the professional activity of a practical psychologist – its focus on providing psychological care to others. In the process of activity, the psychologist has to work with different age, social, and cultural categories of people, but the object of his activity is always the individuality of a person who appealed for help to a specialist as a person competent in life's difficulties and problems. It should be taking into account that in the process of such interaction, the psychologist becomes an element of the close environment of this person. All this demands from the psychologist special individual qualities, a broad, optimistic worldview, a progressive system of values and, particularly, a meaningful, internationalized attitude towards himself as a subject of professional activity, his own life and self-development. These characteristics determine the professional culture of a specialist psychologist.

In the focus of our scientific and applied interests is the development of a system of training students-practical psychologists for the implementation of psycho-corrective activities. The author's research is based on the conceptual foundations of the study of psychologist's personality, in general, and at the stage of professional training in the system of higher education, in particular (O. Bondarenko, J. Virna, L. Dolinskaya, L. Mitina, E. Nosenko, V. Panok, N. Poviakel, N. Shevchenko).

The analysis of the works of these scholars convincingly shows that the process of preparing future specialists in the field of practical psychology should include not only the mastering of theoretical knowledge (which, in general, is sufficient for the training of teachers on the subject), but also the formation of professionally important features of specialist's personality. It can be said in this case that the focal point of practical psychologists' training should be personal training of future specialists, which integrates all other elements of this system (theoretical and practical components).

O. Bondarenko considers that the lack of elaboration of personal problems (frustrated or unrealistic needs, fantasies, fears, conflicts, defenses, value meanings, self-esteem, motives, etc.) and lack of

professional (practical and theoretical) training can easily, instead of psychological help, injure as client as specialist, adding psychogenic disorders to unresolved problems<sup>9</sup>.

An important indicator of a professional level (professional competence) and personal readiness of a psychologist-practitioner to provide psychological care to others is the need and the ability do not get around himself but from client and his problem that is, a certain personal decentralization. For that it is necessary in the process of students' preparing for professional activities in providing psychological assistance to clients, firstly, to solve personal problems of the future specialist, which increases subjectivity and bias in the assessment of the client's personality and problems. Secondly, the formation of a new attitude towards oneself and other people is necessary, as well as a new vision of problems, a new type of thinking – flexible, not fixed on any norms, standards, broader, optimistic, centered on the client. This aspect of professional training is impossible without experience of personal change, personal growth.

It follows that the process of preparing students-psychologists for professional, first of all, psycho-correctional activity, should include some individual work with each of them. Namely it is an identification of personal problems of students at the beginning of studies (questionnaires, projective tests, drawings, verbal associations, etc.) and constant interaction with them in order to solve these problems, as long as they exist, through psychological counseling, teaching methods of self-examination, self-regulation, self-correction and finally continuous work on a self under the direction of a teacher-psychologist, a specialist in the field of psycho-correction or psychological counseling.

## **CONCLUSIONS**

Let's conclude. According to our position, psychological culture as a personal property reflects subject's attitude to restrictions and resources of personal growth; it is characterized by the efficiency and ecology of developed personal psychological techniques (individually-specific psychological means of management of psyche and behavior) of restructuring of subjective life experience. The last statement

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<sup>9</sup> Бондаренко А.Ф. Психологическая помощь : теория и практика. Київ : Освіта України, 2007. 332 с.

emphasizes significance of psychological work on creating a youth value orientation towards self-development, the attitude towards oneself as a subject of their own changes, and also providing it with means of self-development.

According to our concept ability to be a subject of personal and professional self-development should be a leading and generalizing criterion, which defines a professional, in general, and in the field of providing psychological assistance, in particular. Such professionally significant personal qualities as the ability to make meaningful choices (self-activity, intentionality) and to be responsible for their own vitality (internality), tolerance to other people and new information, energy, increased vital tone (search activity), ability to find a way out of difficult situations (creative activity), fixation not on problems, but on the possibilities of their solution (positive-effective life setting), self-confidence and confidence in potential capabilities (integrity and strength of I), which we consider individual stylistic characteristics of self-identity, at the same time determine the professional competence. They allow engaging effectively all the knowledge, skills obtained in an institution of higher education in their practical work at an appropriate level of formation.

We consider it vitally important to form a future psychologist-practitioner a vision of himself as an active figure (creator) of his own changes. Thanks to the experience gained from working on self, this will increase a personal competence, autonomy, tolerance and flexibility in interaction with the client and the world around, in particular. In the context of professional self-development, the transition from object to subjective behavior will increase the efficiency and environmental effectiveness of the future psychologist-practice; it forms a high level of his psychological personal and professional culture.

### **SUMMARY**

The concept of "psychological culture" of a person, as a result of ideological conceptualization of reality, designed in the form of a semantic picture of the world has been highlighted in the section. The psychological culture has been presented as individual's ability to conscious and controlled self-development. The results of the theoretical and empirical research of the possibilities of managing self-changing and creation of conditions for the formation of the subject of personal

self-development in adolescence have been analyzed. Correlation between personal and professional self-development of a specialist has been revealed. Its success criteria have been substantiated. Continuous personal and professional self-development has been defined as an indicator of individual professional culture. The directions of youth psychological culture formation, such as strengthening of subject's activity and experience of self-development, have been outlined.

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## RELIGIOUS SELF-REGULATION: THE MEANS OF PSYCHODIAGNOSTICS AND THE ROLE IN WELL-BEING

**Kuznetsov O. I.**

### INTRODUCTION

The problem of psychodiagnostics of religious self-regulation seems particularly relevant in connection with the need to provide psychological well-being. As indicated in the study of M. McCullough & B. Willoughby religiousness is significantly associated with psychological well-being<sup>1</sup>. In a meta-analytic review of 147 independent effect sizes, T. Smith, M. McCullough, and J. Poll<sup>2</sup> found that religiousness (measured in a wide variety of ways) was associated with lower rates of depressive symptoms. Moreover, this overall mean effect size obscures the fact that some measures of religiousness (e.g., positive religious coping and intrinsic religious motivation) had even stronger negative correlations with depressive symptoms, whereas measures of negative religious coping and extrinsic religious motivation were positively related to depressive symptoms<sup>3</sup>.

Similarly, in a meta-analysis prepared by R. Witter, W. Stock, M. Okun, & M. Haring<sup>4</sup> it was concluded that religiousness has positive correlations with subjective well-being. A more recent meta-analytic review conducted by G. Ano & E. Vasconcelles<sup>5</sup> also concluded that «positive» forms of religious coping were positively associated with

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<sup>1</sup> McCullough, M. E., Willoughby, B.L.B. Religion, Self-Regulation, and Self-Control: Associations, Explanations, and Implications. *Psychological Bulletin*. 2009. 135, pp. 69-93. doi: 10.1037/a0014213

<sup>2</sup> Smith, T. B., McCullough, M. E., Poll, J. Religiousness and depression: Evidence for a main effect and the moderating influence of stressful life events. *Psychological Bulletin*, 2003. 129. Pp. 614–636.

<sup>3</sup> McCullough, M. E., Willoughby, B.L.B. Religion, Self-Regulation, and Self-Control: Associations, Explanations, and Implications. *Psychological Bulletin*. 2009. 135. Pp. 69-93. doi: 10.1037/a0014213

<sup>4</sup> Witter, R. A., Stock, W. A., Okun, M. A., Haring, M. J. Religion and subjective well-being in adulthood: A quantitative synthesis. *Review of Religious Research*, 1985. 26, pp. 332–342.

<sup>5</sup> Ano, G. G., Vasconcelles, E. B. Religious Coping and Psychological Adjustment to Stress: A Meta-Analysis. *Journal of Clinical Psychology*, 2005. 61. Pp. 461-480.

scores on measures of positive psychological outcomes, such as satisfaction with life and happiness, and negatively related to negative outcomes, such as anxiety and depression.

### **1. Religious orientations and self-regulation: an approach to the problem**

The notion of religious orientations has its roots in the pioneering work of G. Allport<sup>6</sup> and attempts to clarify different ways in which religious people express, experience, and motivate their religiosity. G. Allport distinguished between two basic orientations which he characterised as intrinsic religiosity and as extrinsic religiosity. According to G. Allport, an extrinsic religious orientation is largely utilitarian, useful for granting safety, social standing, solace and social support. An intrinsic religious orientation, on the other hand, regards faith as a supreme value in its own right, infusing the whole of life with distinctive purpose and meaning. To these two established religious orientations, C. Batson<sup>7</sup> and C. Batson and W. Ventis<sup>8</sup> added a third orientation which they characterized as quest religiosity. According to C. Batson, a quest religious orientation embraces complexity, doubt, tentativeness, and honesty in facing existential questions. People with this orientation treat their religion not as a means or an end, but a search for truth. As Batson said, «An individual who approaches religion in this way recognizes that he or she does not know, and probably never will know, the final truth about such matters. Still the questions are deemed important, and however tentative and subject to changes, answers are sought»<sup>9</sup>.

The extrinsically religious person uses religion as a means to another end, whereas the intrinsically religious person holds religion as an ultimate goal. People with an extrinsic motivation use religion for their own ends, whether those ends are hedonic (e.g., social contacts, distraction) or utilitarian (e.g., personal status, business interest), to serve

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<sup>6</sup> Allport, G. W. Religious context of prejudice. *Journal for the Scientific Study of Religion*, 1966. 5. Pp. 447-457.

<sup>7</sup> Batson, C. D. Religion as prosocial: Agent or double agent? *Journal for the Scientific Study of Religion*, 1976. 15. Pp. 29-45.

<sup>8</sup> Batson, C. D., Ventis, W. L. The religious experience: A social psychological perspective. New York: Oxford University Press. 1982. 368 p.

<sup>9</sup> Batson, D. Religion and the Individual. New York: Oxford University Press, 1982. 440 p.



their self-interest rather than acknowledging religious values. People with intrinsic motivations instead regard religious tenets according to their inner value, such that they do not adjust their religious beliefs to their personal interests. Rather, they live the core spirituality of religion and believe in people's intrinsic worth. Extrinsic religion is defined as a means of achieving some self-serving goals, as a tool that promotes social support, comfort and self-esteem, whereas intrinsic religion is defined as being an ultimate goal in itself. Intrinsically motivated people are mainly encouraged by a promise for personal spiritual development and for a deeper, more meaningful relationship with God<sup>10,11</sup>.

According to S. Pace<sup>12</sup> intrinsic religiosity should invoke a lower degree of value-expressive and social-adjustive attitudes, because these people already meet their need for self-expression through their religiosity, which they use to express their core values and identity.

Nowadays, in the context of a new wave of interest for religiosity (e.g., C. Sedikides<sup>13</sup>, R. Emmons<sup>14</sup>), social psychologists have renovated the call for an approach to religiosity not as an undifferentiated and stable phenomenon, but as a more complex experience, which implies a more detailed analysis of the different ways of being religious<sup>15</sup>. In fact, religious people can feel and behave differently in how they live their faith: even among people belonging to the same religious denomination and to the same country, religious values can be internalized in different ways.

During the last decades, several studies have tried to shed light on this multiplicity of ways of «being religious». In particular, an

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<sup>10</sup> Hills, P., Francis, L. J., Argyle, M., Jackson, C. J. Primary Personality Trait Correlates of Religious Practice and Orientation. *Personality and Individual Differences*, 2004. 36. pp. 61-73. [http://dx.doi.org/10.1016/S0191-8869\(03\)00051-5](http://dx.doi.org/10.1016/S0191-8869(03)00051-5)

<sup>11</sup> Hunter, B. D., & Merrill, R. M. Religious Orientation and Health among Active Older Adults in the United States. *Journal of Religion and Health*, 2013. 52. Pp. 851-863. <http://dx.doi.org/10.1007/s10943-011-9530-4>

<sup>12</sup> Pace, S. Effects Of Intrinsic And Extrinsic Religiosity On Attitudes Toward Products: Empirical Evidence Of Value-Expressive And Social-Adjustive Functions. *The Journal of Applied Business Research*, 2014. 30(4). Pp. 1227-1238.

<sup>13</sup> Sedikides, C. Why does religiosity persist? *Personality and Social Psychology Review*, 2010. 14, pp. 3-6. doi:10.1177/1088868309352323

<sup>14</sup> Emmons, R. A. Religion in the psychology of personality: An introduction. *Journal of Personality*, 1999. 67, pp. 873-888. doi:10.1111/1467-6494.00076

<sup>15</sup> Pargament, K. I. (2002). The bitter and the sweet: An evaluation of the costs and benefits of religiousness. *Psychological Inquiry*, 2002. 13, pp. 168-181. doi:10.1207/S15327965PLI1303\_02

interesting analysis of the concept of religious identity derives from self-determination theory, which offers a specific conceptualization of the different ways in which values are endorsed. This conceptualization is based on the concept of internalization, which implies that a value can be assumed by the individual with different degrees of autonomy (or self-determination), in a continuum between being endorsed because of external pressure or constriction and being endorsed because it is personally valued, in an independent and autonomous way, that is, a self-determined way<sup>16</sup>.

Within this framework, it is possible to describe two types of internalization of religion that vary in their relative autonomy and, thus, correspond to different degrees of endorsement of religion: introjected internalization and identified internalization. The introjected internalization of religion (religious introjection) represents an adoption of religious behaviors and values which is predominantly based on social pressures and associated with the seeking of approval from oneself and from others. On the opposite side, identified internalization of religion (herein: identification) refers to the adoption of religious values as personal values, personally chosen and valued, that is, a more autonomous and self-determined form of religiosity<sup>17</sup>.

The two types of internalization can also be interpreted as presenting different degrees of «maturity», which are in line with previous research about religiosity. In fact, introjection emphasizes the search for approval, belonging and social recognition, in a way that can be similar to extrinsic religiosity, whereas identification stresses the personal importance of religiosity, as in Allport and Ross' intrinsic scale<sup>18</sup>. Moreover, identification includes some accents of the quest orientation<sup>19</sup>, as it highlights the chance of learning new things provided by religious attendance.

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<sup>16</sup> Ryan, R. M., Deci, E. L. Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology*. 2000. 25. Pp. 54–67

<sup>17</sup> Ryan, R. M., Rigby, S., King, K. Two types of religious internalization and their relations to religious orientations and mental health. *Journal of Personality and Social Psychology*, 1993. 65, pp.586-596.doi:10.1037/0022-3514.65.3.586

<sup>18</sup> Allport, G. W., Ross, J. M. Personal religious orientation and prejudice. *Journal of Personality and Social Psychology*, 1967. 5, pp. 432-443.

<sup>19</sup> Batson, C. D., Schoenrade, P. A., Ventis, W. L. Religion and the individual: A social psychological perspective. New York, NY: Oxford University Press, 1993. 440 p.

Self-determination theory considers different ways of activity regulation, the first of them is an intrinsic self-regulation or motivation, which assumes the interest and enjoyment during the activity, on the opposite side there is an extrinsic regulation, which requires the external values of activity.

Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. It refers to doing something because it is inherently interesting or enjoyable. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards<sup>20</sup>. According to American research this phenomenon was first acknowledged within experimental studies of animal behavior, where it was discovered that many organisms engage in exploratory, playful, and curiosity-driven behaviors even in the absence of reinforcement or reward<sup>21</sup>. Persons with intrinsic orientation find their master motive in religion. Other needs, strong as they may be, are regarded as of less ultimate significance, and they are, so far as possible, brought into harmony with the religious beliefs and prescriptions. Having embraced a creed the individual endeavors to internalize it and follow it fully. It is in this sense that he lives his religion<sup>22</sup>.

An extrinsic regulation is a second type of self-determined motivation. The extrinsically motivated behaviors are least autonomous and externally regulated. The purest type of extrinsic regulation is external regulation. It satisfies an external demand or obtain an externally imposed reward contingency. External regulation is the type of motivation focused on by operant theorists (Skinnerian theory), and it is external regulation that was typically contrasted with intrinsic motivation in early laboratory and field studies<sup>23</sup>. Individuals with extrinsic orientation are disposed to use religion for their own ends. Thus, external regulation serves other, more ultimate interests, because

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<sup>20</sup> Ryan, R. M., Deci, E. L. Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology*. 2000. 25. Pp. 54–67.

<sup>21</sup> White R. W. Motivation reconsidered. *Psychological Review*. 1959. 56. Pp. 297–333.

<sup>22</sup> Allport, G. W., Ross, J. M. Personal religious orientation and prejudice. *Journal of Personality and Social Psychology*, 1967. 5, pp. 432-443.

<sup>23</sup> Ryan, R. M., Deci, E. L. Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology*. 2000. 25. Pp. 54–67.

extrinsic values are always instrumental and utilitarian. Persons with this orientation may find religion useful in a variety of ways – to ensure security and solace, sociability and distraction, status and self-justification. The embraced creed is held lightly or else selectively shaped to fit more primary needs. In theological terms the extrinsic type turns to God, but without turning away from the self<sup>24</sup>.

The third type of religious motivation is introjected regulation, which involves taking in a regulation of activity but not fully accepting it as one's own. Introjection describes a type of internal regulation that is still quite controlling because people perform such actions with the feeling of pressure in order to avoid guilt or anxiety or to achieve ego-enhancements or pride. Put differently, introjection represents regulation by contingent self-esteem<sup>25</sup>.

Last form of religious regulation is regulation through identification, which is more autonomous, or self-determined. Identification reflects a conscious valuing of a behavioral goal or regulation, such that the action is accepted or owned as personally important. The person has identified with the personal importance of a behavior and has thus accepted its regulation as his or her own<sup>26</sup>.

The self-determination theory which considers four main forms of self-regulation can be applied to religious activity. According to C. Batson and W. Ventis<sup>27</sup> we consider the third religious orientation which they characterized as quest religious motive.

According to fig.1 we consider religious motives for each form of religious orientations and self-regulation: 1) striving for rewards and avoiding punishment from society (external regulation); 2) considering religion as a source of self-esteem maintenance (introjected regulation); 3) considering religion as an important life value (identification); 4) considering religion as a source of truth; 5) considering religion as a source of enjoyment and interest (intrinsic motivation).

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<sup>24</sup> Hunt S.J. Handbook of Global Contemporary Christianity: Movements, Institutions, and Allegiance (Brill Handbooks on Contemporary Religion) 2016. Brill; Approx. XXXV, 426 p.

<sup>25</sup> Ryan, R. M., Deci, E. L. Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology*. 2000. 25. Pp. 54–67.

<sup>26</sup> Ibid.

<sup>27</sup> Batson, C. D., Ventis, W. L. The religious experience: A social psychological perspective. New York: Oxford University Press. 1982. 368 p.

## 2. Religious orientations and self-regulation: results of questionnaire standartization

The *purpose* of the research is to determine the possibilities of diagnostics of religious self-regulation and its role in well-being. According to the research aim, the following **tasks** were set: 1) to analyze psychological approaches to religious self-regulation, orientation and self-regulation and to define religious motives and appropriate items for the scales; 2) to create an original questionnaire of religious self-regulation and check its validity and reliability.

*Research methods.* The following techniques were used in the study:

In order to create original questionnaire of religious self-regulation items for the scales of New Indices of Religious Orientation (Francis, 2007) and SRQ-R Scale (Ryan, R. M., Rigby, S., & King, K., 1993) were translated in Ukrainian.

*New Indices of Religious Orientation*<sup>28</sup> proposes three nine-item scales of intrinsic religiosity, extrinsic religiosity, and quest religiosity. Each item is scored on a five-point Likert scale.

*SRQ-R Scale*<sup>29</sup>. This questionnaire concerns the reasons why a person engages in religious behaviors. The questions were written for research with a Christian population, but could be easily adapted for other religions. The questionnaire consists of 12 items and asks why people engage in four religious behaviors, each of which is followed by three reasons. The scale has only two subscales: Introjected Regulation and Identified Regulation.

In order to check the validity of our questionnaire the following scales were used:

*The «Psychological analysis of the level of individual religiousness» technique*<sup>30</sup> (authors: I. F. Myagkov, Y. V. Shcherbatykh, M. S. Kravtsova). The questionnaire consists of 40 questions on 8 scales: 1) gnoseological roots of religiousness and tendency to idealistic

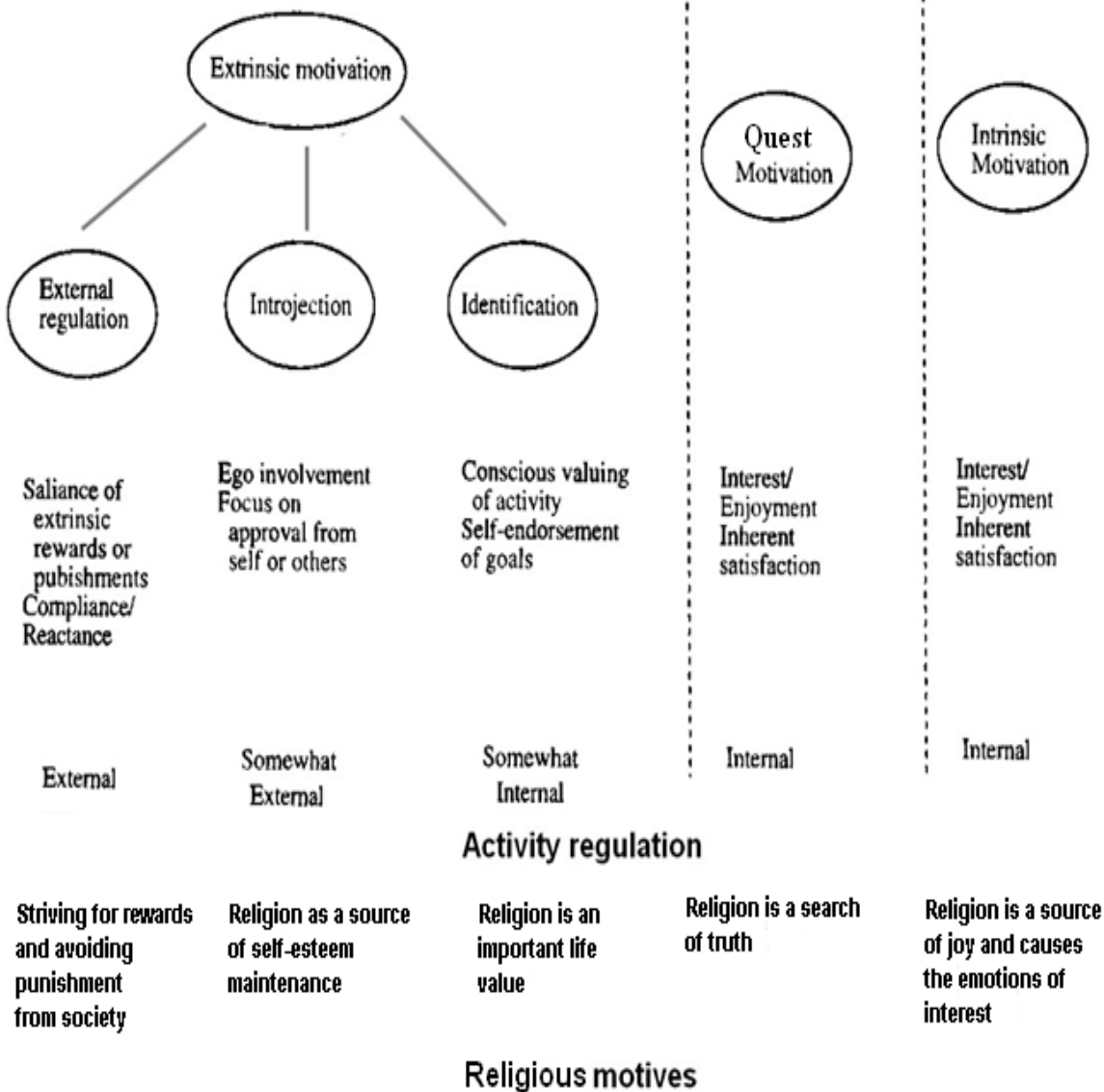
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<sup>28</sup> Francis, L. J. Introducing the New Indices of Religious Orientation (NIRO): Conceptualisation and measurement. *Mental Health, Religion and Culture*, 2007. 10, 585-602.

<sup>29</sup> Ryan, R. M., Rigby, S., King, K. Two types of religious internalization and their relations to religious orientations and mental health. *Journal of Personality and Social Psychology*, 1993. 65, pp.586-596. doi:10.1037/0022-3514.65.3.586

<sup>30</sup> Мягков И. Ф., Щербатых Ю. В., Кравцова М. С. Тест «Психологический анализ уровня индивидуальной религиозности». *Психологический журнал*. 1996. 10, 6. С. 120-122.

philosophy; 2) the attitude of the probationer to the magic; 3) the tendency of the personality to seek support and consolation in the religion; 4) external signs of religiousness; 5) interest to so-called «pseudoscience» – mysterious and enigmatic phenomena, in the perception of which belief plays a much greater role than knowledge; 6) the tendency to believe in the Creator and admit the existence of the supreme power that created the universe; 7) the presence of religious consciousness, that is, the internal need in religious belief; 8) the ratio of the subject to religion as a model of moral norms of behavior.



**Fig. 1. A taxonomy of human motivation applied to religiosity**

*Paranormal belief scale*<sup>31</sup> (authors: J. Tobacyk, in adaptation of D.S. Grigoriev) determines the degree of inclination to irrational thinking and a pseudoscientific explanation of being. The method is presented by 26 statements that make up seven scales: 1) traditional religious faith; 2) belief in psi-ability; 3) belief in witchcraft; 4) prejudice; 5) belief in spiritualism; 6) belief in extraordinary life forms; 7) belief in prophecies.

*The spiritual intelligence questionnaire*<sup>32</sup> (author: O.Yu. Holovina). The questionnaire contains 21 items and is represented by 3 scales: 1) the transcendent component of the spiritual intelligence as the ability to self-transcendence, that is, the possibility of expansion of consciousness, achieving its higher states, the ability to intuition as an opportunity to go beyond the rational understanding of life experience, the ability to self-control, allowing to feel the integrity of being; 2) the existential component of the spiritual intelligence as the ability to accept the challenges of life, to solve the problems of existential reality, the ability to search for life's meanings, which are provided by such cognitive properties as objectivity and impartiality of thinking, insight and foresight; 3) the moral component of spiritual intelligence represents the ability to moral self-control and the respectable behavior based on reconsideration of moral values of good and mercy.

*Assessment of Beliefs and Behaviors in Coping* (original adaptation)<sup>33</sup>. According to the different scientific views to religion as a mean to overcome the stress and to the psychological functions of religion (offering a sense of community, providing a worldview that makes sense of life, allowing for a personal relationship with a higher power, providing overall structure in everyday life) we had chosen «Assessment of Beliefs and Behaviors in Coping»<sup>34</sup>, translated and adapted it in Ukrainian.

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<sup>31</sup> Григорьев Д. С. Адаптация и валидизация шкалы веры в паранормальное. *Социальная психология и общество*. 2015. 6, 2. С. 132-145.

<sup>32</sup> Головіна О. Ю. Застосування опитувальника «Духовний інтелект особистості у вивченні духовності людини. *Вісник національного університету оборони України. Збірник наукових праць*. К: НУОУ, 2015. 3(46). С. 64-68.

<sup>33</sup> Kuznetsov O.I. Psychodiagnostics of religious coping strategies *Вісник ХНПУ ім. Г.С. Сковороди. Психологія*. Харків: ХНПУ, 2017. 57. С. 132-140.

<sup>34</sup> Kulkarni M. Initial Development and Validation of the Assessment of Beliefs and Behaviors in Coping (ABC). Dissertation. The University of Texas at Austin, 2012. 158 p.

According to the self-determination theory we adapted and modified questionnaire aimed at religious self-regulation. The first task of the study involves the standardization of the questionnaire, in particular, its reliability, constructive, discriminatory and convergent validity, and test-retest reliability.

*Reliability of the questionnaire.* The first step in processing the raw data received was to check the internal consistency of the questionnaire. The Cronbach's alpha statistics were calculated for a scale that includes all 37 items. The value of the Cronbach's alpha for a scale of 37 items was 0,621, which is below the acceptable level of 0,7.

According to the results of the analysis of the indicators of Cronbach's alpha for the each item of the questionnaire it was established that the 10<sup>th</sup> « An important reason why I attend church is because others would disapprove of me if I didn't», the 13<sup>th</sup> «The church is most important to me as a place to share fellowship with other Christians», the 14<sup>th</sup> «I pray at home because it helps me to be aware of God's presence», the 18<sup>th</sup> «I allow almost nothing to prevent me from going to church on Sundays», the 21<sup>st</sup> «What prayer offers me most is comfort when sorrow or misfortune strike», the 26<sup>th</sup> «One reason for me praying is that it helps me to gain relief and protection» worsen the psychometric index of reliability. In addition, for these points, the values of asymmetry and excess indicate a significant deviation from the normality of distribution. These items are not highly differentiated and can be excluded from the final version of the questionnaire. Removing these items led to an increase the Cronbach's alpha to 0,703, which is acceptable for internal consistency of the questionnaire. After this procedure, it was determined that the 31<sup>th</sup> item «As I grow and change, I expect my religion to grow and change as well» also worsens the reliability of the questionnaire, and its deletion led to an increase of the Cronbach's alpha to a 0,714.

*Constructive validity of the questionnaire.* The factor analysis was used to detect the internal structure of the questionnaire, excluding the items 10, 13, 14, 18, 21, 26 and 31. As a result of explorative factor analysis (with angular rotation) four factors that were not correlated with each other (0,009-0,018) were found.

*Factor 1* (18,61% of dispersion) created by the items: the 15<sup>th</sup> « My religious beliefs really shape my whole approach to life» (0,797), the 11<sup>th</sup> « I try hard to carry my religion over into all my other dealings in



life» (0,765), the 2d «When I turn to God, I most often do it because I enjoy spending time with Him» (0,751), the 3d «When I turn to God, I most often do it because I find it is satisfying to me» (0,733), the 4th «A reason I think praying by myself is important is because I enjoy praying » (0,672), the 12<sup>th</sup> «I pray chiefly because it deepens my relationship with God» (0,531), the 17<sup>th</sup> «I go to church because it helps me to feel close to God», the 16<sup>th</sup> «I often read books about prayers and the spiritual life». The statements of this factor indicate that it can be designated as a factor of the *intrinsic religious motivation*.

*Factor 2* (15,77% of dispersion) includes items: the 37<sup>th</sup> «Religion only became very important for me when I began to ask questions» (0,701), the 36<sup>th</sup> «Questions are more important to my religious faith than are answers» (0,641), the 33<sup>th</sup> «I was driven to ask religious questions by a growing awareness of the tensions in my world» (0,634), the 32d «For me doubting is an important part of what it means to be religious» (0,552), the 30<sup>th</sup> «I am constantly questioning my religious beliefs» (0,541), 34<sup>th</sup> «I value my religious doubts and uncertainties» (0,459), the 29<sup>th</sup> «There are many religious issues on which my views are still changing». The psychological content of the points that formed this factor reflects the *quest religious motivation*.

*Factor 3* (12,34% of dispersion) presented by the following items: the 20<sup>th</sup> «A key reason for my interest in church is that it is a pleasant social activity» (0,715), the 23d «One reason for me going to church is that it helps to establish me in the community» (0,648), the 24<sup>th</sup> «Occasionally I compromise my religious beliefs to protect my social and economic wellbeing» (0,613), the 25<sup>th</sup> «While I believe in my religion, there are more important things in my life» (0,508), the 28<sup>th</sup> «While I am a religious person I do not let religion influence my daily life» (0,485). The psychological content of the statements that formed this factor reflects an *external regulation*.

*Factor 4* (10,78% of dispersion) combined the following items: the 7<sup>th</sup> «One reason I think it's important to actively share my faith with others is because I want other Christians to approve of me» (0,676), the 8 «When I turn to God, I most often do it because I would feel guilty if I didn't» (0,553), the 22d «I pray chiefly because it makes me feel better» (0,531), the 9<sup>th</sup> «A reason I think praying by myself is important is Because if I don't, God will disapprove of me» (0,507). The

psychological content of the points that formed this factor reflects the introjected regulation.

*Factor 5* (9,83% of dispersion) combined the following items: the 1st «I think it's important to actively share my faith with others is because God is important to me and I'd like other people to know about Him too» (0,576), the 5<sup>th</sup> «A reason I think praying by myself is important is because I find prayer satisfying» (0,543), the 6<sup>th</sup> «An important reason why I attend church is by going to church I learn new things» (0,521), the 19<sup>th</sup> «My religious beliefs really shape the way I treat other people» (0,512). The psychological content of the points that formed this factor reflects the *identified regulation*.

Thus, the final version of the questionnaire «Self-regulation of labor activity Questionnaire» represented by scales – intrinsic motivation, quest motivation, identification, introjected regulation, external regulation. The developed technique meets the modern requirements for psychometric substantiation of personal questionnaires.

*Test-retest reliability of the questionnaire.* Repeated testing of the same sample (120 people) was conducted at intervals of two weeks. The correlation between the results of the first and second tests was at the level of  $r = 0,893$ , which indicates a sufficiently high test-retest reliability of the questionnaire.

*Normative scale.* In table 1 the descriptive statistics of «Religious Self-regulation» are set. Dividing into three intervals the marginal values of the norm for the indicators of the Intrinsic motivation are 20-30 points, for the Quest orientation are 18-26 points, for the next two scales (Identification and Introjected regulation) – 8-17 points and for the last one – External regulation – 13-22 points.

Table 1

**Descriptive statistics of «Religious Self-regulation Questionnaire»**

Indicators	Mean	Min	Max	Std. dev
Intrinsic motivation	26,54	8	40	5,34
Quest orientation	22,31	7	35	4,67
Identification	13,42	4	20	4,78
Introjected regulation	12,55	4	20	5,45
External regulation	17,08	5	25	4,34

*Convergent and discriminant validity* of «Religious Self-regulation Questionnaire» checked out by identifying the correlation between the indicators of religious self-regulation and the indicators of the irrational thinking and a pseudoscientific explanation of being, spiritual intelligence, religious copings (convergent validity), and individual religiousness (discriminant validity).

There are a positive correlations between religious self-regulation and an *irrational thinking and a pseudoscientific explanation of being*: between the indicators of internal motivation ( $r=0,49$ ,  $p < 0,0001$ ) and identification ( $r = 0,65$ ,  $p < 0,0001$ ) and traditional religious faith. The resulting connection indicates the mutual dependence of interest in religion, religious identification and inclination to the traditional religious faith. There are also correlations between Quest orientation and belief in psi-ability ( $r=0,62$ ,  $p < 0,0001$ ) and belief in spiritualism ( $r=0,39$ ,  $p < 0,0001$ ). Thus, the states of complexity, doubt, tentativeness, and honesty in facing existential questions related to faith and religiosity correlate with belief in psi-ability as an ability of mind to create paranormal phenomena or to control them.

There is a positive correlation between religious self-regulation and *spiritual intelligence*: introjected regulation is negatively related to the transcendent component of the spiritual intelligence ( $r= -0,18$ ,  $p < 0,001$ ), and there is a positive correlation between Quest orientation and the moral component of spiritual intelligence ( $r=0,41$ ,  $p < 0,0001$ ). Thus, the transcendent component of the spiritual intelligence, which associated with spiritual experiences, states and experience at various levels (including religious), and open the way to higher stages of spiritual development, doesn't relate to the sense of shame associated with the performance of religious rites. The moral component of the spiritual intelligence, including a system of "virtuous" behavior, the higher values and meanings of life, the ability to love, compassion, friendliness, empathy, which is the basis of both secular and sacred spirituality stained, relates to the doubt, tentativeness, and honesty in facing existential questions related to faith and religiosity.

There is a positive correlation between the indicators of internal motivation ( $r=0,39$ ,  $p < 0,0001$ ) and identification ( $r = 0,33$ ,  $p < 0,0001$ ) and the existential component of the spiritual intelligence. The existential component of spiritual intelligence as the ability to accept the challenges of life, to solve the problems of existential reality, the ability

to search for vital senses, provided by such cognitive properties as objectivity and impartiality of thinking, insight and vision relates to the interest to religion and identification with their religion.

There are correlations between the indicators of internal motivation, quest motivation and identification and such *religious copings* as providing a worldview that makes sense of life ( $r=0,57$ ,  $r=0,45$  and  $r=0,34$ ,  $p<0,0001$ ), allowing for a personal relationship with a higher power ( $r=0,43$  for the internal motivation), providing overall structure in everyday life ( $r=0,17$ ,  $r=0,15$  and  $r=0,14$ ,  $p<0,01$ ). Thus, interest in religion, existential doubts and identification through religion relate to beneficial religious coping strategies. There is a positive correlation between the indicators of introjected regulation and offering a sense of community ( $r=0,57$ ,  $p<0,0001$ ). An adoption of religious behaviors and values which is predominantly based on social pressures and associated with the seeking of approval from oneself and from others relates to the applying of religion in relationship.

There are significant correlations between the indicators of religious self-regulation and individual religiousness, except correlations between external motivation and external signs of religiousness ( $r=0,16$ ,  $p<0,01$ ) and between quest motivation and gnoseological roots of religiousness and tendency to idealistic philosophy ( $r=0,15$ ,  $p<0,01$ ). External religious regulation which is used to ensure security and solace, sociability and distraction, status and self-justification, relates to the penchant for religious rites without true faith. Quest motivation which implies doubts and existential questions relates to the desire to comprehend the faith, the tendency to idealism in the philosophical worldview.

## **CONCLUSIONS**

The psychological problem of religious self-regulation's assessment seems of current interest in connection with the need to provide psychological well-being. Self-determination theory, which considers the internal and external ways of activity regulation can be applied to religious motivation. According to self-determination theory and C. Batson's approach to religiosity we consider five ways of religious activity regulation: an intrinsic self-regulation or motivation, which assumes the interest and enjoyment connected with religiosity, quest motivation, which considers religion as a source of truth, and an

extrinsic regulation (identification, introjected and external regulation), which requires the external values of religiosity.

The results of the Religious Self-regulation Questionnaire's standardization have shown. Its validity and reliability were proved. The convergent validity was checked out by identifying the correlation between the indicators of religious self-regulation and the indicators of the irrational thinking and a pseudoscientific explanation of being, spiritual intelligence, religious copings. There are positive correlations between religious self-regulation and an irrational thinking and a pseudoscientific explanation of being: between the indicators of internal motivation and identification and traditional religious faith. There are also correlations between Quest orientation and belief in psi-ability and belief in spiritualism. There is a positive correlation between religious self-regulation and spiritual intelligence: introjected regulation is negatively related to the transcendent component of the spiritual intelligence, and there is a positive correlation between Quest orientation and the moral component of spiritual intelligence. There is a positive correlation between the indicators of internal motivation and identification and the existential component of the spiritual intelligence. There are correlations between the indicators of internal motivation, quest motivation and identification and such religious copings as providing a worldview that makes sense of life, allowing for a personal relationship with a higher power, providing overall structure in everyday life. There is a positive correlation between the indicators of introjected regulation and offering a sense of community.

The discriminant validity was checked out by identifying the correlation between the indicators of religious self-regulation and the indicators of the individual religiousness. There are significant correlations between the indicators of religious self-regulation and individual religiousness, except correlations between external motivation and external signs of religiousness and between quest motivation and gnoseological roots of religiousness and tendency to idealistic philosophy.

## **SUMMARY**

The paper emphasize the connection of religious self-regulation's and psychological well-being. The study underlines the need of standardization of the religious self-regulation's assessment and shows

its results. It was shown that self-determination theory, which considers the internal and external ways of activity regulation, can be applied to religious motivation. According to self-determination theory and C. Batson's approach to religiosity five ways of religious activity regulation (an intrinsic self-regulation or motivation, quest motivation, identification, introjected and external regulation) are defined. The results of the Religious Self-regulation Questionnaire's standardization have shown. Its validity and high reliability were proved. The convergent and discriminant validity were checked out by identifying the correlation between the indicators of religious self-regulation and the indicators of the irrational thinking and a pseudoscientific explanation of being, spiritual intelligence, religious copings, the individual religiousness.

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## APPENDIX

No	Statements	Original scale	Final scale
1	I think it's important to actively share my faith with others is because God is important to me and I'd like other people to know about Him too.	Id	Id
2	When I turn to God, I most often do it because I enjoy spending time with Him.	Id	Int
3	When I turn to God, I most often do it because I find it is satisfying to me.	Id	Int
4	A reason I think praying by myself is important is because I enjoy praying.	Id	Int
5	A reason I think praying by myself is important is because I find prayer satisfying.	Id	Id
6	An important reason why I attend church is by going to church I learn new things.	Id	Id
7	One reason I think it's important to actively share my faith with others is because I want other Christians to approve of me.	Itrj	Itrj



No	Statements	Original scale	Final scale
8	When I turn to God, I most often do it because I would feel guilty if I didn't.	Itrj	Itrj
9	A reason I think praying by myself is important is Because if I don't, God will disapprove of me	Itrj	Itrj
10	An important reason why I attend church is because others would disapprove of me if I didn't.	Itrj	-
11	I try hard to carry my religion over into all my other dealings in life	Int	Int
12	I pray chiefly because it deepens my relationship with God.	Int	Int
13	The church is most important to me as a place to share fellowship with other Christians.	Int	-
14	I pray at home because it helps me to be aware of God's presence	Int	-
15	My religious beliefs really shape my whole approach to life	Int	Int
16	I often read books about prayers and the spiritual life	Int	Int
17	I go to church because it helps me to feel close to God	Int	Int
18	I allow almost nothing to prevent me from going to church on Sundays	Int	Int
19	My religious beliefs really shape the way I treat other people	Int	Id
20	A key reason for my interest in church is that it is a pleasant social activity.	Ex	Ex
21	What prayer offers me most is comfort when sorrow or misfortune strike.	Ex	-
22	I pray chiefly because it makes me feel better.	Ex	Itrj
23	One reason for me going to church is that it helps to establish me in the community.	Ex	Ex
24	Occasionally I compromise my religious beliefs to protect my social and economic wellbeing.	Ex	Ex

No	Statements	Original scale	Final scale
25	While I believe in my religion, there are more important things in my life.	Ex	Ex
26	One reason for me praying is that it helps me to gain relief and protection.	Ex	-
27	I go to church because it helps me to feel at home in my neighbourhood.	Ex	-
28	While I am a religious person I do not let religion influence my daily life.	Ex	Extr
29	There are many religious issues on which my views are still changing.	Q	Q
30	I am constantly questioning my religious beliefs.	Q	Q
31	As I grow and change, I expect my religion to grow and change as well.	Q	-
32	For me doubting is an important part of what it means to be religious.	Q	Q
33	I was driven to ask religious questions by a growing awareness of the tensions in my world.	Q	-
34	I value my religious doubts and uncertainties.	Q	Q
35	My life experiences have led me to rethink my religious beliefs.	Q	-
36	Questions are more important to my religious faith than are answers.	Q	Q
37	Religion only became very important for me when I began to ask questions.	Q	Q

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## **SPEECH EXPERIENCE AND SOCIAL INTELLIGENCE OF THE PRIMARY SCHOOL AGE CHILDREN**

**Orap M. O.**

### **INTRODUCTION**

Socio-psychological development of the personality involves the formation of abilities and properties that ensure its social adequacy and compliance with the requirements of society. The characteristics of flexibility and adaptability in social relations, adequacy of prediction the results of social interaction are emerging in modern social life. That is why the problems of social intelligence are intensified in scientific psychological researches. Social intelligence is considered by scientists as a system of psychological mechanisms that make it possible to build a subjective picture of the world and to make social interaction. Such general definition emphasizes the significance of this phenomenon in psychological and social life of the personality.

The problem of social intelligence ontogenesis is one of the fundamental questions of the nature of intelligence at all. Ontogenesis studies allow us to answer the question of the innate or acquired, nature or social character of social intelligence, the factors that influence it and the basic regularities of its functioning. Scientific researchers in this direction sends us to the classical works by H.Eysenck, J. Guilford about the innate character of human intelligence<sup>1:2</sup>. All significant studies of social intelligence necessarily address the issues of its genesis, since the regularities of its functioning at all are most adequately and fully disclosed through the process of formation of social intelligence in ontogenesis.

In this aspect, two main research questions are clearly distinguished: 1) the correlation of biological and social factors in formation and functioning of social intelligence, the role of innate mechanisms in the development of social skills (M.I. Bobneva,

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<sup>1</sup> Айзенк Г. Ю. Понятие и определение интеллекта. *Вопросы психологии*. 1995. № 1. С. 111-131.

<sup>2</sup> Guilford J. P. The nature of human intelligence. N.Y.: McGraw-Hill, 1967. 156 p.

J. Guilford, A.I. Savenkov); 2) the main regularities and age features of the formation the components of social intelligence in ontogenesis, the age patterns and peculiarities of its development (N.F. Kalina, T.N. Karpovich, L.O. Lyakhovets, Yu.M. Fadeeva), definition of pedagogical and methodological conditions for its optimal development (Ya.O. Kaplunenko, A.A. Melnik, O.V. Sheshukova).

The general principle of social intelligence ontogenetic researches is to compare indicators of general and social intelligence (R. Riggio, D. Keating, D. Coleman). Therefore, the diagnostic of social intelligence mostly repeats traditional tests of intelligence, but is characterized by a greater cognitive-verbal orientation. This raises the question about the role of verbal and non-verbal components in the functioning of social intelligence. Studies have revealed the independence the verbal part of general intelligence and social intelligence (J. Wedeck). That is, the high level of verbal intelligence does not always cause and does not always affect the high level of social intelligence. However, studies of psycholinguists (J.W. Pennebaker, D. Slobin, L.S. Vygotsky, A.A. Leontiev) show that success in communication depends significantly on the level of personality's speech activity development, on her speech skills and abilities, and speech competence. Thus, the question of the role of verbal components (in particular, speech experience) in the formation and functioning of social intelligence remains beyond the attention of psychological researchers. This causes us to study the mutual influence of speech experience and social intelligence of the primary school age children.

### **1. Speech experience of the primary school age children**

Theoretical analysis of the speech development problems demonstrates the lack of joint and common approach to the problem. Despite considerable research attention to the problem of speech development as the A.A. Leontiev says, "... there is still no developed theory of controlled and conscious speech, although the creation of such theory would have great importance for the improvement of teaching reading and writing, native and foreign language"<sup>3</sup>. Thus, the theory and

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<sup>3</sup> Леонтьев А. А. Основы психолингвистики: научн. пособие. 3-е изд. М. : Смысл; СПб : Лань, 2003. 287 с.

practice of education have needed to study the psychological patterns of children's speech development from new methodological positions. In our opinion, the solution of this problem is possible using the research of speech experience: studying the structure, identification of functional features and dynamics of the structural elements of the speech experience.

The main task and problem of the modern researchers of speech, in our opinion, is to determine – what exactly is the speech development of children of primary school age. Is it the accumulation and organization of language units, or is it improving of speech activity, or is it taking the speech competency? Analysis of theoretical literature and practice of the children speech development leads us to believe that all the above phenomena that describe the complex mechanism of human speech, are the units of a higher order. Thus, we come to the idea of speech experience, which we see as individual speech system, which enables the speech mastering of the world. Speech experience is a system in the psyche of the individual, which is the process of processing and ordering the results of speech mastering of the world. Personality's language view of the world, speech competency and speech culture are the products of such mastering. Analysis of speech development from the standpoint of child's speech experience allows describing its structure as a system of interconnected functional elements. This allows splitting the process of speech development for constituents that determine its dynamic and analyze each of them separately.

Our theoretical model of personality's speech experience, built on the basis of the structural-functional approach, allows us to clearly identify the parameters of its structure<sup>4</sup> The speech experience is considered as a system, which is a set of elements that are in relationships and interconnections between themselves and form a certain integrity, which ensures the personality's speech mastering of the world. Proceeding from the structural – functional principle and two complementary functions that ensure the integral functioning of the system, we have identified and empirically studied the structure of the speech experience, which we consider as a synthesis of internal and external structures. The function of the internal structure is the

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<sup>4</sup> Орап М. О. Психологія мовленнєвого досвіду особистості: монографія. Тернопіль: «Підручники і посібники», 2014. 480 с.

consolidation, organization and systematization the results of speech mastering of the world by means of speech ability, speech capabilities, speech competence and speech activity. The external structure is aimed at mediating the speech mastering of the world on the basis of the verbal picture of the world, speech competency and speech culture (Orap, 2014).

Physiological precondition of the speech experience is speech ability. Speech capabilities cause the individual expression of personality's speech ability and formation of speech competence and activity. Learning of language skills and knowledge of the language creates personality's individual set of language and speech knowledge that combined in speech competence. This language means and manner of speech are forming and formulated thought that is the central link of the speech activity. Thus, the structure of the child's speech experience presented by the speech ability, speech capabilities, speech competence and speech activity. In this aspect speech ability determines the potential possibility of speech activity; speech capabilities determine the individuality in mastering the knowledge of speech (speech competence) and formation of speech skills (speech activity).

In order to verify the theoretical model, we performed an empirical study of interrelations between these elements of speech experience. Diagnostic testing of the internal structure of speech experience was covered 291 child of primary school age. Speech experience studied as an experience of mastering the world using their native language. So the sample group have been formed of children whose native language of everyday communication is Ukrainian.

The results of our comprehensive empirical study were quantitatively and qualitatively processed. Each element of the internal structure of the speech experience – speech ability, speech capabilities, speech competence and speech activity – were diagnosed by allocated indicators. We expect that the qualitative and quantitative peculiarities of structural elements are conditioned by structural and functional features of the interrelations between their constituents. Certain level of regulation of structural and functional interrelations between components of structural elements understood as “level of system organization”.

The level of ordering components of the internal structure of the speech experience determines the success of diagnostic techniques, and generally high rates of diagnosis. Thus, the results of empirical research

would be described more exactly by definition "level of organization" and not "level of development" (as the patterns of speech experience genesis and its development has not investigated). Therefore, each structural element is described by a certain level of organization – the higher the level of interaction between components – the higher level of the organization means the higher efficiency of personality's speech mastering of the world. Provides that a high degree of structural differentiation and integration (that means – organization) ensure the effective functioning the elements of speech experience.

**I. *Speech ability.*** We studied speech ability through the diagnostic indicators and contained six techniques that were diagnosed: 1) language and speech disorders, 2) understanding relationships between words, 3) understanding of verbal material, 4) logical characteristics of associative reactions, 5) perception and understanding of speech, 6) willingness to produce speech. Determining the level of each indicator speech given ability to determine the general level of speech ability as an overall results indicator. So, a high level of speech ability was diagnosed in 24,74% of respondents, average – 53,61%, the lowest – in 21,65% of respondents. Determining the overall level of speech ability made it possible to compare the value of each empirical referent in the structure of the speech ability. The results of all diagnostic techniques show positive correlation with general level of speech ability, lack of speech disorders ( $r = 0,567$ ), understanding relationships between words ( $r = 0,534$ ), understanding verbal material ( $r = 0,576$ ), characteristics associative responses ( $r = 0,517$ ), perception and understanding of the expression ( $r = 0,506$ ), ready to produce expression ( $r = 0,440$ ). There is a situation where all diagnostic indicators of speech ability show almost the same indicators of statistically significant positive correlation with the general level of speech ability. This suggests that all emphasized elements of speech ability have equally influence to formation the capacity for speech.

**II. *Speech competence.*** Empirical referents of speech competence were defined: 1) the level of operational knowledge; 2) understanding language patterns (implicit knowledge); 3) perception and understanding of speech patterns; 4) the level of language proficiency and 5) correct vocabulary (declarative explicit knowledge); 6) knowledge of rules of the use of language units and 7) arbitrary speech (procedural knowledge). The general level of speech competence was determined by

levels: medium group rate (M) = 13,021, high levels defined within: 16-20 points; the average – 11-15 points, low – 10-6 points. This allowed determining the level of speech competence. Analysis of levels of speech competence showed that the highest percentage of respondents characterized by average – 58,76%, 18,56% have found a high level and 20,62% – a low level of speech competence. All empirical referents have statistically significant correlation coefficients with the general level of speech competence, level of speech-and-thinking operations ( $r = 0,556$ ), understanding speech patterns ( $r = 0,499$ ), perception and understanding of speech patterns ( $r = 0,499$ ), the level of language skills ( $r = 0,653$ ), vocabulary accuracy ( $r = 0,546$ ), knowledge of the rules of use of speech units ( $r = 0,603$ ), the arbitrariness of speech ( $r = 0,518$ ). As the qualitative analysis of correlations between some indicators of speech competence, the most essential to its functioning are: the level of language skills and their accuracy and knowledge of the rules of use of language units and therefore knowledge of the rules of speech material operations. Thus, speech competence children of primary school age functions as interrelated structure of operational, implicit and explicit knowledge.

**III. *Speech capabilities.*** Speech capabilities were studied through diagnosis: 1) the level of verbal thinking, 2) originality of the images, 3) semantic flexibility 4) plasticity of speech, 5) verbal creativity 6) divergent productivity on verbal material, 7) initiative in speech activity. Transfer the diagnostic techniques results in points gives us the general level of speech capabilities: medium group rate M = 10,360; high level: 13-18 points; the average, 9-12 points; low: 3-8 points. Analysis of the general level of skills of speech shows that the largest percentage of respondents characterized by average – 52,58% level. High levels observed in 22,68% and the lowest – in 24,74% of the respondents. Statistically significant correlations was founded between indicators of the general level of speech capabilities and semantic flexibility ( $r = 0,529$ ), verbal creativity ( $r = 0,450$ ), divergent productivity ( $r = 0,501$ ) and plasticity of speech ( $r = 0,517$ ). Thus, the prerequisites for the development of speech capabilities are the ability of a child to words free operating according to more adequately reflect the intellectual content and the ability to solve intellectual-speech problem in different ways, with different language means selection. The least



influence to the general level of speech capabilities was showed by initiative in speech activity ( $r = 0,326$ ).

**IV. *Speech activity.*** The level of speech activity was studied by diagnosis: 1) the number of motives communication, 2) analysis of the precision of speech skills, 3) the rate of writing, 4) the level of speech facilities, 5) the level of allocation of essential features of meanings, 6) level of integration of meanings (characteristic grammatical associative reactions), 7) the level of understanding of metaphorical words, 8) features a frame, 9) features the script. The general level of speech activity is determined by means of conversion the marks into balls and levels: medium group rate (M) = 17,113, high: 20-26 points; the average: 15-19 points; low: 8-14 points. Accordingly, revealed that 24.74% of children characterized by a high level of speech activity, 53,61% – average and 21,65 – a low level of speech activity. Qualitative analysis the results of correlation analysis revealed the most significant components for the functioning of speech experience. We analyzed the correlation between the indicators of the level of speech activity and its empirical referents. Its shows that the leading role in functioning of the speech activity belongs to the operational components – level of accuracy ( $r = 0,583$ ) and fastness ( $r = 0,522$ ) of speech skills. In addition, confirmed the conclusion by L.S.Vygotsky that speech development is the process of generalization the meanings. Important role in the functioning of speech activity have exactly operations with meanings – the allocation of essential features ( $r = 0,542$ ) and ordering a representative structures of the script ( $r = 0,509$ ) and frame ( $r = 0,469$ ).

The analysis of correlations between the levels of organization the elements of the internal structure of the speech experience of children of primary school age demonstrates the presence of statistically significant (for accepted significance level  $p < 0,001$ ) correlations between all defined elements. This means that between all elements of the structure are interconnections and interdependence: one element changes cause changes in other elements. That gives grounds to assert that the internal structure of speech experience is functioning on the systematic principles.

Qualitative analysis of correlations between the levels of the elements of the internal structure demonstrates its homogeneity and uniformity. For existing statistically significant relationships between all elements, differences in coefficient of correlation is not statistically

significant, which does not allow us to speak about the dominance and leadership role of some specific connections.

This allows us to predict that the internal structure of the speech experience of children of primary school age functions as undifferentiated and close cooperation between all the elements themselves, without a clear separation of some structural elements. Differences in the correlation coefficient between the indicators of the internal structure of speech experiences of children of primary school age are insignificant. Thus, the structure is not yet quite clear and not hierarchically ordered. In other words, the speech experience is not yet active means of mastering of the world, but is a means of studying the world. In this aspect prevails function of thoughts forming and formulating, intellectual function of speech experience. Comparison the significance of correlation shows the homogeneity of the structure. However, was detected a slight, but the prevalence of the importance of correlations between the speech ability and speech competence ( $r = 0,518$ ) and between speech capabilities and speech activity ( $r = 0,505$ ), suggesting a trend to a hierarchy in which speech ability and speech capabilities are lower fundamental level of the speech experience internal structure.

## **2. Social intelligence of the primary school age children**

The analysis of social intelligence researches has shown that one of the main questions is the question of interconnection and interaction between general (academic, abstract, practical) and social intelligence. As E.Z. Ivashkevich notes, in addition to the question of the content of social intelligence, the problem of correlation between social and general intellect, intellectual abilities and capabilities, communicative activity etc, remains unresolved<sup>5</sup>. In this question, based on the scientific literature analysis, we have identified three main approaches. First, social intelligence is seen as a kind of general intelligence (H. Eysenck, H. Gardner, R. Sternberg, D. Wechsler). The general common idea of these researches is about social intelligence as a part of general that show up in the situations of social interaction or in the social life at all.

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<sup>5</sup> Івашкевич Е. З. Соціальний інтелект педагога : монографія. К.: Принт-Хауз, 2017. 532 с.

The second direction studying social intelligence as separate form of intelligence that aims at personality's adaptation in society and solving life problems. According to E. Thorndike, J. Guilford, M.I. Bobneva and other, social intelligence is not a part of general intelligence and is not related to it. Researches by J. Guilford and M. Sallivan, M. Ford, L. Braun, R.L. Selman have shown that the level of social intelligence differs from the academic one, but there is a potential interconnection between them. Further in the studies of J. Wedeck (1947), it was proved that the social intelligence does not significantly correlate with the development of general intelligence and space representations. It should be emphasized that in the studies of J. Guilford social intelligence did not significantly correlate with the development of general intelligence, the ability to visualize and the originality of thinking.

In the third approach social intelligence is represented as based on personal characteristics and levels of self-awareness integral ability to communicate (N. Cantor, J. Kihlstrom, V.M. Kunitsina). The emphasis is on the communicative orientation of social intelligence and is therefore aimed at measuring personal characteristics that correlate with the parameters of social competence<sup>6</sup>. Such researches are very close to the problems of social interaction, communication and some kinds of knowledge, skills and abilities that enable its functioning.

If we turn to the definition of intelligence as "the cognitive ability to all levels of reflection, prediction and rational transformation of reality, as penetrating all spheres of personal life of a person and the activities of the subject of knowledge"<sup>7</sup>, the most appropriate is the consideration of social intelligence as a cognitive ability to reflect, predict and appropriate transformation of circumstances, subjects and content of social interaction. Thus, we define social intelligence as an ability that arises on the basis of a complex of intellectual, personal, communicative and behavioral features that predict the development of interpersonal situations, the interpretation of information and behavior, readiness for social interaction and decision-making. All phenomena analyzed above (social knowledge, skills, abilities,

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<sup>6</sup> Cantor N. Personality and social intelligence/ N. Cantor, J.F. Kihlstrom. – NJ Prentice-Hall, 1987. 200 p.

<sup>7</sup> Засекіна Л. В. Структурно-функціональна організація інтелекту : монографія . Острого : Вид-во Нац. ун-ту «Острозька академія», 2005. 370 с.

competence, ability, etc.) in this case, are considered as a predictors of successful functioning of the social intelligence. That is why we accept and share the opinion of A.A. Melnyk that research of ontogenesis of social intelligence should be conducted using the psychometric direction, within the definition of criteria and indicators of development of social intelligence<sup>8</sup>.

This determines the necessity of creating the integrated program of empirical research of social intelligence of the primary school age children. The solution of this task required, first, the definition of empirical referents (diagnostic indicators) of the structure of social intelligence, taking into account age characteristics in accordance with the proposed theoretical model, and secondly, the selection, creation and theoretical justification of a set of diagnostic techniques that allow us to examine the structural- functional features of social intelligence. The theoretical model of organization social intelligence, built on the principles of structural-functional approach, allows us to clearly identify the structural elements: 1) emotional intelligence, 2) social-perceptive anticipation, 3) the success of social interaction.

**1. Emotional intelligence** is considered by psychologists in the general sense as the ability to recognize their own emotions and feelings, as well as emotions and feelings of other people; and apply this information to manage their own thoughts and actions. Nowadays in Ukraine studying the problem of general conceptualization this phenomenon, selection its functions (E.L. Nosenko), emotional intelligence as a main determinant of internal freedom of the individual (G.I. Berezyuk) and the indicator of its holistic development (O.V. Filatova). Psychologists have proved the possibility and prerequisites for a specially organized formation of emotional intelligence (I.M. Andreyev, T.A. Berezovsky, O.A. Miloslavskaya, A.M. Pankratova,). In study by O.V. Grib was found positive correlations of social and emotional intelligence with the greatest load on the indicator "empathy"<sup>9</sup>. This is confirmed that emotional intelligence is the main construct of social intelligence. From this point

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<sup>8</sup> Мельник А. А. Особливості прояву складових соціального інтелекту дітей шкільного віку. *Вісник Харківського національного університету ім. В.Н. Каразіна. Серія Психологія*. 2011. № 959. Вип. 46. С. 109-113.

<sup>9</sup> Грив Е.В. К вопросу о соотношении социального и других видов интеллекта. *Историческая и социально-образовательная мысль*. Том 9. № 1/1, 2017. С. 58-71.

of view it is logical to agree with the opinion of D.V. Lyusin, who divides the emotional intelligence into interpersonal (that is, social) and intrapersonal (that is, emotional)<sup>10</sup>. Therefore, that part of the emotional intelligence, which is aimed at understanding and so-feeling of other people's emotions (that is, empathy) plays a leading role in the development of social intelligence<sup>11</sup>.

In modern psychological literature concept "empathy" meets a wide range of definitions through "empathy interaction", "empathy reaction", "empathy abilities" and synonyms ("altruism", "prosocial behavior", "social sensitivity"). Empathy, like any emotional phenomenon undergoes development. There are two consecutive evolving forms of empathy in ontogenesis – empathy as 1) compassion (conscious response to a real life situation) and 2) situational impulsive way of reacting to distress of another people. The younger school age is characterized as a qualitatively new stage in the child's life, which radically changes social status and system of social relations in a whole. This leads to forming new means and methods of child's social interaction, rebuilding the whole system of social contacts. The beginning of systematic education changes the system of social experience in direction of its normalization, alignment with the rules and intensive enrichment of the content. Thus, empathy at the junior school age determines the level of adequacy of understanding of others and their own emotions, which at this age forms the basis for forming of emotional intelligence<sup>12</sup>. Therefore, we allow that the indicator of emotional intelligence at the junior school age is the level of development of empathy can be diagnosed by the "Method of express diagnosis of empathy I.M. Yusupov".

**2. *Social-perceptual anticipation.*** As a result of analysis the content of "social intelligence" given by different authors we came to the conclusion that the specific characteristic that describes the reality of social intelligence itself (not social competence, social adaptability,

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<sup>10</sup> Люсин Д.В., Ушаков Д.В., Социальный интеллект: теория, измерение, исследования: монография. М.Изд-во «Институт психологии РАН», 2004. 176 с.

<sup>11</sup> Журавльова Л.П. Психологія емпатії: монографія. Житомир: Вид-во ЖДУ ім. І Франка, 2007. 327 с.

<sup>12</sup> Ковалевская А.В. Опыт психологического исследования феномена эмпатии у младших школьников 9-11 лет. Психология. 2005. № 2. С. 31-37.

social interaction skills, etc.) is precisely precognition – prediction of deploying a script and effects of social events. G. Allport said that the main component and condition for successful functioning of social intelligence is the ability to anticipate the effects of social interaction. In J. Guilford's test the idea of forecasting the possible effects of interaction is one of the main criterion of social intelligence. Nowadays approaches to the problem of anticipation are analyzed in detail by O.V. Romanenko (Romanenko, 2015), based on which we define the social-perceptual anticipation (by the level of mental reflection) by generic notions regarding prediction. In the research by I.G. Batrachenko emphasizes that anticipation as a specific ability is a complete formation, which has in its composition some subsystems. The main role in social and ontogenetic development of human anticipation belongs to cultural factors, which influence is reversed by individual peculiarities and social functions of a person. Individual human ability to anticipate is closely related to societal and social anticipation<sup>13</sup>. The author has shown that the process of anticipation moves from cognitive reflection, through emotional and volitional attitude, to the formation before the installation, which pass into the action.

In school child makes a new step in the development of perception, prediction and planning. School education arranges children by social orientations in space and time (P.P. Blonsky, L.O. Regush, O.Ya. Ponomariov), that is the preconditions for the development of socio-psychological anticipation. In primary school age social-perceptual anticipation develops in the direction of improving the child's ability to understand the logic of deployment of events and, at the same time, to improve the ability to prediction the effects of social interaction, which are determined the indicators of its development. The most adequate test for the diagnosis of these indicators of development the social-perceptual anticipation at the primary school age we suggest the sub-test "History with Completion" of the social intelligence test by J. Guilford (diagnostics of understandin the logic of deployment of events) and subchasses "Accusation" of the S. Rosenzweig method of studying the frustrating

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<sup>13</sup> Батраченко І. Г. Психологія розвитку антиципації людини : монографія. Д. : Вид-во ДНУ ім. О. Гончара, 1996. 204 с.

reactions. J. Guilford's test built on the basis of illustrations, comics and measures the factor of knowledge the results of behavior, that is, the ability to predict the consequences of the behavior in a particular situation, prediction of the logic of the deployment of events and the completion of the situation.

**3. Social interaction.** Communication with other children plays an important role at the primary school age. Skills of social interaction with a group of peers and the ability to make friends are one of the most important tasks for the child's development at this age. It makes self-esteem more adequate and helps to socialize children in the new environment<sup>14</sup>. In the primary school age friendship is becoming socio-psychological phenomenon with individual-deep interpersonal relationships of children<sup>15</sup>. Communication becomes a special school of social relations. Exactly in self-contained communication children discovered and opened a various styles of possible building relationships<sup>16</sup>. The study of peculiarities the social interaction among children of primary school age gives grounds to assert that the level of development of speech experience significantly influences the level and activity of social interaction in this age period. In many causes successful social relations at this age depend from child's speech competence – how correctly compose sentences, how clearly he/she can formulated thoughts and choose the right words. So we consider it necessary to include in the diagnostic program the indicator of determining the adequacy of the statement in situations of social interaction. That's why we decided to diagnostic the level of social interaction through evaluation the level of adequate of verbal reactions in different social situations by our author methods<sup>17</sup>. Collectively the programme of empirical studies children's social intelligence is presented at the Table 1 above.

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<sup>14</sup> Ляховець Л.О. Вікові особливості становлення соціального інтелекту. *Вісник Чернігівського національного педагогічного університету*. 2015. № 126. С. 102-106.

<sup>15</sup> Мельник А. А. Особливості прояву складових соціального інтелекту дітей шкільного віку. *Вісник Харківського національного університету ім. В.Н. Каразіна. Серія Психологія*. 2011. № 959. Вип. 46. С. 109-113.

<sup>16</sup> Драган А. О. Розвиток міжособистісних відносин дітей молодшого шкільного віку. *Науковий вісник Миколаївського національного університету імені В. О. Сухомлинського*. Серія : Педагогічні науки. 2015. № 1. С. 117-121.

<sup>17</sup> Орап М. О. Психологія мовленнєвого досвіду особистості: монографія. Тернопіль: «Підручники і посібники», 2014. 480 с.

Table 1

**The programme of empirical studies social intelligence  
of the primary school age children**

<i>Elements of social intelligence structure</i>	<i>Indicators</i>	<i>Diagnostic methods</i>
Emotional intelligence	Empathy	Method of express diagnosis of empathy (I.M. Yusupov).
Social-perceptual anticipation	Understanding the logic of deployment the situations	Sub-test "History with Completion"; Social Intelligence Test (J.Guilford).
	Prediction the results of social interaction	Subchasses "Accusation"; Test of the frustrating reactions (S.Rosenzweig).
Social interaction	Adequacy of statement in situation of social interaction	Author methods evaluation the level of speech experience social adequacy.

**3. The role of speech experience in the development  
of social intelligence of the primary school age children**

In order to test the theoretical considerations, we carried out a pilot empirical study aimed at revealing the relationship between the level of development of social intelligence and the speech experience of primary school age children. The sample consisted of children (n = 116), pupils of schools, town Ternopil, average age – 9 years. The respondents were diagnosed with indicators of social intelligence and components of speech experience. The respondents were diagnosed according to the complex methodology presented above.

To analyze the results, a correlation analysis of indicators the level of development of social intelligence and speech experience was used. Correlation analysis allowed to state that the level of development of speech of children of the junior school age is interrelated with the development of social intelligence. There were statistically significant positive correlations between the indicators of structural elements the internal structure of speech experience (speech ability, speech



capabilities, speech competence, speech activity) and the components of the structure of social intelligence, as shown in Table 2.

Table 2

**Correlation between the indicators of the speech experience and the social intelligence**

	Emotional intelligence	Social-perceptual anticipation	Social interaction
Speech ability	0,401**	0,398**	<b>0,402***</b>
Speech competence	<b>0,478***</b>	0,379**	<b>0,605***</b>
Speech capabilities	<b>0,541***</b>	<b>0,498***</b>	0,284*
Speech activity	0,363**	<b>0,561***</b>	<b>0,618***</b>

Note: \* —  $p < 0,05$ ; \*\* —  $p < 0,01$ ; \*\*\* —  $p < 0,001$ .

The analysis of the correlation relations between the levels of organization of the elements the internal structure of speech experience of primary school age children demonstrates the presence of statistically significant interrelationship between almost all determined elements (at the level of significance  $p < 0,01$  and  $p < 0,001$ ). This means that there are interconnections and interdependencies between elements: changes to one element cause changes to other elements. The closest connection is observed between the indicators of speech activity and social interaction ( $r = 0,618$ ); and between speech competence and social interaction ( $r = 0,605$ ), as well as between speech activity and social-perceptual anticipation ( $r = 0,576$ ). This allows us to say that really successful social interaction involve with speech activity. But this speech activity does not connect with emotional intelligence ( $r = 0,363$ ). This is very interesting and important conclusion. That means that the primary school age children can feel emotions but can't put it into words. This conclusion is important both for practical and theoretical studies – we have to teach children of primary school age to verbalize their emotions and feelings.

Speech capabilities do not affect the success of social interaction ( $r = 0,284$ ). That is, speech capabilities are always original, unique and unique speech statements. Those who, in the context of communication between children of primary school age, do not always contribute to mutual understanding. In this age period, the preference is given to a

well-established, standard, understandable statements. However, children with speech capabilities have a much range of vocabulary of words to notification emotions and use them skillfully, which explains the high correlation between speech capabilities and emotional intelligence ( $r = 0,541$ ).

The next task of our study was to identify the mutual relations and the impact of social intelligence and speech experience in general. Is there a high level of social intelligence related with a high level of speech experience? Or, maybe, the level of speech experience does not affect the functioning of social interaction abilities at all?

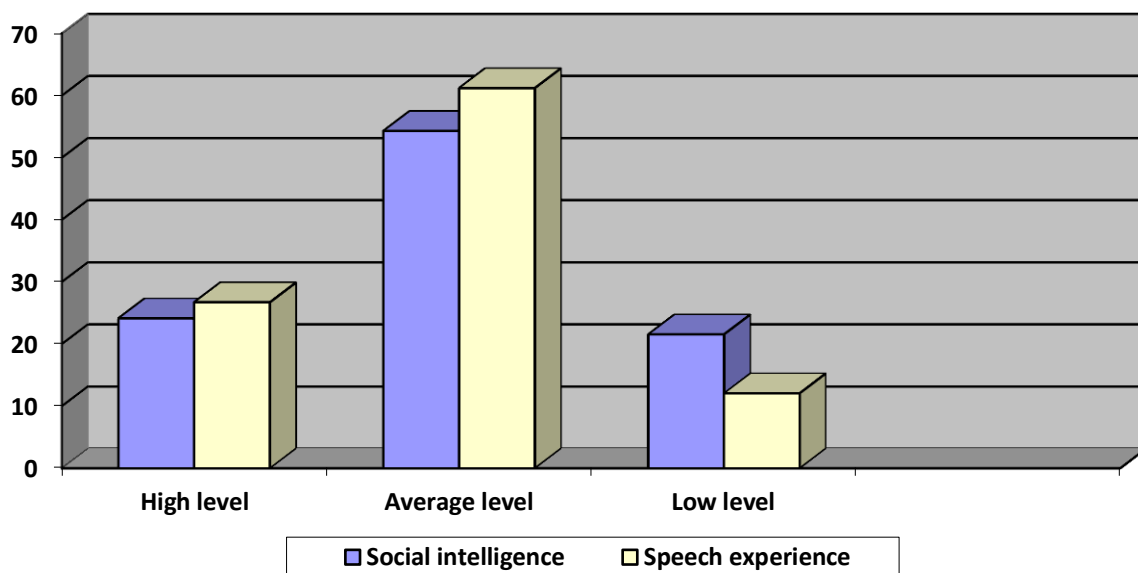
The logic of empirical research involved the differentiation respondents into groups according to the level of development of social intelligence. Determination of the level of each indicator had made it possible to determine the general level of social intelligence as an overall results indicator. The general level of social intelligence is determined by means of conversion the marks into balls and levels: medium group rate (M) = 17,113, so high: 20-26 points; the average: 15-19 points; low: 8-14 points. Accordingly, revealed that 24,14% of children characterized by a high level of social intelligence, 54,31% – average and 21,55% – a low level of social intelligence. Such counting was done with the results of diagnostic the level of organization the speech experience. So, high level of speech experience had 26,72% respondents, average – 61,21% and low level – 12,07% of respondents. Figure 1 presents the proportion of the levels, classified by categories “social intelligence” and “speech experience”.

These diagram shows that in generally level of speech activity is higher than social intelligence. That is children of primary school age can express their thoughts better than organize and predict social interaction.

Significant correlations between the general level of organization the speech experience and the general level of development the social intelligence have been shown in Table 3.

We can see that almost all performance of social intelligence and speech experience have statistically significant correlations. That demonstrates the close connection between children’s speech and social abilities. The qualitative analysis of children's responses give us interesting conclusions. The high level of organization the speech experience does not always determine the success of predicting the most

adequate scenario of the development of events in the social situation. A group of respondents with an average level of speech experience found a higher correlation with the ability to determine the sequence of events logic ( $r = 0.624$ ), we explain this with some impulsiveness of responses of children with "fast" speech.



**Fig. 1. Proportion of respondents, classified by level of development social intelligence and speech experience**

Table 3

**Correlation between the indicators of the general level of development the speech experience (SE) and the level of development the social intelligence (SI)**

	High level SI	Average level SI	Low level SI
High level SE	0,373**	<b>0,501***</b>	0,295*
Average level SE	<b>0,624***</b>	<b>0,434***</b>	<b>0,461***</b>
Low level SE	0,391**	<b>0,535***</b>	<b>0,618***</b>

Note: \* —  $p < 0,05$ ; \*\* —  $p < 0,01$ ; \*\*\* —  $p < 0,001$ .

## CONCLUSIONS

The development of the structural elements of the speech experience internal structure enable implementation of child's speech

interaction with the world and determines qualitative and quantitative expression characteristics of the internal structure in the external structure. According to the proposed structural model child's speech development is in changing the relationships between the structural elements of internal and external structures of speech experience: its organizing and hierarchy.

Our research answered the discussion in the scientific literature about the influence / independence the personality's verbal system and his social intelligence. The results of the study show that primary school age children have a close connection between all the elements of the internal structure of speech experience and elements of social intelligence. In addition, the general level of development the speech experience is significantly interrelated with the general level of development the social intelligence. This proves the hypothesis that social intelligence is built and functioning on the basis of the system of personality's speech experience.

### **SUMMARY**

The article provides the results of theoretical and empirical research the relationship between development of social intelligence and speech experience of primary school age children. In the article describes the importance and main directions of studies the concept "social intelligence" in scientific psychological literature. The author's model of speech experience presented. It is shown that functioning of speech experience is provided by internal structure (speech ability, speech competence, speech capabilities, speech activity). The peculiarities of development of social intelligence at the primary school age are revealed, structural components, indicators and diagnostic tools for empirical research of each element of social intelligence are defined.

The analysis of empirical data the level of organization of the speech experience's internal structure is given. The study identified statistically proven correlation between the level of social intelligence and speech experience. This proves that social intelligence in the primary school age development in close interrelationship with speech experience.

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## **THE RESEARCH OF THE PARAMETERS, PROPERTIES AND TYPES OF SOCIAL EXPECTATIONS OF STUDENT YOUTH**

**Popovych I. S.**

### **INTRODUCTION**

Student youth is a socially differentiated socio-demographic community that combines peculiar psycho-physiological, socio-psychological, cultural and educational dimensions that provide biosocial maturation to achieve social subjective activity. The social environment, in which the social subjective activity of student youth is carried out, is a combination of a number of conditions in which they obtain profession, gain social experience, master norms and rules of professional behaviour, social values, primary professionalization, and other important life tasks.

Entry into independent life is perhaps the most important and one of the most responsible steps of a person in life. The achievement of social subjective activity combines social and personal self-determination, which includes: identification of his/her own personality and place in the adult world. The period from 18 to 23 years old is considered as late adolescence or early maturity and is characterized by substantial mental growth. These include the rapid development of intellectual functions and the stabilization of world outlooks. The young person at this age is characterized by all-or-nothing thinking and convergent thinking, statements, and evaluations. In part, his/her communication and interaction are accompanied by confrontations with adults, ignoring their advice, experience, guidance, unrealized social expectations and hopes. The social expectations that accompany these processes and overwhelm this extremely diverse and changeable period of student life are important regulators of their behaviour.

The research of the social expectations of student youth requires us to outline the semantic psychological parameters, properties of the socio-psychological phenomenon and selection of key types of social expectations of students, which will allow for a better understanding of the representatives of this age. It is known that the desire to split achievements into types provides for any scientific research

systematization, streamlining and multiplies the knowledge gained. Our empirical study outlines one of the options for studying the types of social expectations of student youth.

*Hypothesis.* We assume that the received scientific facts about the parameters, properties and types of social expectations of student youth are important socio-psychological knowledge that makes a scientific contribution to the investigated phenomenon; the application of the results obtained will facilitate the effective organization of work with student youth.

*Purpose* is to define psychological content parameters and properties of social expectations of student youth; to investigate types of social expectations by cluster analysis; outline the socio-psychological content of the investigated phenomenon.

## **MATERIAL & METHODS**

*Participants.* The study was attended by students of the second-fourth years of study at the higher educational establishments of Ukraine: Kherson State University (KSU), numbering 245 persons (40.56%); Kherson National Technical University (KNTU), numbering 123 persons (20.37%); Kremenets Regional Humanitarian and Pedagogical Academy named after Taras Shevchenko, numbering 130 (21.52%); Volodymyr Vynnychenko Central Ukrainian State Pedagogical University (CSPU named after V. Vynnychenko), numbering 106 persons (17.55%). The total sample population was 604 persons. The average age of sample was 20.4 years (SD = 0.9, range 18-28 years). The sample was 68.21% women and 31.79% men.

The research is conducted according to ethical standards of committee on the rights of experiments of Helsinki declaration<sup>1</sup>.

*Organization of research.* An empirical cut was made during September 2017 and January 2019. The empirical research received permission and recommendations from the administrations of the faculties of universities.

*Procedures and instruments.* Tests with standardized questionnaires were used to measure the research parameters of the

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<sup>1</sup> WMA Declaration of Helsinki. *Ethical Principles for Medical Research Involving Human Subjects*. URL: <http://www.wma.net/es/30publications/10policies/b3/17c.pdf>



students. The questionnaire “Level of social expectations” (LSE)<sup>2</sup>: the level of social expectations of personality (LSE<sub>p</sub>), the level of awareness of the expected events (LAE<sub>p</sub>), the level of the expected attitude towards the participants of interpersonal interaction (LEA<sub>p</sub>), the level of the expected performance (LEP<sub>p</sub>). The questionnaire “Level of subjective control” (“LSC”)<sup>3</sup>: general internality (GI), internality in the area of achievements (IA), internality in the area of failures (IF), internality in relationships (IR), internality in the area of labor relations (ILR), internality concerning health and illness (IHI). “Purpose in Life Test” (“PIL”)<sup>4</sup>: life goals (LG), process (P), result (R), locus of control – Self (LCS), locus of control – life (LCL), general awareness of life (GAL). The questionnaire “The level of aspirations of personality” (“LAP”)<sup>5</sup>: internal motif (IM), cognitive motif (CM), avoidance motif (AM), the motif of competition (MC), the motif of changing activity (MCA), the motif of self-respect (MS), the significance of results (SR), task complexity (TC), volitional effort (VE), estimation of the level of the achieved results (ELAR), estimation of personal potential (EPP), the projected level of mobilizing efforts (PLME), the expected level of results (ELR), regularity of results (RR), initiative (I).

The responses were evaluated by means of the bipolar semantic differential scale, its value was within the range of -3 (absolutely disagree) and +3 (absolutely agree). The indexes of reliability, obtained by means of Cronbach’s alpha, were:  $\alpha_{LSE} = .821$ ;  $\alpha_{LSC} = .791$ ;  $\alpha_{PIL} = .867$ ;  $\alpha_{LAP} = .721$ . The sociometric method “Expectometry”<sup>6</sup>: the coefficient of expectations (CE), expectometric status (ES), the level of adequacy of self-expectations (LS), the coefficient of reciprocally expected choices (CC) – the reliability coefficient obtained by means of

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<sup>2</sup> Попович І. С. Психологія соціальних очікувань особистості: автореф. дис. ... д-ра психол. наук : 19.00.05. Сєвєродонецьк, 2017. 40 с.

<sup>3</sup> Rotter J. Generalized expectancies for internal versus external control of reinforcement. *Psychological Monographs: General and Applied*, 80(1), 1966. P. 1–28. – URL : <http://dx.doi.org/10.1037/h0092976>

<sup>4</sup> Леонтьев Д. А. Тест смысло-жизненных ориентаций (СЖО). 2-е изд. М., 2000. 18 с.

<sup>5</sup> Психологическая диагностика. Методология: уровень притязаний личности. *Methodology: the level of personality claims*. – URL : [\\_https://sites.google.com/site/test300m/16pfa](https://sites.google.com/site/test300m/16pfa)

<sup>6</sup> Попович І. С. Психологія соціальних очікувань особистості : автореф. дис. ... д-ра психол. наук : 19.00.05. Сєвєродонецьк, 2017. 40 с.

Cronbach's alpha statistics was  $\alpha = .727$ . The methods "Expected situation"<sup>7</sup> and "Realization of expectations"<sup>8</sup> were used to determine the characteristics of social expectations: internality/externality ( $IE_p$ ), activeness/passiveness ( $AP_p$ ), openness/closeness ( $OC_p$ ), adequacy/inadequacy ( $AI_p$ ). The dichotomous scale was used, Cronbach's alpha was  $\alpha = .843$ . The indexes of reliability of the methods used and the tests of Cronbach's alpha were within sufficient (.7) and high levels (.9).

*Statistical analysis.* Statistical processing of empirical data and graphical presentation of the results were performed by means of statistical programs "SPSS" v. 23.0 or the other name PASW (Predictive Analytics SoftWare) Statistics and "MS Excel". Spearman's correlation coefficients ( $r_s$ ) were used to find and determine the correlation between the indexes obtained. The validation of the parameters of the normal distribution was done by means of a one-sample criterion of Kolmogorov-Smirnov  $\lambda$ . To determine the homogeneity of empirical data, factor analysis was used. The determination of the types of social expectations of student youth was carried out by cluster analysis using the  $k$ -means. Arithmetic mean value of minimum (min), maximum (max), parameters (M) and mean-square deviation (SD) were calculated. The differences between the values of the variables at the level  $p \leq .05$  are considered statistically significant.

## RESULTS OF RESEARCH

### 1. Research of psychological content parameters and properties of social expectations of student youth

At the initial stage of the empirical study, using the above-mentioned test standardized methods, the content parameters of social expectations of students were determined. The obtained results of the studied parameters were estimated, based on the scale of minimum (min), maximum (max), arithmetic mean (M) and square deviation (SD), which are presented in Table 1.

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<sup>7</sup> Попович І. С. Психологія соціальних очікувань особистості : автореф. дис. ... д-ра психол. наук : 19.00.05. Северодонецьк, 2017. 40 с.

<sup>8</sup> Там само.

Table 1

**Values of scales of the studied parameters  
of social expectations of students (n=604)**

<b>Scale</b>	<b>Minimum, min</b>	<b>Maximum, max</b>	<b>Arithmetic mean, M</b>	<b>Mean-square deviation, SD</b>
<i>“LSE”</i>				
LSE <sub>p</sub>	43.00	92.00	68.65	12.22
LAE <sub>p</sub>	11.00	23.00	18.48	3.29
LEA <sub>p</sub>	11.00	18.00	13.72	1.79
LEP <sub>p</sub>	20.00	52.00	35.69	8.49
<i>“LSC”</i>				
GI	135.00	249.00	198.13	21.65
IA	27.00	69.00	53.69	7.79
IF	19.00	72.00	48.81	8.49
IR	20.00	55.00	38.65	6.79
ILR	25.00	52.00	35.64	5.29
IHI	6.00	28.00	19.12	4.67
<i>“PIL”</i>				
LG	13.00	41.00	32.33	7.05
P	12.00	41.00	30.11	5.04
R	9.00	34.00	25.12	5.13
LCS	8.00	31.00	21.12	4.00
LCL	13.00	41.00	30.10	4.11
GAL	55.00	129.00	103.12	14.18
<i>“LPC”</i>				
IM	5.00	19.00	12.00	2.88
CM	8.00	20.00	14.28	2.66
AM	4.00	19.00	11.52	3.12
MC	5.00	20.00	12.60	2.99
MCA	5.00	22.00	12.04	3.49
MS	8.00	20.00	12.70	3.57
SR	4.00	18.00	8.63	3.15
TC	3.00	19.00	5.88	2.48
VE	5.00	20.00	12.12	3.51
ELAR	4.00	13.00	9.79	2.34
EPP	9.00	19.00	13.23	2.69
PLME	10.00	22.00	13.56	2.42
ELR	4.00	15.00	9.56	2.67

<b>Scale</b>	<b>Minimum, min</b>	<b>Maximum, max</b>	<b>Arithmetic mean, M</b>	<b>Mean-square deviation, SD</b>
RR	6.00	20.00	13.23	2.78
I	10.00	20.00	12.02	2.65
<i>“Expectometry”</i>				
CE	.07	.86	.45	.17
ES	.00	.57	.23	.12
LS	.25	1.25	.72	.24
CC	.00	.33	.10	.07

*Note: min – minimum; max – maximum; M – arithmetic mean; SD – mean-square deviation.*

The next stage of the qualifying study was to carry out the content-analytical methods “Expected Situation” and “Implementation of Expectations”. The method “Expected Situation” provided a concise description of the behaviour of students in the context of solving an actual problem from the educational-professional sphere of the educational process with the help of 8-10 sentences. The socio-psychological interpretation of respondents’ cognitive, emotional value, and connotative features were important in the actual social situation of the educational process, and other situations were not taken into account (n = 604). After completing the assignment, respondents described using their 8-10 sentences the implementation of their expectations, that is, they interpreted the reproduction of social reality. The evaluation of the results is based on the minimum (min), max (max), arithmetic mean (M) and square deviation (SD), which is presented in Table 2.

Table 2

**Arithmetic mean and RMS deviations  
of student social expectations (n=604)**

<b>Scale</b>	<b>Minimum, min</b>	<b>Maximum, max</b>	<b>Arithmetic mean, M</b>	<b>Mean-square deviation, SD</b>
IE <sub>p</sub>	.10	.87	.48	.20
AP <sub>p</sub>	.10	.85	.48	.20
OC <sub>p</sub>	.20	1.10	.72	.23
AI <sub>p</sub>	.20	1.25	.73	.23

*Note: min – minimum; max – maximum; M – arithmetic mean; SD – mean-square deviation.*

The obtained results of content analysis allowed determining the properties of social expectations of student youth. It has been established that the prevailing expectations internality level is 20.11% of students, the state of the externality of expectations – 22.63%, activeness of expectations – 22.03% of students, the state of passiveness of expectations – 24.17%, openness of expectations – 37.13%, mental condition of closeness of expectations – 26.01%, an adequate expectation – in 42.22% and inadequate expectations – in 23.17% of the subjects. There was a manifestation of the polarity of expectations – in 12.1% and there was the ambivalence of expectations – in 2.1%. Expectedly positive correlation of scales was established  $IE_p$  and  $AP_p$  ( $r_s=0.818$ ;  $p<.01$ ). We admit that high indicators of openness of students may be related to the aspiration of the subjects as best possible to outline the expected situation, which respectively affected the quantitative parameters of signs that characterize the future. For example, in the text under study 1, we state the following maximum number of signs characterizing the future: B. C – 13; D. I. – 12 and T. A. – 11 signs. Taking into account the age, content-specific features of the sample, we believe that the results objectively reflect this dimension of the expected social reality and are reliable. The high rates of inadequacy of social expectations of student youth alerted us in some way. We explain this by the fact that the excessive openness of expectations, the desire to get “all at once”, manifestations of all-or-nothing thinking, partly biased, ill-considered position are characteristics of a significant level of inadequacy of expectations of social youth.

We come to conclusion that a strict quantization of texts, the creation of a coding matrix, quantitative and qualitative analysis, the empirical distribution of scales of all levels of the studied parameters, the definition of correlation with the parameters obtained by known techniques, provided reliability, authenticity and validity of the use of content analysis in our study.

We consider a combination of quantitative and qualitative content-analysis and author's technique “Expectometry” (methodology for studying socio-psychological expectations) methodologically grounded. The applied examples of the socio-psychological situation in expectometry were as close as possible to the realities for all student groups that formed a sample population. This allowed predicting the behaviour of participants in the interaction, to investigate social reality,

network of interactions in the contact group. Social reality graphically reproduced through the construction of the structure of the interpersonal relationships of the contact group, the expected network of relationships is reflected. The expected network of interpersonal relationships best reflects social reality and allows you to analyse the dynamics of group life more deeply, to compare real with the predicted events. Comparison of the expected variant and sociometric, that is, real (how the sample population act at this moment), allowed to determine the quantitative characteristics of the expected election that coincided with sociometric, and the number of expectations of their own choice. An important content psychological parameter of studying social expectations of student youth is the level of adequacy of self-expectations. This parameter reflects the important and original content of the investigated phenomenon of personality, aimed at oneself. Self-expectations, self-evaluation, evaluation of actions and behaviour of oneself, evaluation of actions and behaviour of others, the attitude towards oneself and others are the core components of the expected attitude of a person to the others with whom he or she interacts. Self-evaluation has high assimilative ability, in comparison with other factors of social expectations. They are difficult to change, “move” – it is a result of permanent work of social expectations, a qualitative and quantitative indicator of permanent testing acts. Self-evaluation attitude has a regulatory impact on the level of social expectations through the internalization and exteriorization of self-evaluation in various fields of life. It is known that some researchers consider self-evaluation attitude to be the expected attitudes<sup>9</sup>. Internal processes promote the assimilation of external social patterns of behavioural acts, group norms, human relationships and their transformation into internal mental formations, subjective representations, and individual norms<sup>10</sup>. External processes carry out inverse transformations. These two processes are mutually agreed, have high regulatory capacity, and have a cardinal effect on the content and dynamic parameters of self-assessing attitudes, in particular on the level of social expectations. We have found out that it is in this

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<sup>9</sup> Осадько О. Ю. Соціальні очікування учнів щодо педагога-професіонала та рефлексування цих очікувань вчителями. *Українська психологія: сучасний потенціал* : зб. наук. праць: В 3 т. К., 1996. Т. 2. С. 284–293.

<sup>10</sup> Бобнева М. И. Социальные нормы и регуляция поведения: монография. М., 1978. 311 с.

interdependence that the locus of control is emerging as the most important psychological mechanism. “Technological”, that is, the procedural component of the formation of social expectations of the subject of interaction depends on the localization of control.

During the study, we analysed the vast amount of discourses created by the sample population. The texts are analysed from the specially organized socio-psychological situations, from everyday practice, in particular the conversations of the participants of interpersonal interaction that take place in everyday situations. Obviously, the discourse analysis is implemented in the context of the study of the problem of social expectations of an individual. The analysis of discourses returns us to the psycholinguistic diagnosis of individual cognitive space, which is a unique combination of all knowledge and ideas of man as a whole person<sup>11</sup>. Further statistical analysis is performed according to the data of only those respondents whose answers had a full description of social expectations and behaviour in the current situation (n=604).

We believe that the proposed set of 39 psychological parameters is methodologically grounded, which reflects the subject of study of psychological content parameters and properties of social expectations of student youth. The names of the scales reflect the essence of the research parameter. We will explain the similar scales:  $LC_s$  – measures the notion about oneself as a strong individual possessing sufficient freedom of choice;  $LC_1$  – measures an individual’s ability to control his life, make decisions easily and implement them in life. There are similar parameters, determined by means of different tests: the level of the expected performance ( $LEP_p$ ) and the expected level of results (ELR). Let’s proceed to the next part of the empirical study – clusterization of types of social expectations of student youth.

## **2. Research and characterization of types of social expectations of student youth**

For the first time cluster analysis as a method has been applied in the sociological science. The name “cluster analysis” comes from the English word “cluster” – bunch, accumulation. The researcher R. Tryon first identified the subject of cluster analysis, revealed the essence and

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<sup>11</sup> Засекіна Л. В. Психолінгвістична діагностика. Луцьк, 2008. 188 с.

submitted the methodology of application<sup>12</sup>. Cluster analysis is a statistical procedure that performs a multidimensional classification of data that contains information about a sample of objects, that is, cluster analysis organizes objects in relatively homogeneous groups<sup>13,14,15</sup>. The cluster analysis by the  $k$ -means clustering consists in combining the parameters by the individual factors into statistical homogeneous groups-clusters. The purpose of the method is to divide  $n$  measurements into  $k$  clusters so that each dimension of the studied persons belonged to a cluster with the nearest mean value. The method is based on minimizing the sum of squares of distances between each observation and the centre of its cluster, that is, the function (see formula 1):

$$\sum_{i=1}^N d(x_i, m_j(x_i))^2, \quad (1)$$

where  $d$  – metric;  $x_i$  – object of data;  $m_j(x_i)$  – center of the cluster, which is assigned an element  $x_i$  on the  $j$  – iteration.

Simplicity, speed of execution and expediency of application for clusterization of a large number of observations ( $n=604$ ) have induced us to choose the cluster analysis by means of the  $k$ -means clustering in determining the types of expectations of the sample population. After analysing a huge volume of data, it seems logical to combine the investigated parameters of social expectations of the individual into organized complexes of investigated indicators, that is, visual taxonomy. A feasible option for such taxonomy is the cluster analysis by the  $k$ -means clustering, which consists in combining the parameters by individual factors into statistical homogeneous groups – clusters.

Cluster analysis is an indispensable method of classifying large amounts of information on groups that are suitable for further analysis. Cluster analysis by the  $k$ -means clustering gives the most probable and significant solution. The implementation of our cluster analysis is

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<sup>12</sup> Tryon R. C. Cluster analysis. London, 1939. 139 p.

<sup>13</sup> Lloyd S. Least square quantization in PCM's. *Bell Telephone Laboratories Paper*, 1957. P 211-227.

<sup>14</sup> Попович І. С. Визначення типів соціальних очікувань методом кластерного аналізу. Науковий вісник Херсонського державного університету. Серія : психологічні науки : зб. наук. праць ХДУ / за ред. О. Є. Блинової. Херсон, 2017. Вип. 1. Т. II. С. 160–166.

<sup>15</sup> Попович І. С. Психологія соціальних очікувань особистості : автореф. дис. ... д-ра психол. наук : 19.00.05. Северодонецьк, 2017. 40 с.



realized in several stages. At the preparatory stage, empirical data were obtained ( $n=604$ ). At the second stage, data were prepared for clustering. An important methodological value was the choice of studied indicators, which would be carried out by clustering. We selected the following list of investigated indicators that were applied in the cluster analysis: the level of social expectations of personality ( $LSE_p$ ), general internality (GI), general awareness of life (GAL), the projected level of mobilizing efforts (PLME), the expected level of results (ELR), indicators of the properties of social expectations on dichotomous scales: internality/externality ( $IE_p$ ), activeness/passiveness ( $AP_p$ ), openness/closeness ( $OC_p$ ), the coefficient of expectations (CE). The selected list of nine features is considered methodologically grounded and one that fully determines the content of subject of the research. Of course, the established social and psychological content of expectations will depend on the determined features. We have applied the level of social expectations as the main feature that is basic and combines two psychological dimensions: personal and social. Thus, four characteristics that characterize the socio-psychological determinants of personality expectations are selected, and the following four characteristics characterize social expectations as an important factor in constructing the social reality by personality. Such a methodology of cluster analysis allowed taking into account the same number of parameters of personal and social dimensions of research of social expectations of an individual. Then the objective reflection of the content features in the following clusters is calculated. Of course, we used the levels of social expectations of students as a basic measure. Only in the third stage, we were convinced that it would be most rational in our version to apply a cluster analysis by the  $k$ -means clustering. After that, the next step was to distribute  $n$  measurements of the studied persons on  $k$  clusters so that each measurement of the studied person belonged to the cluster with the nearest mean value. It should be noted that one of the requirements that the researcher must withstand is the minimum allowable number of respondents' measurements in the cluster – in our version  $n \geq 43$ . Equally important requirement was to withstand the randomness and homogeneity of the sample population. Homogeneity was established with the help of “SPSS” v. 23.0 by the reduction of interdependence, using factor analysis. It has been established that the Kaiser-Meyer-Olkin (KMO) Test (a measure of sample adequacy) is .659 (a cluster

analysis should be used when the number is higher than .5), which is a positive result. Bartlett's test of sphericity is ( $p < .001$ ). This allowed us to apply cluster analysis reasonably. Then by the method of samples the optimal number of clusters is set to five. The level of social expectations of personality (LSE<sub>p</sub>), the basic parameter of our study is defined by the first object of clusterization, which we considered as the centre of the first cluster, the second – the second, etc. We believe that it is methodologically grounded to start the cluster research and establish the beginning of clusterization from the level of social expectations. Let's show the starting centres of the clusters in the table 3.

Table 3

**Starting Cluster Centres (n=604)**

<b>Para- meters</b>	<b>Cluster 1 (n=49)</b>	<b>Cluster 2 (n=58)</b>	<b>Cluster 3 (n=92)</b>	<b>Cluster 4 (n=263)</b>	<b>Cluster 5 (n=142)</b>
LSE <sub>p</sub>	94	83	82	71	48
GI	265	135	227	208	153
GAL	123	124	47	155	61
PLME	20	14	20	18	11
ELR	9	14	14	15	3
IE <sub>p</sub>	.82	.64	.69	.64	.14
AP <sub>p</sub>	.81	.66	.61	.56	.16
OC <sub>p</sub>	1.00	1.00	1.00	1.00	.60
CE	.18	.70	.16	.54	.41

An important feature of the *k*-means clustering is that as a result of optimization, the differences between objects of the same cluster become insignificant, and of different clusters become significant. Determining the starting centres of clusters is a prerequisite for establishing the minimum differences between the investigated parameters of one cluster. Let us show the final cluster centres in table 4.

The establishment of final cluster centres shows the boundaries of a range of investigated indicators that are assigned to a particular cluster. We consider it necessary to characterize the received clusters.

The received clusters are an embodiment of a visual taxonomy. The sequence of the studied indicators testifies that after the level of social expectations in our priority there is a vertical dimension for us – the socio-psychological determinants of expectations of personality, and

then the studied indicators of social expectations are located as a factor in constructing of social reality by personality. We will conduct the analysis of results in the specified sequence, taking into account social and personal and interpersonal characteristics. Let's give a description of the clusters received, based on the average values and the mean square deviations of parameters.

Table 4

**Final Cluster Centres (n=604)**

<b>Para- meters</b>	<b>Cluster 1 (n=49)</b>	<b>Cluster 2 (n=58)</b>	<b>Cluster 3 (n=92)</b>	<b>Cluster 4 (n=263)</b>	<b>Cluster 5 (n=142)</b>
LSE <sub>p</sub>	84	73	72	74	63
GI	235	172	208	203	181
GAL	117	108	88	114	84
PLME	16	15	15	15	13
ELR	10	12	11	11	9
IE <sub>p</sub>	.74	.57	.59	.61	.47
AP <sub>p</sub>	.70	.57	.57	.58	.45
OC <sub>p</sub>	.71	.66	.68	.70	.61
CE	.36	.34	.33	.36	.35

*Cluster 1 (type I)* is the smallest in its number (n = 49), but satisfies the requirements of the minimum acceptable number of options. The subjects of this type are endowed with high levels of social expectations of personality (LSE<sub>p</sub>, 94-84), high levels of general internality (GI, 263-235), high levels of general awareness of life (GAL, 123-117), high levels of the projected mobilizing efforts (PLME, 20-16), average expected level of results (ELR, 9-10), the average level of internality (IE<sub>p</sub>, .82-.74), average level of activeness (AP<sub>p</sub>, .81-.70), high level of openness (OC<sub>p</sub>, 1.00-.71), average level of the coefficient of expectations (CE, .18-.36). Important characteristics of this type of expectations are those that attribute it to a high level of social expectations, and in their content peculiarities, the expectations of such subjects are internal, active and open.

*Cluster 2 (type II)* also has a small number (n = 58). The subjects of this type are endowed with the average level of social expectations of personality (LSE<sub>p</sub>, 83-73), low level of general internality (GI, 135-172), indicators of average and high levels of general awareness of life

(GAL, 124-108), average level of the projected mobilizing efforts (PLME, 14-15), indicators of average and high expected level of results (ELR, 14-12), low level of internality (IEP, .64-.57), low level of activeness (APp, .66-.57), openness (OCp, 1.00-.66), average and high levels of the coefficient of expectations (CE, .70-.34).

**Cluster 3 (type III)** combines an average group of subjects with a total number (n = 92). The subjects of this type are endowed with the average level of social expectations of personality (LSEp, 82-72), average and high levels of general internality (GI, 227-208), low level of general awareness of life (GAL, 47-88), average and high levels of the projected mobilizing efforts (PLME, 20-15), indicators of average and high expected level of results (ELR, 14-11), low level of internality (IEP, .69-.59), low activeness (APP, .61-. 57), openness (OCp, 1.00-.68), average level of the coefficient of expectations (CE, .16-.33).

**Cluster 4 (type IV)** is the largest in its number (n = 263). Students in this type also have the average level of social expectations of personality (LSEp, 71-74), average level of general internality (GI, 208-203), average and high levels of general awareness of life (GAL, 155-114), low and average levels of the projected mobilizing efforts (PLME, 18-15), average and high expected level of results (ELR, 15-11), low level of internality (IEP, .64- .61), low level of activeness (APP, .56- .58), openness (OCp, 1.00-.70), average level of the coefficient of expectations (CE, .54-.36). It is important to note that clusters II, III, IV combine the average level of social expectations of personality, and the next division is carried out under general internality and the general awareness of life. A characteristic feature of three clusters is internality, activeness and openness of social expectations.

**Cluster 5 (type V)** brings together a large number of respondents in total (n = 142). The subjects of this type have low level of social expectations of personality (LSEp, 48-63), low and average levels of general internality (GI, 153-181), low level of general awareness of life (GAL, 61-84), low and average levels of the projected mobilizing efforts (PLME, 11-13), low expected level of results (ORP, 3-9), externality (IEP, .14-.47), passiveness (APp, .16-.45), closeness (OCp,. 60-.61), average level of the coefficient of expectation (CE, .41-.35).

Important characteristics of this type of expectations are those that attribute it to low level of social expectations, with low expected level of results. According to their content peculiarities, the expectations of such

subjects are external, passive and closed. Thus, *k*-means clustering showed the original union of the sample of five clusters studied and allowed to speak about five types of social expectations of the individual.

Realistic type is characterized by high level of social expectations of subjects with high indicators of subjective control and general awareness of life. They have high level of the projected mobilization of efforts and average level of expected results. Expectations are endowed with high indicators of internality, activeness and passiveness.

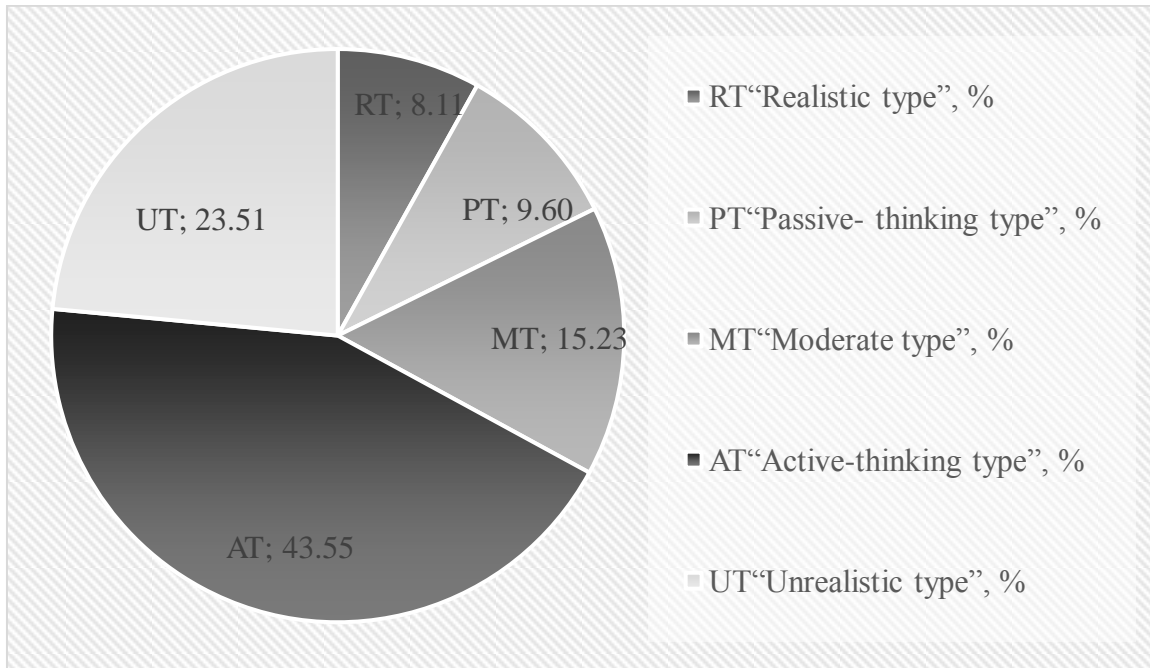
Passive-thinking type is characterized by average level of social expectations of subjects with low indicators of subjective control and average and high indicators of general awareness of life. They have average level of the projected mobilizing efforts and average and high level of expected results. Expectations are internal, active and open.

Moderate type is characterised by average level of social expectations of the subjects with average and high levels of subjective control and low level of general awareness of life. The subjects are endowed with indicators of average and high levels of the projected mobilizing efforts and expected level of results. Expectations are internal, active and open.

Active-thinking type is characterised by average level of social expectations studied with indicators of average level of subjective control and average and high levels of general awareness of life. Students of this type have indicators of low and average level of the projected mobilizing efforts, but average and high expected level of results. Social expectations are internal, active and open.

Unrealistic type is characterised by low level of social expectations of the subjects with low and average levels of subjective control, and low level of general awareness of life. The students of this type have indicators of low and average levels of projected mobilizing efforts, and low expected level of results. Social expectations of the subjects are external, passive and closed.

Obtained and analysed complexes of the studied indicators or visual taxonomy or classification (typology) make it possible to confirm the existence of five types of social expectations of student youth, and indicate the legality of such distribution. Let's show on fig. 1 a structure of types of social expectations of student youth.



**Fig. 1. Structure of types of social expectations of student youth**

Let's show empirical results of distribution of types of social expectations among students in the sample population in the table 5.

Table 5

**Empirical results of the distribution of types of social expectations of student youth (n=604)**

Type of Social Expectations	KSU (n=245)		KNTU (n=123)		Kremenets Regional Humanitarian and Pedagogical Academy named after T. Shevchenko (n=130)		CSPU named after V. Vynnychenko (n=106)	
	n	%	n	%	n	n	n	%
RT	18	7.35	11	8.94	10	7.69	10	9.43
PT	22	8.98	17	13.82	14	10.77	5	4.72
MT	33	13.47	21	17.07	24	18.46	14	13.21
AT	102	41.63	58	47.16	57	43.85	46	43.39
UT	70	28.57	16	13.01	25	19.23	31	29.25

The empirical results of the distribution of types of social expectations among the students of four higher educational establishments show that the social expectations Realistic type are most represented in the studied the CSPU named after V. Vynnychenko (9.43%), the least at the KSU (7.35%). In general, indicators of this type of expectations are equally distributed among all higher educational establishments. According to social expectations, the most represented in the researches of the KNTU (13.82%), the least in the CSPU named after V. Vynnychenko (4.72%). In the next type of social expectations – Moderate type, we state the highest rates in Kremenets Regional Humanitarian and Pedagogical Academy named after T. Shevchenko (18.46%) and the lowest in the CSPU named after V. Vynnychenko (13.21%). Active thinking type of social expectations is most represented in the researches of the KNTU (47.16%), the least in the KSU (41.63%). In the fifth type of social expectations – the Unrealistic type, we note the highest figures in the CSPU. V. Vynnychenko (29.25%) and the lowest in the KNTU (13.01%). We can say that the social and personal determinants, level of self-organization of educational and professional activities and the socio-cultural space have a decisive influence on the type of student's expectations.

The first four types of expectations are endowed with internal, active and open properties. Passive-thinking, Moderate, Active types are kinds of specification of the average level of social expectations with variants of content peculiarities. The high indicators of Unrealistic type, which are characterized by low levels of social expectations, subject control, and general awareness of life in conjunction with externality, passiveness and closeness of expectation properties, are alarming. The distribution of the expectation factor for all types is equal. We explain the prevailing indicators of type V by primarily social and personal determinants, affecting the type of expectations, and only then the pressure of society and other social influences.

## **CONCLUSIONS**

It is determined that social and personal determinants, the level of self-organization of educational and professional activities and the socio-cultural space of higher educational establishments have a significant influence on the psychological content parameters, properties and types of social expectations of student youth. Empirical results and

substantiation of measurements of expectations showed the legitimacy of the selected indicators of social expectations. The sequence of clustering from the parameters characterizing the socio-psychological determinants of personality expectations to the parameters that outline the social dimension of the expectations of student youth has provided a possibility of establishing cause-effect relationships of types of expectations, and has allowed to substantiate the relationships of personal and social dimensions of the expectations of student youth, which gives reason to confirm that the hypotheses were confirmed.

*The prospects for further scientific research* are seen in the methodological substantiation and creation of the general typology of social expectations.

### **SUMMARY**

The psychological content parameters, properties, types of social expectations of student youth were investigated. The sample consisted of students of four higher educational establishments in Ukraine (n=604). Levels of social expectations of students are determined. The prevailing properties of expectations in the current situation of educational and professional activity are determined. The clustering of the studied volume of data is methodologically substantiated and implemented. Research methods: content analysis, tests with standardized questionnaires, factor analysis, by *k*-means clustering. The structure of types of social expectations of student youth is presented. The key in this structure are realistic (8.11%) and active types (43.55%) of social expectations. The results obtained can be of interest to the organizers of student government, heads of higher educational establishments, all who study the psychological patterns of this social phenomenon.

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## **FACTORS OF PERSON'S SELF-DETERMINATION AND PSYCHOLOGICAL WELL-BEING**

**Serdiuk L. Z.**

### **INTRODUCTION**

The problem of an individual's self-determination and psychological well-being belongs to the actual now positive psychology, initiated by M. Seligman and M. Csikszentmihalyi<sup>1</sup> and drawing attention of the psychological science to development of positive components of human psyche rather than to correction of its negative components. The growth of stress inducing factors in modern society actually creates the demand for studies that can identify factors supporting an individual's positive functioning, development of his/her personal potential, certainty of his/her life goals, prospects, values and autonomy. The social effect is that such studies can help improve the quality of an individual's life, reveal and actualize of his/her internal resources, which support his/her autonomy of choice and counteract negative impacts of the environment.

Today, the theory of self-determination is one of the major scientific approaches to studying the motivation of human behaviour, an individual's personal development and psychological well-being. In defining the basic concepts of the theory of self-determination, we should note that its most essential element is the ideas of humanistic psychology, namely, the idea on existence of an individual's innate abilities and capabilities for a healthy and high-fledged life.

The term of "psychological well-being" appeared in the scientific psychology also in connection with research on the states of positive human functioning; psychological well-being was the key idea in the works of C. Riff<sup>2</sup>, S. Lyubomirsky<sup>3</sup> and others. The desire for positive

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<sup>1</sup> Seligman M.E., Csikszentmihalyi M. Positive psychology. *American psychologist*. 2000. Vol. 55. N 1. P. 5-14.

<sup>2</sup> Ryff C.D, Singer B. The contours of positive human health. *Psychological Inquiry*. 1998. Vol. 9. P. 719-727.

<sup>3</sup> Lyubomirsky S, Sheldon K.M., Schkade D. Pursuing happiness: The architecture of sustainable change. *Review of General Psychology*. 2005. Vol. 9. P. 111-131.

functioning and the sense of well-being are ones of the main driving forces of personal growth and an important condition for the quality of an individual's life, his/her self-realization and self-determination. Thus, the problems of self-determination and psychological well-being are linked as two sides of one medal – an *individual's self-determination* creates conditions for high-result achievements at activities and, thus, it strengthens his/her *psychological well-being*.

The research **purpose** is to determine the psychological nature of the phenomena of self-determination and psychological well-being, their interrelations, factors and components.

155 people participated in the research: 100 university students and 55 working professionals (Kyiv), 41 men and 114 women. Age of the respondents was from 18 to 44 years. The following psychological diagnostic techniques were used: Purpose-in-Life Test (PIL) of J. Krambo, L. Maholika (in D.O. Leontiev's adaptation); Hardiness Test of S. Maddy (adapted by D.O. Leontiev, A.I. Rasskazova); Ryff's Scales of Psychological Well-being (the modified version of T.D. Shevelenkova, P.P. Fesenko); E.M. Osin's Self-Determination Test; the questionnaire for self-attitude of V.V. Stolin, S.R. Pantileev; Shostrom's Personal Orientation Inventory (the adaptation of Yu.E. Alyoshina, L.Ya. Gozman, M. Zagika and M.V. Kroz); Self-Efficacy Scale of R. Schwarzer and M. Jerusalem. The obtained data processing was carried out using the computer program for statistical data processing SPSS Statistics 21.0.

## **1. Self-determination and personality formation and development**

At self-determination<sup>4</sup> analysis, the problem of an individual's self-activity and his/her ability to choose independently own way of self-development is put in the foreground. Therefore, important practical tasks, solved within this the theory, are determination of conditions and factors that can promote personal development and searching for resources associated with development of internally motivated behaviour. Such an individual's internal evaluation, his/her motivation and corresponding behaviour are consistent with the personal internal

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<sup>4</sup> Deci E.L., Ryan R.M. Self-Determination Theory: A macrotheory of human motivation, development, and health. *Canadian Psychology*. 2008. No. 49, P. 182-185.

tendency to actualization and the organic process of evaluation and support the individual's well-being (eudemony), which is one of the goals of positive psychology<sup>5</sup>. Therefore, the main practical tool of the positive psychology is coaching, which means development of those personality aspects that are underdeveloped<sup>6</sup>.

In this context, the theory of self-determination and personal autonomy of E. Deci, R. Ryan<sup>7</sup> is classical. The theory of self-determination is a macro-theory of human motivation, developed from a large number of the studies of internal motivation in various organizations and areas of life. Internal motivation is people's spontaneous motives to be curious and interested in something, to search for challenges, and to develop or implement their skills and knowledge, even without apparent rewards.

Self-determination as a scientific problem is developed within the framework of many psychological approaches, such as: the existentially oriented theory of freedom (V. Frankl, R. May), the theory of subjectivity (R. Harre), the theory of self-efficacy (A. Bandura), the theory of self-actualization (A. Maslow), the time perspective (J. Nuttin), the theory of "flow" (M. Seligman, & M. Csikszentmihalyi), etc.

The problems of personality formation, fulfilment of personal capabilities and the achievement of Self ("to be oneself") are the main subjects of the theories of personal growth<sup>8</sup>. The studies, carried out on the basis of the theory of self-determination<sup>9</sup>, show that internal motivation can predict an individual's learning achievements, productivity, creativity, optimal development and psychological well-being. Indeed, such search states of the individual actuate searches for novelty and challenges and, moreover and are a tool to discover novelty and to open up new challenges. That is, internally motivated searching behaviour, above all, is backed by interests and inclinations, rather than

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<sup>5</sup> Linley P.A., Joseph S. Toward a theoretical foundation for positive psychology in practice. *Positive psychology in practice*. Hoboken, NJ: John Wiley & Sons, 2004. P. 713-731.

<sup>6</sup> Чиксентмихайи М. Поток : психология оптимального переживания. М. : Смысл : Альпина нон-фикшн, 2011. 461 с.

<sup>7</sup> Deci E.L., Ryan R.M. Intrinsic motivation and self-determination in human behavior. *University of Rochester*. Rochester, New York : Plenum Press, 1985. 375 p.

<sup>8</sup> Маслоу А. Мотивация и личность. Издательство: Питер, 2012. 352 с.

<sup>9</sup> Ryan R.M., Deci E.L., Grolnic W.S. Autonomy, relatedness, and the Self: their relation to development and psychopathology. *Developmental psychopathology*. 1995. Vol. 1. P. 618-655.

by a decrease in anxiety<sup>10</sup>; and self-determination is not only ability, but also a need, a main innate predisposition that actuates an individual's behaviour leading to development of skills for flexible interaction with the social environment. Thus, E. Deci and R. Ryan<sup>11</sup> suggested that *internal motivation is a function of psychological growth* throughout life, based on the basic psychological needs in competence and autonomy, and, of course, not excluding external motivation, which should be taken into account in the system with other determinants. External motivation varies depending on its value internalization and integration. Internalisation means how well the value is perceived, and integration explains the process of transition from external regulation of an individual's behaviour to self-regulation<sup>12</sup>. Accordingly, the least internationalized form of behavioural regulation is the external form and behaviour, in this case, is aimed at obtaining certain rewards or avoiding certain negative unpredictable outcomes. Thus, *development* is a way of mutual actuation of internal potentials, interests and the unification of knowledge, values and regulatory mechanisms that leads to their harmonization<sup>13</sup>.

The term of "internalization" is used for description of the process, within which an individual's behaviour becomes relatively more autonomous, and the theory of self-determination distinguish *three personal needs* critical for supporting this process and developing an individual's optimal motivation and personal well-being: the needs for autonomy, competence and relatedness. Thus, the possibility to meet the needs for autonomy, competence and relatedness with other people provides freedom of activities, self-organization and self-determination.

In the past 10-15 years, the number of studies based on the theory of self-determination in the context of health has increased, including studies on health-preserving environments and behaviour. The results of

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<sup>10</sup> Ryan R.M., Deci E.L. Self-determination theory: Basic Psychological Needs in Motivation Development and Wellness. New York, NY: Guilford Press, 2017. 756 p.

<sup>11</sup> Deci E.L., Ryan R.M. Intrinsic motivation and self-determination in human behavior. University of Rochester – Rochester, New York : Plenum Press, 1985. 375 p.

<sup>12</sup> Deci E.L., Ryan R.M. The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*. 2000. No. 11. P. 227-268.

<sup>13</sup> Ryan R.M., Deci E.L., Grolnic W.S. Autonomy, relatedness, and the Self: their relation to development and psychopathology. *Developmental psychopathology*. 1995. Vol. 1. P. 618-655.

these studies show important role of autonomous self-regulation and support of the needs for various aspects of mental and physical health.

Autonomous self-regulation is especially important for health promoting behaviour<sup>14</sup>, since it regulates more effectively an individual's efforts, persistence and stability. In this sense, the possibility to meet the needs for autonomy, competence and relatedness provides freedom of activity and self-organization. Consequently, *self-determination* means a sense of freedom in relation to both the forces of the external environment and the internal forces of an individual. Therefore, the concept of *autonomy* is the key concept for this theory. An autonomous person is a person acting as an agent, based on a deep sense of Self. Within the framework of the theory of self-determination, competence and autonomy are seen as important elements in people's active tendencies to search for challenges, to be interesting and interested, as well as to develop and express their creative talents: when these needs are supported, the internal motivation appears, but when they are frustrated, internal motivation is undermined.

The conceptual framework for self-determination as an ability to define and achieve goals is also based on knowledge and self-evaluation"<sup>15</sup> and the role of the social context in maintaining or disrupting an individual's optimal motivation. Competence is related to the sense of efficiency, growing skills in actions that are optimally difficult and can further develop personal abilities. Therefore, according to A. Bandura, the author of the socio-cognitive theory of personality and his/her behaviour regulation, there is no more *substantial mechanism of subjectivity*, and, therefore, self-determination, than the belief in own *self-efficacy*<sup>16</sup>.

Actually, an individual's *self-efficacy*, as a belief in own ability to organize and perform actions, and his/her *self-attitude*, which largely determines the formation of ideas about the world and Self (provides prediction of own social effectiveness and attitudes from others, regulates interpersonal relations and goal formulation and achievement),

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<sup>14</sup> Ryan R.M., Deci E.L. Self-determination theory: Basic Psychological Needs in Motivation Development and Wellness. New York, NY: Guilford Press, 2017. 756 p.

<sup>15</sup> Field S., Hoffman A. Development of a model for self-determination. *Career Development for Exceptional Individuals*. 1994. Vol. 17. P. 159-169.

<sup>16</sup> Bandura A. Self-Efficacy Mechanism in Human Agency. *American psychologist*. 1982. Vol. 37. No. 2. P. 122-147.

in line with the social status and personal attitudes to the outside world, constitute the content of the “personality – social world” system and therefore they are extremely necessary for achievement of expected results. If people are not sure about their ability to get the desired results, they will not be determined to act.

The capabilities, important for an individual’s self-determined behaviour, also include the abilities to choose and to solve problems, self-defence, internal locus of control, self-awareness and self-knowledge<sup>17</sup>. Existence of *goals* and meanings for an individual’s perspective future as certain psychological foundations of his/her self-realization should also be noted. Current studies in line with the theory of self-determination confirm the existing link between success and autonomy and confirm the hypothesis that success is more likely if one’s own goals are inalienable and designed to meet his/her basic needs<sup>18</sup>.

Summarizing the above, the key aspects of the problem of an individual’s self-determination can be determined:

1. An individual’s awareness on *his/her capabilities and prediction of his/her future* allows him/her to get rid of the deterministic influence of the lower levels of regulation, and their transcendence gives relative freedom and high potential for self-determination development.

2. The category of freedom has certain external and internal resources, the totality of which determines the degree of an agent’s freedom in a particular situation; value-semantic mediation of an individual’s self-determination and his/her system of values determine the distinction of positive “*freedom for*” from the negative “*freedom from*”.

3. The need for self-determination involves an individual’s desire to independently control his/her actions and behaviour, and also to be an independent initiator.

Thus, self-determination is understood as an individual’s capability to make choices, to perceive Self but not reinforcements, incentives or some other forces that can also act as determinants of his/her behaviour.

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<sup>17</sup> Wehmeyer M. L. Self-determination and the education of students with disabilities. 2002. *ERIC EC Digest #E632*. Retrieved from <http://www.hoagiesgifted.org/eric/e632.html>

<sup>18</sup> Koestern R., Hope N. A self-determination theory approach to goals. 2014. In M. Gagne (Ed.) *The Oxford Handbook of Work Engagement, Motivation, and Self-Determination Theory*. doi:10.1093/oxfordhb/9780199794911.001.0001.

At the same time, an individual, his/his beliefs, desires and aspirations are the source and causes for his/her behaviour, and successes or failures in actions are explained by the effectiveness of self-regulation.

On the basis of the empirical research results, we have determined the psychological factors and components of an individual's self-deterministic behaviour, as well as predictors of personal development.

The results of the performed correlation analysis are presented in the tables 1-3 (only significant correlation are shown); they indicate that the indicators of an individual's self-determination are related to the indicators of meaningful life orientations, psychological hardiness, self-efficacy, self-attitude and self-actualization of the individual.

Table 1

**Correlation between self-determination indicators and meaningful life orientations**

	Meaning of life	Life purpose	Life process	Effectiveness of life	Locus of control-Self	Control	Commitment	Acceptance of aggression	Total psychological hardiness
Self-expression	,367**	,626**	,542**	,622**	,399**	,402**	,394**	,463**	,446**
Autonomy	,292*	,720**	,647**	,557**	,297*	,555**	,542**	,388**	,555**

\*\* the correlation is significant at the level of 0.01;

\* the correlation is significant at the level of 0.05

From the data presented in Table 1, we can conclude that, in general, the psychological basis of an individual's self-determination is his/her awareness of life goals, his/her holistic perception of the life path, active participation in social life, self-acceptance; the significant correlation with psychological hardiness means that an individual's self-determination is important for health preservation, for an optimal level of work capacity and activity, especially in stressful situations.



Table 2

**Correlation between self-determination indicators  
and self-efficacy and self-attitude**

	Self-efficacy	Integral self-attitude	Self-esteem	Auto-sympathy	Expected attitude form others	Self-interest	Self-assurance	Self-acceptance	Self-understanding
Self-expression	,356*	,508**	,338*	,314*	,198	,125	,530**	,527**	,146
Autonomy	,180	,527**	,621**	,465**	,313*	,387**	,395**	,550**	,464**

The data in the Table 2 indicates that an individual's self-determination is related to the individual's ability to independently regulate own behaviour, to create conditions and circumstances for meeting personal needs and goals, trusting relations with the environment, confidence in own ability to achieve the goals and self-acceptance.

Table 3

**Correlation between self-determination indicators  
and self-actualization**

	Time competence	Inner directed	Self-Actualizing Value	Spontaneity	Self-esteem	Self-acceptance	Sociability	Cognitive needs	Creativity
Self-expression	,315*	,305*	,460**	,206	,370**	,160	,285*	,377**	,331*
Autonomy	,427**	,406**	,583**	,439**	,379**	,354*	,291*	,251	,150

The data presented in Table 3 also shows that an individual's self-determination is related to independence and self-dependence, the desire

for personal growth, awareness of the goals for own future, integrity and the coherence of life path events.

By regression analysis, we have determined independent variables that are the most significant for self-determination prediction, that is an individual's subjective experience of how much he/she determines his/her life path and how much his/her life corresponds to his/her will.

You can forecast the self-determination index using four models (Table 4).

Table 4

**Regression models<sup>e</sup>**

Model	R	R-square	Adjusted R-square	Std. estimation error
1	0.65 <sup>a</sup>	0.42	0.41	3.82
2	0.67 <sup>b</sup>	0.47	0.46	3.73
3	0.72 <sup>c</sup>	0.56	0.49	3.72
4	0.73 <sup>d</sup>	0.63	0.51	3.64

a Predictors: (const) life purpose

b. Predictors: (const) life purpose, autonomy

c. Predictors: (const) life purpose, autonomy, personal growth

d. Predictors: (const) life purpose, autonomy, personal growth, risk acceptance

e. Dependent variable: self-determination

The fourth model explains 63% dispersion, so we have chosen it for further description. Consequently, an individual's self-determination can be predicted through his/her life purpose, autonomy, personal growth, risk acceptance.

In general, the obtained results show life goals and meanings, the internal locus of control, personal autonomy are of great importance of self-determination of an individual's behaviour, which means an individual's ability to self-determinate his/her positions and to determine and regulate independently his/her live.

## **2. Personality factors of psychological well-being**

The term of "psychological well-being" appeared in the scientific psychology in connection with research on the states of optimal human functioning. The desire for a positive functioning and a feeling of well-being is one of the main driving forces of personal growth and an

important condition for the quality of an individual's life, so the problem of its acquisition and support is the subject of psychological research done by S. Lyubomirsky, R.M. Ryan, E.L. Deci, C.D. Ryff, M.E. Seligman, M. Csikszentmihalyi and others.

The term of "psychological well-being" is associated with a number of related concepts: "happiness", "mental health", "positive lifestyle", "emotional comfort", "quality of life", "life satisfaction", "subjective well-being" and others. Such a variety of terms does not only indicate a significant interest in various aspects of well-being, but also shows conceptual differences in the definition of its essence and factors.

The theoretical basis for understanding of psychological well-being and its importance in personal self-realization was laid by the research of C. Riff<sup>19</sup>, S. Lyubomirsky<sup>20</sup> and others, whose works studied an individual's subjective well-being, which includes the concepts of happiness, satisfaction with life, positive emotionality, psychological health, etc.

The studies of subjective well-being began with the works of H. Cantril, E. Diener, N. Bradburn, M. Jahoda, which in fact identified psychological well-being with mental health, happiness, the absence of adverse symptoms. Describing the criteria for mental health, the researchers focused on the mental balance and harmony of the psyche and its adaptive abilities, the ability to adequately change behaviour in accordance with changes in the environment and with the accepted moral and ethical norms, feelings of affection and responsibility towards relatives, the ability to realize own life plans. Thus, R.M. Ryan, E.L. Deci, believe that the link between physical health and psychological well-being is apparent<sup>21</sup>. Diseases often cause functional constraints that reduce the possibilities for life satisfaction. Therefore, subjective psychological hardiness correlates not only with such indicators of psychological well-being as autonomy and positive relationships with others, but also with physical symptoms.

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<sup>19</sup> Ryff C.D., Singer B. The contours of positive human health. *Psychological Inquiry*. 1998. Vol. 9. P. 719-727.

<sup>20</sup> Lyubomirsky S., Sheldon K.M., Schkade D. Pursuing happiness: The architecture of sustainable change. *Review of General Psychology*. 2005. Vol. 9. P. 111-131.

<sup>21</sup> Deci E.L., Ryan, R. The "What" and "Why" of Goal Pursuits : Human Needs and the Self-Determination of Behavior personality. *Psychological Inquiry*. 2000. Vol. 11. N. 4. P. 227-268.

C. Riff contributed significantly to research on psychological well-being, offering its multi-factorial structure of six components, as a manifestation of positive psychological functioning: self-acceptance, personal growth, purpose in life, environmental mastery, autonomy, positive relations with others.

All understanding approaches to psychological well-being developed for today, according to R. Ryan, can be divided into two main directions: hedonistic and eudemonic. Representatives of the *hedonistic* school (N. Bradburn, E. Diener and others) understand psychological well-being as a personal state achieved with satisfaction of needs in various spheres of life; for example, the three-component model of subjective well-being of E. Diener consists of life satisfaction, absent negative affects and present positive emotions. *Eudemonistic* models include more components than hedonistic ones and their constructs have other meanings. Such is the model of psychological well-being proposed by C.D. Ryff<sup>22</sup>. Psychological well-being, within the framework of the eudemonistic approach, is understood as the result of revealed creative potential, optimal functioning or realization of an individual's own nature. We should especially note the theory of self-determination of R.M. Ryan and E.L. Deci<sup>23</sup>, based on the concept of the basic human needs: self-determination, competence, positive relations. The authors note that need satisfaction is directly related to the actual social context: if the environment contributes to their satisfaction, psychological well-being and hardiness grow, otherwise, well-being decreases. This model defines the factors stimulating the innate human potential and determining personal growth, integration and health, so processes and conditions can be determined that promote healthy development and the effective functioning of individuals, groups and communities.

As separate approaches, there are also the studies on "quality of life", where well-being is viewed in a somewhat broader sense than that in hedonistic and eudemonistic models and includes the physical,

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<sup>22</sup> Ryff C.D., Singer B. The contours of positive human health. *Psychological Inquiry*.1998. Vol. 9. P. 719-727.

<sup>23</sup> Ryan R.M., Deci E.L. Self-determination theory: Basic Psychological Needs in Motivation Development and Wellness. New York, NY: Guilford Press, 2017. 756 p.

psychological and social aspects of an individual's functioning (S. Lyubomirsky<sup>24</sup>, M.E. Seligman, M. Csikszentmihalyi<sup>25</sup> and others).

The above-described approaches can be divided into *direct*, aimed at life satisfaction increasing, in order to develop more adaptive forms of behaviour, relations and goals, and *indirect*, aimed at studying the nature of stressors and their determinants (for example, poor support of the environment, pessimistic attributive style) in order to increase life satisfaction.

If we try to determine links between the theory of self-determination of R.M. Ryan and E.L. Deci and the theory of psychological well-being C.D. Ryff, then it is in the fact that theories are based on the concept of basic human needs. Need satisfaction is directly related to the actual social context: if the environment contributes to their satisfaction, well-being and psychological hardiness grow, otherwise, well-being is reduced. Thus, the theory of self-determination rise the problem of an individual's psychological well-being to the existential level manifested in the existence of his/her life.

Thus, *psychological well-being* can be defined as an integral indicator of an individual's orientation toward fulfilment of the main components of positive functioning, as well as the degree of this orientation implementation, which is subjectively expressed in the sense of happiness, satisfaction with his/herself and his/her life. As an integral personal construct, psychological well-being is dynamic and therefore it is an individual's *motivational parameter*, which expressiveness depends on realism, structuring, integrity (consistency of the past, present and future) of the system of the individual's attitudes and life perspective, including his/her goals, plans, values and aspirations.

As for research on the psychological well-being factors, they are associated with such personal characteristics as extraversion, optimistic attributive style and emotional stability<sup>26</sup>; academic and

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<sup>24</sup> Lyubomirsky S., Sheldon K.M., Schkade D. Pursuing happiness: The architecture of sustainable change. *Review of General Psychology*. 2005. Vol. 9. P. 111-131.

<sup>25</sup> Seligman M.E., Csikszentmihalyi M. Positive psychology. *American psychologist*. 2000. Vol. 55. N 1. P. 5-14.

<sup>26</sup> Rigby B.T., Huebner E.T. Do causal attributions mediate the relationship between personality characteristics and life satisfaction in adolescence? *Psychology in the Schools*. 2005. Vol. 42. P. 91-99.

general achievements<sup>27</sup>. The personal potential of psychological well-being depends significantly on life circumstances, in particular on social support<sup>28</sup>.

There are the following social-psychological factors of psychological well-being: safety and comfort of the home environment; an atmosphere of love characterized by family joy, proximity and harmony; openness and trust in interpersonal relations; parental control and inclusion in the lives of their children; sense of importance in the family; family support for children's relations with people and their activities outside the family<sup>29</sup>.

Different views of researchers studying psychological well-being concerning its essence and components are conditioned, first of all, by the fact that they are evaluated by an individual from the standpoint of his/her values and goals. Since the latter are always individual, then there cannot be any universal structure of psychological well-being. In this case, it is advisable to study the factors influencing a subjective sense of satisfaction (existential experience of the attitude toward one's own life).

By analyzing the factors of psychological well-being and performing the factor analysis (the method of principal components) of the empirical data with the sample of respondents having high psychological well-being, we distinguished 6 factors, which contribution into the total data dispersion is 71,4% (Table 5). The indicator of the sample selective adequacy is 0.65, and Sig of Bartlett's test of sphericity is less than 0.5, so we can assume that the performed factor analysis is reliable.

This characteristic of factors completely explains the origins of psychological well-being of students, whose motivation is focused on self-realization, personal autonomy, self-expression, self-acceptance, realization of their nature, revealed creative potential, positive relations with others, faith in their effectiveness, etc.

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<sup>27</sup> Suldo S.M, Shaffer E.S., Riley K. A social-cognitive-behavioral model of academic predictors of adolescents' life satisfaction. *School Psychology Quarterly*. 2008. Vol. 23. P. 56-69.

<sup>28</sup> Gilman R., Huebner E.S. Characteristics of adolescents who report very high life satisfaction. *Journal of Youth and Adolescence*. 2006. Vol. 35. P. 311-319.

<sup>29</sup> Joronen K., Astedt-Kurki P. Familial contribution to adolescent subjective well-being. *International Journal of Nursing Practice*. 2005. Vol. 11. P. 125-133.

Table 5

**Factors of psychological well-being**

Factor	Factor load	Parameters constituting factors
1	23,1 %	Commitment (,841), locus of control – Self (,840), self-expression (,784), life purpose (,771), meaning of live (,763), locus of control – life (,758), autonomy (,732), control (,725), environmental mastery (,714), balance of affect (-,627), value orientations (,594), self-esteem (,586), self-understanding (,576), self-acceptance (,563)
2	14,2 %	Auto-sympathy (-,781), inner directed (,728), focus on the present (,636), personal grows (,628), cognitive needs (,596), positive relations (-,515), acceptance of aggression (,408)
3	11,2%	Flexible behaviour (,668), spontaneity (,596), synergy (,529), creativity (,482), sensitivity (,468)
4	9,1 %	Expected attitudes from other (,637), life sense (,531), self-assurance (-,526), sociability (,512), fixation (,462)
5	7,5 %	Risk acceptance (,590), self-interest (,569), purposefulness (,561), open system (,540), nature of a man (,489)
6	6,3 %	Time competence (,557), self- efficacy (,540), persistence (,528)

Based on the factor contents, the respondents , in general, can be characterized as capable to self-regulate their own behaviour; to create conditions and circumstances appropriate for meeting their personal needs and achieving their goals; aspiring for personal growth; understanding the goals of their future, having trusting relations with the environment, understanding that relations are built on mutual actions; they are sufficiently independent and self-dependent, confident in their ability to achieve their goals.

With the data in Table 5, we can analyze and interpret the content of the determined factors, which, in general, do not contradict the factors determined by C. Riff, but nevertheless have somewhat wider meanings:

*Factor 1.* This factor means an individual's autonomy and independence, his/her ability to control and influence his/her life. It

shows expressed personal orientation on oneself, positive assessment of all aspects of the personality. Such people are relatively independent in their actions, they want to be guided in their lives by their own goals, beliefs, attitudes and principles, they are free to choose and not dependent on external influence.

*Factor 2.* This factor means a prominent aspiration for something new, unknown, developed intuition and, at the same time, expectations of support and a positive assessment from others.

*Factor 3.* The factor characterizes an individual's flexibility as an agent implementing his/her values into his/her behaviour and interactions with others, the ability to respond quickly and adequately to different life situations in accordance with their needs and feelings, sometimes even those that arise spontaneously and directly.

*Factor 4.* This factor describes an individual's ability to establish emotionally rich contacts with people, such relations are important for him/her because of their values and meanings; expectation of a positive attitude from others.

*Factor 5.* This factor characterizes an individual's ability to experience his/her life in accordance with his/her desires, needs and values; it is an experience of self-identity, a holistic, realistic view on own life, openness to new experience, spontaneity and naturalness of experiences.

*Factor 6.* This factor means an individual's ability to integrated perception of the life path, to link the past, present and future, persistence in goal achievement, faith in activity effectiveness.

Table 6 presents the results of regression analysis by which we can predict the indicator of students' psychological well-being.

The data in Table 6 show that the four models can predict the psychological well-being. Consequently, based on the fourth model, which explains 78.9% of variances, we have found that the predictors having the greatest impact in the predictive model for psychological well-being are: commitment, acceptance of aggression, self-esteem, and expected attitude from others.

The students' psychological well-being has a complex and multi-factor personal determination, where the following factors are the most important: personal autonomy, self-expression, realization of own nature, revealed creative potential, purposefulness, positive relationships with others and self-efficacy.



Table 6

**Regression models**

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	St. estimation error
1	,782 <sup>a</sup>	,612	,609	24,439
2	,843 <sup>b</sup>	,711	,707	21,149
3	,872 <sup>c</sup>	,760	,755	19,354
4	,888 <sup>d</sup>	,789	,782	18,245

- a. Predictors: (Const) commitment  
b. Predictors: (Const) commitment, acceptance of aggression  
c. Predictors: (Const) commitment, acceptance of aggression, self-esteem  
d. Predictors: (Const) commitment, acceptance of aggression, self-esteem, expected attitude from others  
e. Dependent variable: psychological well-being

**CONCLUSIONS**

The following components can be determined in the structure of an individual's self-determination and psychological well-being: goals, values, meanings, awareness of life path, prospect of the future; motivation for self-development and self-realization; self-efficacy, self-attitude and autonomy, understanding of own potential and faith in own capabilities; the ability to consciously control and evaluate own achievements and prospects, inclusion in social life.

In general, an individual's successful self-realization and psychological well-being is determined by his/her desire for self-development and own potential revelation, assessment of personal resources as sufficient for success and holistic perception of own life path, availability and realism of life goals, integration of the past, present and future in personal psychological life space.

The main factors of an individual's self-determination, successful self-realization and psychological well-being are: awareness of goals, meanings, prospects of their future, motivation of self-development and self-realization, understood inner potential, belief in own capabilities, personal autonomy, the ability to consciously control and evaluate achievements and prospects. A significant barrier to self-determination is absence of clear and unequivocal notions about own future, as well as absence of understanding of the ways and means for life goal achievement.

Psychological well-being is a necessary condition for an individual's formation as an active agent and is an integral part of motivation for self-realization and self-determination.

An individual's psychological well-being can be supported by actuated internal resources, which means understanding of reserves for full-scale realization in the present and the possibilities of developing of the self-determination abilities in the future.

### **SUMMARY**

The article analyzes the phenomena of personaliti's self-determination and psychological well-being. It reveals the personal potential of self-determination of person's behavior. The self-determination structure includes the following components: goals, values, meanings, awareness of own life journey, perspective of the future; motivation for self-development and self-realization; personal self-efficiency, self-attitude and autonomy; understanding of own powers and confidence in own capabilities; conscious control and realistic assessment of own achievements and prospects, involvement into the social life.

The main factors of self-determination, successful self-realization and personal psychological well-being are: understanding of own purposes, meanings, perspective of own future; existence of motivation for self-development and self-realisation, understanding of own powers and confidence in own capabilities, personal autonomy, and the ability to control consciously and to assess own achievements and prospects.

It substantiates that self-determination of personal development is the psychological foundation and prerequisite for personal self-realization. Successful self-realisation and personal psychological well-being is determined by existence of personal desire for self-development and personal power revealing, evaluation of own personal powers as sufficient to success achievement and holistic perception of life's journey, including existence of realistic life goals. These factors stipulate goal-setting motivation and determine integration of the past, present and future in a personal psychological life space.

It is substantiated that self-determination of personality development is a psychological basis for its self-realization and psychological well-being.

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## **METAPHORIC ASSOCIATIVE CARDS AS A TOOL FOR PROVISION OF PSYCHOLOGICAL ASSISTANCE TO THE INDIVIDUAL**

**Shebanova V. I.**

### **INTRODUCTION**

*Metaphoric associative cards (MAC)*, which are also called projective or psychotherapeutic cards, appeared in the 70-80s of the XX century *as a special psychodiagnostic and psychocorrectional (psychotherapeutic) tool in professional psychological practice*, including the activity of the leader of psychological groups (for «warming up» the group, establishing trusting relationships between group members, for diagnostics of the essential needs of the group, etc.)<sup>1</sup>.

Associations arising in a mind of a person describing a card and commenting to them, reveal current states, experiences and needs, allow identifying basic fears and desires, internal conflicts, defining personality traits, life strategies and goals, personal meaning of past experience, «seeing» resources (both internal and external). Metaphorical associative cards, through metaphor (associations), allow quick access to a traumatic situation, which, on the one hand, helps to reveal incomplete internal processes, and on the other hand, to avoid additional retraumatization. In addition, MAC create a safe context for finding and modeling solutions, launching internal processes of self-healing and finding their own unique way out of a crisis life situation.

*Associative cards as a special psychodiagnostic and psychocorrectional (psychotherapeutic) tool have the following advantages:*

- create conditions (safe, trusting and comfortable environment) for self-disclosure, self-expression, self-cognition and more effective socialization in a group, in individual counseling or in a pair (in family counseling);

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<sup>1</sup> Шебанова В. И. Тренинг нормализации пищевого поведения: Программа психологического сопровождения на пути к свободе от переедания «Парус мечты». Практическое руководство. Херсон : ПП Вишемирский В. С., 2014. 394 с.

- can be used when working with people with different needs and different levels of development (ranging from children of 4 to 5 years old and to the elderly);

- allow lowering the protective barriers of the psyche, «bypass» the rational part of thinking and gain access to the resources of the unconscious, «bring» the deep (unconscious) material to the surface (in metaphorical language – they help to «get out of your shell» and «break the ice» in an anxious situation) that creates conditions for emotional regulation;

- available, convenient and economical to use;

- help to create the dialogue between the internal and external, provide flexibility and depth of the received information;

- activate the right hemisphere, which is responsible for intuition and creative approach to life, «launch» various associations, fantasy, and creative spontaneous activity, which leads to unexpected insights;

- in individual counseling, they can be used as «substitution figures» when working in a therapist-client format on a one-on-one basis (during gestalt therapy, family constellations, etc.).

Metaphorical associative cards are a set of pictures of the size of a postcard or a playing card depicting landscapes, animals, household items, life situations, abstract paintings, fairy-tale characters, people (adults and children) and interactions between them. There are sets of cards in which the picture is combined with the inscription. In this case, people freely choose how to associate the problem, symptom or themselves with the picture or the meaning of the inscription; with entire picture or part of it (with any one element); time of day or time of year; with color or some form, setting. In other words, people freely choose not only their own associations, but also what they are ready to give up as insignificant for them at this moment. There are sets that include separately «cards with pictures» and «cards with words». The combination of pictures and words creates a play of meanings (since inscriptions, when placed in a different context, or «pictures» under the influence of another topic, are often enriched with new meanings, reveal other facets that are relevant to a person at a given moment).

*In professional psychological practice, MAC is primarily a projective technique, which is based on the phenomenon of projection and allows identifying the underlying individual psychological characteristics of a person that are not available for direct observation.*

From this it follows that important is not the meaning that was originally laid in the picture by the author (the researcher, the artist), but the mental response that each individual person develops to one or another picture (or to certain words and phrases). Different people see completely different situations in the same picture, ascribing completely different qualities, properties, aspirations, desires, motives of actions (often opposite) to the «heroes» (actors of the plot) . In other words, in response to a stimulus, each respondent presents his inner content of actual experiences. Moreover, even the same person, in different periods of his life, associations, and the context of a particular subject and the interpretation of what a person sees in the picture will differ each time. From this point of view, the deck of associative cards is inexhaustible – the number of combinations of subjects for psychological study is infinite.

### **1. Psychological functions of metaphorical associative cards (MAC)**

The effectiveness of metaphorical associative cards is provided by a number of psychological functions that they perform as diagnostic and psychotherapeutic tools. All functions of MAC are closely intertwined with each other and are an important prerequisite for personal reconstruction.

We do not consider the following list of psychological functions of MA cards to be exhaustive, but in our opinion, these are the main functions that allow their successful application both during the group process and in the provision of individual psychological aid.

The implementation of psychological functions provides emotional and behavioral stabilization (which is especially important when working with anxious and uncertain people, psychasthenics, schizoids, and those having other personality disturbances). Most functions contribute to the development of group relationships at all stages of the group process (initial, transition, work, and final). At the same time, some of them (for example, communicative, focusing, stimulating) play a more important role at the beginning of the group or therapeutic process (in the course of individual work), contributing to the formation and development of relationships.

All psychological functions are quite strongly pronounced at all stages of the process of psychocorrectional or therapeutic changes

(stages of pre-reflection, reflection, action and retention). However, some of them (focusing, stimulating, etc.) play a decisive role in the transition from the pre-thinking to the thinking stage, and others (for example, the function of meaning formation, reframing, etc.) are more significant at the stages of thinking, action and retention.

*The communicative function* is connected with the fact that MAC can convey feelings and representations, and in a broader sense, be a means of perception, processing and transmission of information. In this case, it is possible to consider both interpersonal and intrapersonal aspects of communication. It should be noted that if the interpersonal aspect of MAC implies the transfer of feelings and representations from one person to another, then within the personal aspect stipulates the possibility of an internal dialogue with oneself and the transmission of mental material from an unconscious level to a level of consciousness.

*The stimulating function of MAC* is associated with the activation of the intellect and various sensory systems (audio, visual, kinesthetic). In our opinion, the combination of the MAC with other types of creative activity contributes to the strengthening of this function (for example, writing poems or any other type of verbal products, which are further accompanied by a visual imaginary of MAC). This function plays an important role in motivating people who show asthenic and depressive symptoms.

*The organizing (integrating) function* is related to the fact that the images (MAC pictures) and the inscriptions to them (in those cases where there is such a combination) contribute not only to the more coordinated work of different sensory systems, but also to a different process of cognitive synthesis (other ordering of thinking processes, other structuring of thinking), which generates «new connections», new complex representations.

*The focusing or actualizing function* of MAC is related to their ability to activate memories while the attention of a person (group member, client, patient) is focused on certain objects. This function of MAC allows to temporarily fix the «needs, feelings and thoughts» and to achieve such a focus on them, which in ordinary life, under normal conditions, is inaccessible to many people. In other words, MAC make it possible to manifest, make latent, previously hidden needs or personality traits «visible». Due to this, a person can open up from a different side, unexpected both for themselves and for the people around them (this



may appear in the comments to MAC or in creation of artistic narratives, as well as other creative products that can be combined with the cards).

Focusing attention allows starting the process of re-living (re-experiencing) of different events that occurred in the past (both positive and negative). Although repeated experiences of traumatic events can cause psychological discomfort, in the context of psychocorrection (psychotherapy), it is often necessary to complete and rethink a past situation. New findings allow achieving the retransformation of a traumatic situation and, speaking in figurative language, «see the light at the end of the tunnel».

*The objectifying function* of MAC lies in their ability to translate the personal characteristics of a person into visible experiences and actions. This function of MAC allows a person to become more aware of their belonging to a certain community or group (cultural, professional, etc.). In this case, the basis of identification, i.e. meaningful relationships with people and other objects are reflected. This allows a person to understand to what extent their emotional experiences, actions and deeds are connected with physical feelings, needs for change, a sense of cultural, gender, professional «Self».

*The function of meaning formation* is associated with the choice of an object (selection of the most significant material) and its content processing, taking into account the context of the situation. This allows a person to see the personal meaning of different life events, actions and experiences (both of their own and other people). The MAC also provides *the detachment necessary for self-reflection* («a look from the side», *dissociation*). Due to the visual imaginary of MAC, a person can «see» the experiences and actions in a new perspective, and accordingly, comprehend other, deeper or even alternative content. Thus, the function of the meaning formation is inextricably intertwined with the function of reorganization or reframing (changes in the meaning of an event when the perception of the context of a situation changes). Rethinking the experience and the establishment of new semantic links between events and various elements of the inner world is possible only under the influence of the above functions. It is under the influence of the function of meaning formation and reframing that the members of the group (clients) are able to understand the reasons for the emergence of certain problems in interpersonal relationships, as well as clarify the true

meaning of their own needs and features of development (including «bad habits»).

*The reframing function* – (Latin prefix Re-denotes the opposite action; eng. Frame – create, construct, formulate). The technology of reframing was developed by R. Bandler and J. Grinder (80s of the twentieth century)<sup>2</sup>.

Reframing is usually understood as a reformulation, a change in context, or a perception of a situation, a problem. In a broad sense, reframing is the ability to look at the situation from different angles, taking into account different perspectives. Among the varieties of reframing, the content reframing of two types is most often considered (meaning reframing and context reframing). The technology of reframing relies on a number of basic provisions that are formulated by the authors based on their observations and psychotherapeutic practice:

1) a variety of solutions to a problem allows a person to become more free (the only option is not a choice, two is just an alternative, a true choice begins with at least three solutions to a problem; the more choices the more freedom);

2) the choice can be both conscious and unconscious;

3) each person has the resources that are necessary for change, the only task is to help them discover and master the necessary resources;

4) any pathological behavioral symptom (stereotype of behavior, «bad habit») performs a positive function under certain conditions. The behavioral stereotype, no matter how strange it may seem, is the most successful reaction that is available to a person in a given situation, since the behavior is always an unknown subconscious goal. Proceeding from this, the process of psychotherapy must take into account the «secondary benefit» of the symptom (that is, before getting rid of the inadequate stereotype of behavior, it is necessary to investigate how to get «the same», but in a more appropriate way).

The function of meaning formation and reframing is also closely related to the function of deconstruction.

*The function of deconstruction* complements the function of meaning formation (in the sense that it expands the palette of meanings).

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<sup>2</sup> Bandler R. & Grinder J. Reframing: NLP And The Transformation Of Meaning. NY. Real People Press, 1982. 208 p.

From the point of view of the authors of the postmodern era (R. Solso<sup>3</sup>, F. Funch<sup>4</sup> and others), the meanings of human actions and experiences are a «construct», which is caused by the influence of culture and society, i.e. the influence of meanings of sign systems (both «language» and «non-language»).

In fact, the meanings of actions, deeds, feelings and experiences, in principle, can have an unlimited number of other meanings (besides one that is «naturally given» and introduced in the process of socialization into consciousness and the unconscious). Accordingly, such a function of MAC as deconstruction, which is aimed at «freeing» a person from «constructed» values (which began to interfere, ceased to correspond to the inner world, i.e. became «false») and to form a new value system that more reliably reflects internal and external reality and objectively necessary. Thus, for example, as a result of treatment with the use of MAC, a woman comes to the realization that her obese body (excess weight) is not due to heredity (which she was absolutely convinced from childhood), but inadequate eating strategies (in particular, emotiogenic and external forms of response to food).

The function of deconstruction is closely related to the reframing function. In other words, the inclusion of one's own feelings and thoughts in a different context of perception can lead to a change in the values.

*The expressive and cathartic function* of MAC is associated with the perception of images («pictures») or inscriptions to them, as well as with the formation of a creative verbal product based on MAC. Repeated experience of feelings, especially in the presence of partners who show understanding, empathy, and verbal and non-verbal expression of emotions during psychological work with MAC, can lead to emotional purification and release from uncomfortable, painful, unpleasant experiences.

A creative verbal product that is made up simultaneously or in combination with MAC (poems, fairy tales, stories, essays, detailed commentary, etc.) allows a person to get to know themselves better, to

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<sup>3</sup> Солсо Р. Когнитивная психология / [пер. с англ. С. Комаров] / Гл. ред. Е. Строганова. 6-е изд. СПб.: Питер, 2006. 589 с. (Серия: «Мастера психологии»).

<sup>4</sup> Фанч Ф. Преобразующие диалоги: Учебник по практическим техникам для содействия личностным изменениям / [пер. с англ. Д. А. Ивахненко]. К.: Ника-центр, 1997. 400 с.

look into the depths of their unconscious inner world. This phenomenon is a reflection of projection (projective identification). At the same time, the subject, under the influence of identification with the object of perception (whether it is another person or a plant, an animal, an inanimate object) «transfers» its experiences to it or begins to experience what the «object» experiences. In addition, the expressive and cathartic function manifests itself not only during the composition of a creative product (i.e., during the «invention» process itself), but also during its voicing by means of verbal and non-verbal expressions of feelings (facial expression, gestures, posture, breathing, pause, crying, etc.), which also contributes to the release of emotions and cathartic effect.

*The protective function* of MAC is closely related to the manifestation of various psychological defenses (including sublimation). For example, a person can choose a card having the «guarding» function (talisman, amulet, guardian angel). The protective function overlaps in part with the containment function, which is related to the fact that some particular associative card serves for «sewerage» (holding) psychic energy, which ensures distancing from traumatic and incomprehensible experiences, and therefore gives a feeling of some degree of control over them. For example, when working with her aggression, a girl gave the Snow Queen association to one of the cards, and then said the following: «I want to transfer my aggression to this Snow Queen so that she can freeze it and turn it into an ice statue (the girl brought her palms to her mouth and made an energetic «exhalation» – a symbolic action of the «transfer» of aggression to the Snow Queen. And may my aggression remain forever in this kingdom of eternal ice.»

*The resource function* of MAC is related to their ability to activate personal resources (potentials, capabilities) while concentrating the attention of a group member (client, patient) at certain points, for example, on «special energy» in the picture (some part of a card or composition as a whole), creative idea or successful resolution of the situation, which sounds in the story on the card. This function of MAC allows a person to fix their inner strength, capabilities (both internal and external), and to achieve such a focus on them, which in ordinary life, under normal conditions, is inaccessible to many people. In other words, MAC allow manifesting previously hidden resources and personal potentials to make them «visible.» Due to this, a person can easily and quickly outline ways to solve a difficult life situation, build their own

plan to overcome a crisis situation and follow it, adapting to different conditions, open themselves from a different, unexpected side, both for themselves and for the people around them. This may appear in the comments to MAC or the creation of artistic narratives, as well as other creative products that can be combined with cards.

The presence of certain resources, capabilities, potentials, expands the field of activity of the individual and gives a person confidence in the attainability of significant goals. Subjectively, the discovery or identification of resources in oneself, in some way increases the value of a person in their own self-image, making them stronger, more significant and productive. Changing the position of self-presentation changes the position of perception of others. When we make a judgment about another person, we take into account not only their current situation, but also potential opportunities and resources, since reserves and resources are in a certain sense the substantial capital of each person.

The functions discussed above are realized in the course of fulfilling the goals and objectives of specific exercise games based on metaphorical associative cards.

## **2. Games-exercises (techniques) based on metaphorical associative cards**

In this part of the article, we want to demonstrate some forms and options for the use of MAC as a developmental and correctional tool. We are convinced that MAC, combined with their accessibility for children and adults, are a valuable tool for practical psychologists, psychotherapists, social workers and educators in solving a wide variety of problems. Accordingly, MAC can become an integral part of psychocorrection and psychotherapy when working with problems of the widest range, including for the restoration of mental and physical health and correction of disturbed behavior. This is possible due to the fact that metaphorical associative cards during the exercise allow a person to gain access to depressed (repressed) feelings and painful experiences, to realize them, to experience them again, to express (react) and thereby free themselves from their pressure. Based on the above, we provide a description of the game-exercises («card layouts») based on MAC without linking them to any specific problem. Games-exercises (techniques) that are described in this part of the article can be used by different specialists and in different conditions. In this case, we represent

them as a tool for the provision of psychological aid, and they can certainly be applied in the context of various forms of psychological assistance (psychoprophylaxis, psychological rehabilitation, psychological counseling and psychotherapy). It is quite realistic to implement taking into account the content, goals and objectives of the use of each particular technique. Most of them can be used in individual and group work (including when working with microgroups – dyads, triads, etc.).

We are convinced that the considerable possibilities for varying the forms and variants of exercises based on metaphorical associative cards allow specialists to show their talent and skills both for the purposes of creative and emotional development of a person, and for the purpose of restoring physicality (as the basis of physical and mental health).

In order to avoid repetition of the material when prescribing the goals of each exercise separately, we found it possible to combine information and list possible goals in one set, since many of the exercises are related to the manifestation of different psychological functions of MAC and are aimed at the realization of most of the following goals (in certain variation):

*Objectives of MAC-based exercises:*

- actualization and expression of positive and negative feelings, their realization and integration, both in connection with a specific situation, and with different periods of life;
- actualization and manifestation of latent needs;
- identification, realization and reassessment of attitudes, values, personality traits, behavior strategies;
- realization of the dynamics of external and internal changes;
- disclosure of creative possibilities and resource potential of an individual (actualization and manifestation of internal and external resources);
- study of the system of relations, actualization and resolution of intrapersonal conflicts;
- realization and correction of maladaptive patterns of thinking and behavior, the causes of neurotic conflict, which are associated with certain psychological problems and the search for resources for its solving;
- development of reflection in relation to the «Self-image», improvement of communication and interaction skills; actualization and

expression of feelings that are connected with the «Self» image, attitude to oneself and to various aspects of personal functioning;

- the development of bodily self-consciousness and self-control, the strengthening of personal boundaries and the adoption of the «Self» image;

- development of social competence and interpersonal interaction (the skill of inclusion in joint activities); awareness of common problems and the provision of mutual emotional support.

Associative games-exercises (techniques) based on MAC, which are presented and described below, allow accessing the holistic picture of participant of the training group (or client) own «Self», their personal myth about the world and about themselves in it, and also about the subjective image of the situation. They also help to clarify and realize the actual experiences and needs of the person, as well as unfinished conflict relations. In accordance with the graphic concept of our training, we suggested that participants explore the characteristics of their relationship in the direction of all four vectors (attitude towards the body, attitude towards food, attitude towards oneself and attitude towards Others). At the same time, MAC-based exercises «launch» internal processes of self-healing and creative search for their unique way of resolving problem life situations and normalizing the psycho-physiological state and behavior.

We see the general goal of MAC-based techniques in the search for alternative stories that are focused on finding external and internal resources and getting out of problem situations (as opposed to problem stories). Accordingly, in cases where the story / fairy tale ends positively, the psychologist helps a participant (client) to relate the fairy tale to his life reality and focuses attention on the hidden opportunities discovered.

In cases where a participant (client) ends a story / fairy tale with a negative outcome, the psychologist may suggest thinking over its possible dynamics for the better as homework. However, in the case of acute negative experiences (for example, when working with children, adolescents or depressed adult clients), when a positive outcome is desired within «one meeting», the «Positive Note» exercise, which is aimed at resource state search can be one of the end options.

In performing the exercises that are presented below, we used different sets of metaphorical associative cards. In our opinion, it is

possible to combine cards from different sets in psychocorrectional work based on MAC. Of course, each deck of associative metaphorical cards is unique. At the same time, different decks can be combined with each other, creating an infinite number of options for the play of imagination and opening up new possibilities.

Each card is a reference point for the emergence of ideas, associations, fantasies not limited by any frames. Rules for the use of MAC are as flexible as possible. They serve as a guide for creating the desired context in which everyone has access to their creativity.

*Associative game-exercise «Sharing».*

*Preamble to the exercise:* this exercise can be useful both at the beginning of a psychocorrectional (psychotherapeutic) meeting, and at its end.

*Process of work:*

Step 1. Participants blindly draw cards. Looking at them, they are trying to understand how what is depicted on the card is related to their current state in the group. Then, relying on the fairy-tale image, they take turns sharing what they came to the group meeting with or what they end it with.

*Associative game-exercise : «Positive Note» («resource search»).*

*Preamble to the exercise:* this exercise can be useful in cases where the limit of psychocorrectional (psychotherapeutic) meetings is almost exhausted, and a group member (or a client) completes the case with negative, destructive thoughts and emotions that destroy them.

*Process of work:*

Step 1. Choose a card which is *pleasant* for you (conscious choice of card). Describe it: what attracts you in this card? What does this mean for you? How can this be related to your real life? If this card is about some external or internal resource, then what is it about? When and in what situations did it help you? How could one access this resource right now?

*Associative game-exercise: «Kaleidoscope of Events».*

*Preamble to the exercise:* this exercise is performed over a certain period – from 2-3 to 5-6 weeks. Its essence lies in the fact that throughout the period you have planned, you daily, randomly draw one card from the deck, and then describe it (compose a short narrative, story, fairy tale) about one page in length, observing the following structure: the beginning of the story (introduction), the development of



events (culmination), the completion of the story. Try to avoid patterns and stereotypes, rely only on your imagination.

Stories can be composed in two ways: a) write stories one after another (as a personal diary); b) write stories on separate sheets (without pagination). Further, after finishing the story, the separate sheets can be arranged in the desired order.

*Process of work:*

On the first day, begin your story with the words: «there lived...», «once upon a time...».

Before writing the next story, there is no need to re-read what has been written before, since there is no need to create a necessarily story connected for the entire period of work. The course of events can be determined not only by the nature of the image of the card, but also by your emotional state, breadth, flight and freedom of your thoughts and fantasy.

On the last day, upon completing the term that you have set, finish your story with the words: «... and since then everything has been fine» (if possible according to the plot).

Only after the last story is completed you can re-read everything from beginning to end.

Answer a number of questions for yourself: How many independent stories turned out? Title them. Identify the main lesson (tag) of each independent story. What topics (problems) are raised in your stories? What ways to solve problems are described in your stories?

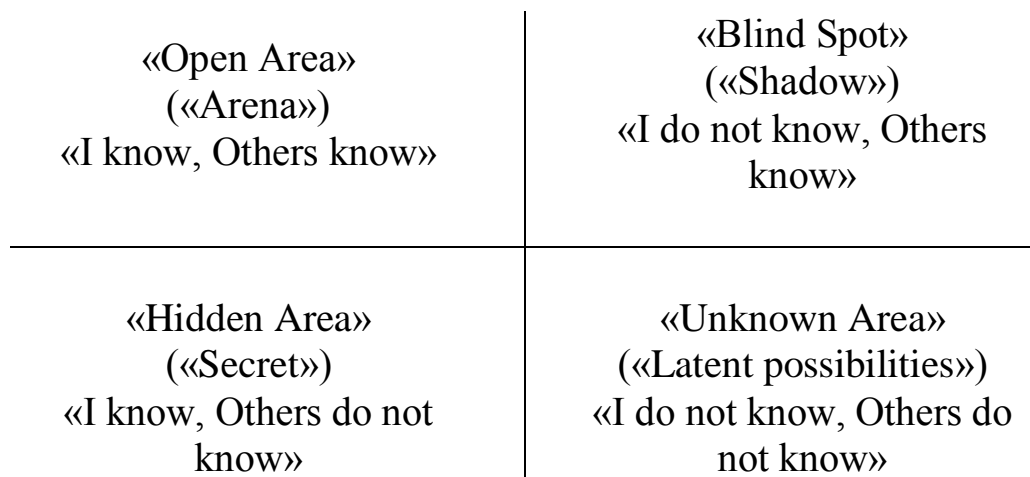
*The associative game-exercise «Symptom Master» (for working with a psychosomatic symptom) (the exercise is based on the idea of R. Tkach<sup>5</sup>).*

*Preamble to the exercise.*

This game-exercise based on metaphorical cards is combined with the technique of «Johari Windows» (which was developed by John Luft and Harry Ingham, 1969). The technique is an original classification of the area of known (in the continuum «I know – I do not know»), taking into account the position of the «Self» and the position of the «Other». The intersection of these two continuums allows obtaining a matrix of four windows (fields, areas, zones, sectors – see Fig. 1):

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<sup>5</sup>Ткач Р.М. Индивидуальное и супружеское консультирование с помощью сказки «Царевна-лягушка». СПб.: Речь, 2011. 93 с.



**Fig. 1. Johari Window**

The first window (top left) is defined as «Open Area» or «Arena» – this is the area «I know, Others know», i.e. this is what a person openly presents about themselves to others, how they want to be seen and known by others. In other words, this is all that people know about themselves, and that they allow others to know about themselves.

The second window (top right) «Blind Spot» or the «I do not know, Others know» area is an «non-knowledge» area that is out of the field of a person’s attention or awareness, but others may notice this (for example, a person does not see themselves from the back, but others see it well; a person may not notice bad breath, but others «feel» it; a girl may «not notice» the inadequacy of her behavior for a long time, which is obvious to others, etc.). *To explore the area of the «blind spot» is an attempt to look at oneself through the eyes of another person or to try to meet your Shadow i.e. with what the mechanisms of the psyche carefully «mask», «hide», make unconscious* (and, as Jung wrote, – this is usually an unpleasant meeting). The study of this zone allows to reveal the «secondary benefit» of the psychosomatic symptom or maladaptive behavior pattern..

The third window (bottom left) – «Secret» is the area of a person’s personal secrets, i.e. this is what people know about themselves, but quite deliberately hide it from the Others – «I know, Others do not know.» Sometimes it helps a person to maintain their calm and health. For example, it can be hidden love (a positive emotion towards other people) or purely personal information about yourself. However, often, such personal secrets create a «ground» for neurosis (for example, hidden negative thoughts and emotions about other people or about their

«bad habit»: the constant fear that other people will learn about «how much I eat» or fear of the physiology of the body «the fear of an unexpected urge to defecate, farting in a public place «, etc.).

The fourth window – «Unknown» or «I do not know, Others do not know» – is an area of undisclosed potential, a zone of opportunities and resources. The cognition of latent (hidden) possibilities allows a person to change the position «I cannot» to the position «I can».

*Process of work:* Step 1. – the moderator offers the participant (client) to find a card that associates (illustrates, reflects) the essence of the symptom that is most disturbing and which is desired to «work out» (put it in the «Open Area» field).

Moderator: this is what you know about the symptom, and what you let other people know. Describe everything you see in the card. If this card is about your symptom, then how does it manifest itself: What do you feel in your body? What do you feel about it? What thoughts arise in connection with the symptom? What do other people notice? How does this affect you? How does a symptom affect your life? – A participant (client) describes a card and explains «relations to a symptom».

P.S.: It should be noted that Others may not necessarily notice the manifestation of a symptom (for example, a person may describe a symptom as a feeling that it is «burning from the inside» but apparently the symptom does not manifest itself).

Further, the moderator offers the participant (client) to draw three cards «blindly» and place them into the remaining sectors.

Step 2. The participant (client) turns the card over in the «Blind Spot» area and describes it on the basis of the image of the card.

Moderator: If this card is about the «Symptom Master», then where is it in the card: who is it? What is it like? What does it want from you? What is it trying to tell you? What is its purpose? What does it know about the problem that you do not know? Does it do this to you because of care or desire to punish you? If it is because of care, what is manifested in? If because of the desire to punish you, for what? What emotions / feelings does it evoke in you? What do you want to do?

Step 3. The participant (client) turns over the card in the «Hidden» window area and describes the card. The moderator asks: If this card is about what you have to hide from other people because of a symptom, then what is it about? What do you have to hide from other people

because of a symptom? What does the Symptom Master limit you in? How does this affect your well-being, health, contacts?

Step 4. The participant (client) turns over the card in the «Unknown» area.

Moderator: If you imagine that this is how your external or internal helpers look like (an unexpected resource, a magic Helper) who knows how to change a symptom, how can events develop in the future?

Step 5. Drawing conclusions.

*Fragment of the work of the participant (Tatiana, 26 years old). She designated her symptom as «the problem of excess weight».*

Step 1. Find the card associated with the symptom. Put it in the zone of the Open area and tell everything that you know about the problem of excess weight as a symptom that you feel in your body, and that others can observe. How does the symptom affect your life?

T.: This fat bear is me (see card 1). I'm as bulky, hulky, and clumsy. I used to be very thin, and all my life I dreamed of putting on some weight. I have begun to put on weight since I got married. At first, I was very happy that I finally began to gain weight. Now, I think that I have 25 extra kg (with height of 1.70 cm, and weight of 95 kg), and this bothers me everywhere – in all spheres of life: I cannot play outdoor games with my child; I started having health and sexual problems... I want to go somewhere less and less ... more and more I just want to lie that nobody touched me ... My mom is constantly «nagging» me for it ... and my husband is not happy.

Step 2. (description of the card in the «Blind spot» area: the card depicts Shrek sitting at the table. He is sitting in anticipation and foretasting of his favorite dish – pilau – see card 2).



Moderator: If you imagine that this is the Symptom Master, what does he want from you? «He demands that I feed him quickly.» – And when he demands that you feed him quickly, what does he know about the problem of your excess weight, which you do not know? Does he demand it because of care of you or to punish you? If because of care, how is this manifested?



If because of the desire to punish you, for what? – He wants to punish me ... For adultery ... – And when he punishes you for adultery, what do you want? – Freedom from him ... freedom from overeating attacks. – Find a card that you associate «with freedom from overeating» and put it next.

Step 3. (description of the card in the «Hidden window» zone: the girl carries a basket full of food on her head – see card 3).

Moderator: If this card is about what you have to hide from other people because of a symptom, then what is it about? What does the Symptom Master limit you in? How does this affect your well-being, health, contacts?

T: I hide ... how much I buy and how much I eat. I do not want any of my acquaintances to see me at these moments ... All this makes me terribly nervous. – «All this» is what? – The fact that I have to hide, and the fact that I, on the one hand, often overeat, and on the other I want to lose weight, and the fact that I'm tired of fighting it ... (tears). – Take as much time as you need to live through these emotions, and when you are ready to move on, tell me about it.



Step 4. (description of the card in the «Unknown window» zone: the sorceress gives the girl magic shoes – she is happy).



Moderator: If this card is about gaining freedom, how is this possible for you? Link the card of «image of freedom from overeating attacks» that you chose (in step 2) to what is in this card (step 4)? – The sorceress lift «spell» from the girl and gave her magic shoes – also as a symbol of freedom. – This gesture of «lifting the spell» from the girl, what is it about for you? What will change in you that will allow you to feel «that the spell is gone» and you are free? How does this help you negotiate the Symptom Master so that he stops punishing you? – I have already redeemed my guilt with interest ... there is no point in punishing me anymore. – Find a card that can reflect this new state of yours (a conscious card search). What are you like here? What are you doing? What do you feel? – I am confident here ... that a new stage of life has

come. I chase away with this pigpen broom all my «bad» thoughts and everything that interferes with my life. – What can you realize from this fantastic image in real life today?

## **CONCLUSIONS**

Concluding the article, the main provisions that formed the basis for the use of metaphorical associative cards in providing psychological aid to the individual should be outlined as follows:

- metaphorical associative cards (projective or psychotherapeutic cards) are used as a special psychodiagnostic and psychotherapeutic tool in professional psychological practice, including in the activities of the moderator of psychological groups (for «warming up» the group, establishing trusting relationships between group members, for diagnosing the actual needs of the group, etc.).

- associations that occur in a person when describing a card and commenting to them, reveal current states, experiences and needs, allow identifying basic fears and desires, internal conflicts, determining personality traits, life strategies and goals, personal meaning of past experience, «seeing» resources (both internal and external).

- metaphorical associative cards, through metaphor (associations) allow to quickly get access to a stressful situation, which on the one hand, helps to identify incomplete internal processes, and on the other hand, to avoid additional retraumatization. In addition, MAC create a safe context for finding and modeling solutions, launching internal processes of self-healing and searching for their unique way out of the crisis life situation.

## **SUMMARY**

The paper describes the advantages of metaphorical associative cards as a tool for providing psychological aid to an individual. The psychological functions of metaphorical associative cards are analyzed. It is shown that the implementation of these functions makes it possible to effectively use metaphorical cards as diagnostic and psychocorrectional tools. The goals of exercises based on metaphorical associative cards are generalized. It is presented that the goals are directly related to the manifestation and implementation of various psychological functions. The emphasis is placed on the fact that the rules for applying metaphorical cards are as flexible as possible and serve as a

guide for creating the desired context in which everyone gets access to their creative background. A number of author's exercises based on metaphorical associative cards used for psychological counseling are suggested. The case of client work is described.

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## **TRANSFORMATION OF BASIC BELIEFS OF THE PERSONALITY DURING THE LIFE CRISIS PERIOD**

**Tavrovetska N. I.**

### **INTRODUCTION**

Crisis problematics of the personality is becoming increasingly relevant both for practical psychology and for theoretical search. Human life is full of various situations: not only usual, daily, but also unpredictable, extreme, the general meaning of which is combined in the concept of life crises. They are described in terms of “biographical crises”, “problem situations”, “life difficulties”, “extreme situations”, “psychological traumas”, etc. Crisis life situations arise in case of difficulties in the system of meaningful relationships of an individual, from inconsistency between the aspirations and possibilities of their realization, from rough disturbance of the usual way of life, from loss of life prospects. Such situations and events place high demands on the adaptive capabilities of a person, as well as on his or her personal potential.

In conditions of painful social, economic, political transformations of Ukrainian society, taking place in recent years, the crisis processes are becoming more widespread and acute. Completeness of the environment with stress factors causes constant emotional stress, which greatly complicates the experience of individual crises.

The importance of life crises is due to the fact that they radically disturb the perception of the external world as a stable, fair and secure. This, in turn, disorganizes the inner world of a person, mostly influencing the apical components of the personality – self-awareness, identity, value orientation, life position and life program. In the event of a negative decision, a life crisis imprints the entire life of a person, causing lack of faith not only in kindness and justice in people, but in themselves, their own strengths and capabilities. In the event of a constructive solution, the crisis, on the contrary, is a powerful source of personal growth, expanding the capabilities of an individual, their confidence and self-efficacy. But in order to adequately overcome the



inevitable life crises, a person must change their basic beliefs in order to meet a new image of the world.

Today, there is a huge demand for practical psychological support from both individuals and non-governmental organizations. Accordingly, various directions of crisis counseling and traumatic therapy are actively developing; training programs are being implemented for the training of psychologists-associate professionals in crisis counseling, able to work in a stressful environment, to provide support in various types of crisis situations. However, most of these programs are based on Western experience in overcoming crisis situations, which does not always have efficiency in domestic realities (primarily because of a short duration of the period of psychological support and rehabilitation). Consequently, there is an urgent need for the development of theoretical and methodological principles of psychological aid in situations of life crises.

Therefore, the important direction of modern psychology is the study of the characteristics of life crises and the conditions for their overcoming. In our study, we relied on the works of well-known Western scholars (A. Beck, E. Erickson, V. Frankl, H. Shih, I. Yalom, R. Janoff-Bulman, K. Jung) and leading domestic psychologists (F. Vasiliuk, P. Hornostai, V. Horbunova, O. Sannikov, T. Tytarenko and others). Providing psychological aid to a person in a critical life situation is described in detail in the writings of O. Bondarenko, V. Zlyvkov, I. Malkina-Pykh, A. Osypova, M. Padun and A. Kotelnykova, V. Romek, N. Tarabrina. It should be noted that the study of the transformation of a subjective picture of the way of life and the basic beliefs of the personality is significantly complicated by the ethical aspect of the problem, the unpredictability of the emergence of critical situations, as well as the high degree of the individual split growth of the development of the individual in the period of adulthood.

### **1. Life crisis as a crucial and life-changing event. Possibilities of cognitive processing of basic beliefs in an acute crisis period**

In psychology, life crises are often understood as the loss of traditional foundations of everyday activities. O. Urbanovych notes that it is a complex transitional state that arises in conditions of impossibility of the established way of human existence, the need to build new vital

senses, principles and strategies, which is associated with the painful transformation of the “Self”.

The life events that cause the crisis put a person in front of the problem which they cannot leave without permission and which cannot be solved in a short time or in a way that is traditional to them. The crisis destroys a daily course of life, habitual representations, and patterns of behavior. Usually this is related to a person’s unpleasant revelations (loss, danger, humiliation), which destroys the world of usual realities and the “Self”-image. It provides an uncertain character for a life situation and deprives the opportunity to foresee the future – a person does not know how to live further. It is important that the crisis is global; it affects all aspects of the personality<sup>1</sup>.

An important psychological characteristic of the crisis is a close connection of the subject with the ongoing events, the high degree of significance of the situation for a person. This degree of significance will be the determining factor in whether this event will lead to difficult experiences or will remain unnoticed<sup>2</sup>.

F.Basin highlighted “affecting life situations”, those are, situations of emotional stress, which predetermine the emergence of psychological traumas, which affect the most important values of the personality and complicate attempts of psychological protection. This leads to the imbalance of the personality, as well as their adaptability in the external world. A critical component of the situation is determined by the presence of emotional stress, and the degree of its impact on a person – by the power of affect and human reactions<sup>3</sup>.

Not only threatening and unfavorable events are difficult to cope with. Positive stressful events (such as a child’s birth) cause a wide range of responses, among which there are problems up to serious somatization. However, the evocative potential of negative events (i.e., the potential of causing emotions, from *evoke* –arouse) prevails over the potential of positive events, since it has adaptive significance for human

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<sup>1</sup> Урбанович А. А. Психология управления. Мн. : Харвест, 2003. 640 с.

<sup>2</sup> Грызлов С. В. Особенности психологического кризиса как неразрешимой проблемной ситуации и пути коррекции *Ин-т психотерапии и клинической психологии*. URL: <http://www.psyinst.ru/library.php?part=article&id=1709>

<sup>3</sup> Бассин Ф. В. «Значащие» переживания и проблема собственно-психологической закономерности. *Вопросы психологии*. 1972. № 3. С. 105-124.

survival, maximizes the probability of a quick and effective response to a threat (Tytarenko, 2018).

Significant events instantly cause a complex of person's strong reactions both at the level of the organism and at the level of the personality. Each such positive or negative event affects the personal movement that is reproduced in the reformatting of their own life construction. A person changes the pace of life construction from slow to fast, or vice versa: "He or she begins to accelerate the transformation of the construction site of their own life, modifying, transforming, and sometimes destroying the already constructed". Sometimes they do everything to slow down the changes, save the previously conceived configuration of their own life, even if it becomes completely inappropriate.

It is a crisis situation that helps a person to understand their life plan, makes it possible to see, experience their past, present and future at the same time, to realize their inextricable connection and predicament. T. Tytarenko writes that we are not moving in the way of life according to the logic of the "escalator", and we do not expect that going on a certain step we will continue to go automatically. Our life is always surprises, turns, crossroads which symbolize crisis situations<sup>4</sup>.

The crisis as a discrete moment in the development of an individual occurs when blocking the purposeful life activity of a person or at a sharp change in the status of personal life. Characteristic of the crisis is that a person cannot overcome it by means known from the past experience. Life activity is suspended, as conventional, stereotyped thinking and behavioral programs no longer work, and new ones are not formed yet. This causes a specific acute emotional state<sup>5</sup>.

V. Zlyvkov, S. Lukomska, O. Fedan distinguish the main crises faced by almost every person in their life: a crisis of development (age crises); deprivation crises (a crisis of loss and separation); psychotraumas or traumatic crises; a crisis of relationships caused by getting out of relationships or relationship problems; a crisis of the

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<sup>4</sup> Титаренко Т. М. Життя як будівельний майданчик: особисті наслідки посттравматичного досвіду. *Психологічна допомога особистості в складних обставинах життєдіяльності* : зб. доп. всеукр. наук.-практ. сем., м. Чернівці, 18 травня 2018 р. Чернівці : ЧНУ ім. Ю. Федьковича, 2018. С. 6-9.

<sup>5</sup> Доценко В. В. Теоретичні підходи щодо вивчення кризових станів особистості. *Вісник Харківського національного ун-ту. Серія «Психологія»*. 2011. № 937. С. 73-76.

meaning of life (existential crises); moral and ethical crises (a crisis of spiritual values)<sup>6</sup>.

V. Horbunova notes that a person is exposed to many traumatic factors, more or less threatening, intense and unpredictable throughout their life. In order to recover from stress and return to productive life, one has to cope with emotional experiences and at the same time overcome the anxious patterns of worldview, since the perceived threats make them expect to be similar in the future<sup>7</sup>.

V. Frankl, E. From, I. Yalom and many other authors write about the possibilities of positive changes stimulated by trials of life. Bygone traumas can serve as a catalyst for positive changes, strengthening and deepening relationships, changing the position of life, identifying the strengths of the individual<sup>8 9</sup>. F. Vasyliuk writes that activity, psyche and consciousness are developed as evolutionary formations in response to the problem and complexity of the external world<sup>10</sup>.

*The crisis as an extreme event in life.* There are life situations that are so traumatic that require external help, since a person cannot cope with stress themselves (for example, a situation of grief, loss of a loved one or getting out of relationships – when personal resources may not be enough).

M. Ivaniuk notes that the presence of the individual in difficult living conditions that exceed their adaptive potential causes the disturbance of meaningful life interactions of the individual with the world, that is, the experience of *alienation*. The discrepancy of available possibilities of the individual to the conditions of the situation awakens their fear, insecurity and disability; deep dissatisfaction with their own life, its value deprivation leads to the experience of depression; reduction of self-value leads to loss of authenticity, inability to respect themselves and others; the lack of meaningful expression of will and the

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<sup>6</sup> Зливков В. Л., Лукомська С. О., Федан О. В. Психодіагностика особистості у кризових життєвих ситуаціях. Київ : Педагогічна думка, 2016. 219 с.

<sup>7</sup> Горбунова В. В. Робота з посттравматичним стресовим розладом (ПТСР) у межах когнітивно-поведінкової терапії. *Психологічна допомога особистості, що переживає наслідки травматичних подій* : зб. статей Ін-т соціальної та політичної психології. Київ : Міленіум, 2015. С. 26-35.

<sup>8</sup> Франкл В. Людина в пошуках справжнього сенсу. Психолог у концтаборі. Київ : Клуб Сімейного Дозвілля, 2016. 160 с.

<sup>9</sup> Ялом И. Д. Экзистенциальная психотерапия. М. : Класс, 1999. 576 с.

<sup>10</sup> Василюк Ф. Е. Психология переживания (анализ преодоления критических ситуаций) М., 1984. 200 с.

realization of personal values leads to frustration and loss of meaning of life. Analyses of Ukrainian servicemen-combatants showed the prevalence of the problem of alienation, primarily from society, other people and work (up to 50% in different groups). The significant difference between active servicemen and veterans is revealed: the latter are more likely to experience the support they can rely on in the external and internal world: the reliability of their attitudes and beliefs, their own feelings, beliefs, attitudes towards themselves and others, the experience of what has already been experienced<sup>11</sup>. In general, the loss of a positive semantic basis in the relationships between a person and the world results in inability to choose and embody new opportunities that can give a sense to life.

In this regard, one should recall the opinion of K. Rogers and other psychologists of the humanistic direction, who consider the flexibility of the value system as a defining feature of a healthy person. A fully functioning person realizes the “Self”: they are open to experience, live in the present, trust their intuitive judgments and internal impulses. However, in most psychological sources, the value sphere and basic settings are described as nuclear disposition, a relatively stable personal “core”<sup>12</sup>.

*Psychological approaches explaining the transformation of basic beliefs during the crisis period.* The concept of “basic assumptions”/“basic beliefs” is developed at the intersection of cognitive, social, clinical psychology and psychotherapy, which (each of its positions) try to answer the question of how the individual constructs views of the world around and the “Self”. The phrase *assumptive world* – literally “the world of assumptions” is used in Western psychology to refer to a set of basic beliefs that provide a person with support, protection, and a sense of reality (Beder, 2004)<sup>13</sup>. In domestic psychology, the closest to this construct is the concept of “internal picture of the world”. In general, basic beliefs can be defined as implicit, global, sustainable representations of the individual about the world and

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<sup>11</sup> Іванюк М. О. Екзистенційні мотиви переживання учасниками бойових дій відчуження у складних життєвих ситуаціях. *Психологічна допомога особистості в складних обставинах життєдіяльності* : зб. доп. всеукр. наук.-практ. сем., м. Чернівці, 18 травня 2018 р. Чернівці : ЧНУ ім. Ю. Федьковича, 2018. С. 40-44.

<sup>12</sup> Роджерс К. Р. Взгляд на психотерапию. Становление человека. М. : Прогресс, Универс, 1994. 480 с.

<sup>13</sup> Bede, J. (2004). Loss of assumptive world – How we deal with death and loss. *Omega-Journal of Death and Dying*, 50 (4), 255–265.

about themselves, which influence on a person's thinking, emotional states and behavior.

V. Yadov's dispositional model of the personality structure is of particular interest. Dispositions represent a complex of readiness of a person's consciousness and nervous system to act in a certain way. Such positional formations occur each time when meeting a certain need with the corresponding situation of its potential satisfaction. They are organized hierarchically and form four levels. The first level installations regulate direct reactions to an actual substantive situation. The second level regulates the behavior in the usual situations of interaction with the environment. The third level provides for the regulation of the individual's system of actions. A valuable level regulates a person's behavior in significant aspects of social activity, in particular, in problematic, conflict or in situations of moral choice. This model allows asking the question – at what level (or levels) there is an adaptation and transformation of basic beliefs, which accompanies critical periods of life<sup>14</sup>.

From the point of view of existential psychology, a traumatic stressful life event is an experience of acute and sudden collision of person's beliefs with reality, and the course of the crisis will depend on a personality's hardiness. American psychologists S. Cobasa and S. Maddi in their writings note that hardiness consists of three components: engagement, control and risk taking<sup>15 16</sup>.

According to E. Osin, during the overcoming of life crises, a person experiences a sense of alienation – a disturbance of logical connections in the structure of background knowledge of the personality, which is based on the loss of meaning. The phenomenon of alienation manifests itself as a result of disturbance of the system of links between human life and the world, when they are deprived of a positive meaning for an individual and are not able to act as an energy and logical basis for a fully-fledged action in the world. The result of the impossibility of building their life activity on the basis of internal sense is its

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<sup>14</sup> Ядов В. А. Саморегуляция и прогнозирование социального поведения личности: Диспозиционная концепция. 2-е расширенное изд. М. : ЦСПиМ, 2013. 376 с.

<sup>15</sup> Kobasa, S. (1979). Stressful life events, personality, and health: An inquiry into hardiness. *Journal of Personality and Social Psychology*, 37, 1–11.

<sup>16</sup> Maddi, S. (2004). Hardiness: An operationalization of existential courage. *Journal of Humanistic Psychology*, 44, 279–298.

construction on other, more primitive principles: biological needs and social norms<sup>17</sup>.

From the point of view of cognitive psychology, the concepts of “cognitive schemes”, “constructs”, “beliefs”, “cognition”, by which people structure their own experience and form behavior, are used. According to J. Kelly, the process of human thinking proceeds on the basis of the formation of polar statements (constructs). The desire to avoid uncertainty leads to the choice of the “either-or” principle, and the desire to compensate for the anxiety caused by a basic conflict and the “principle of satisfaction” determine the choice of one or another polarity<sup>18</sup>.

Most fully this process appears in the concept of basic beliefs of R. Janoff-Bulman, that explains how the individual constructs their ideas about the world and the “Self”. Basic beliefs are born in childhood and generally provide a sense of security, trust in the world. This is necessary internal support in a changing reality, which promotes the mental stability of a person and their success in life, and is also an important condition for personal development. But the basic beliefs are changed under the influence of mental trauma, because extreme negative experience is contrary to the described concept of life. Its comprehension causes difficult and prolonged psychological problems: an individual faces the horrors of the world, as well as with their own vulnerability and helplessness. Confidence in their own security is an illusion that introduces a person into a state of disintegration. A sense of helplessness, loss of control over one's own life can persist for a long time after the initial symptoms disappear. Accordingly, the process of overcoming the trauma is in restoring the basic beliefs. In case of success, they are transformed and become qualitatively different, which frees a person from the illusion of their own invulnerability<sup>19</sup>.

In domestic psychology in recent years the concept of conscious life construction is becoming rather popular. T. Tytarenko proposes the classification of post-traumatic life construction on the basis of the

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<sup>17</sup> Osin, E. (2008). Subjective alienation: Measurement and correlates. *International Journal of Psychology*, 43, 509.

<sup>18</sup> Падун М. А., Котельникова А. В. Психическая травма и картина мира. Теория, эмпирия, практика. М. : Институт психологии РАН, 2012. 133 с.

<sup>19</sup> Janoff-Bulman R. *Shattered assumptions: Towards a new psychology of trauma*. NY : Oxford University Press, 1992. 256.

N. Taleb's popular concept of "antifragile"<sup>20</sup>. Antifragile individuals live easily and feel relatively well in conditions of unpredictability, uncertainty, and chaos, because they are able to modify their own strategies of life construction in accordance with various coincidences – both positive and negative. Potentially traumatic situations do not become unequivocally negative events for them, as is the case with fragile individuals; they may not at all get the status of included in the life story of events, remaining unpleasant anecdotes, and may even change the emotional valence, turn into events more positive than negative. The traumatic event is perceived primarily as information that will facilitate further life-style movement. In the history of life of an antifragile person who has survived a crisis or trauma, there is a sense of community, stability, endurance, self-esteem, and optimism. These positive changes contribute to a deeper interpretation of the event, the organic integration of experience, the construction of a more authentic story about yourself. The constant self-education of such a person, the growth of their readiness for change, and a constructive attitude to their own mistakes provide a greater completeness of life and productive interaction with themselves, the world, and other people<sup>21</sup>.

## **2. Empirical study of the transformation of basic beliefs in the context of overcoming life crises**

The main task of the empirical study was to find out the peculiarities of the life principles and basic beliefs of the individual, depending on the experience of surviving life crises. To solve this problem, we have developed two author's methods aimed at determining the level and content of autobiographical stress: the method of structured diagnostic interviews (author's development "Significant life events") for obtaining a general picture of the positive and negative events of the autobiography and the closed form "List of stressful events" with the assessment of the significance of their influence on the emotional, cognitive and behavioral levels (author's development). In addition,

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<sup>20</sup> Талеб Н. Н. Антихрупкость. Как извлечь выгоду из хаоса. М. : КоЛибри, Азбука-Аттикус, 2016. 768 с.

<sup>21</sup> Титаренко Т. М. Життя як будівельний майданчик: особисті наслідки посттравматичного досвіду. *Психологічна допомога особистості в складних обставинах життєдіяльності* : зб. доп. всеукр. наук.-практ. сем., м. Чернівці, 18 травня 2018 р. Чернівці : ЧНУ ім. Ю. Федьковича, 2018. С. 6-9.



diagnostic questionnaires were used: the Posttraumatic Cognitions Inventory (PCTI) questionnaire, created by E. Foa<sup>22</sup> and co-authors in 1999 to assess three types of post-traumatic cognition: negative thoughts about oneself, negative thoughts about the world, self-condemnation; Post Traumatic Growth Inventory, developed by R. G. Tedeschi, L. G. Calhoun in 1996, adapted by M. Magomed-Eiminov<sup>23,24</sup>, 1998 (Ukrainian adaptation of V. Zlyvkov, 2016)<sup>25</sup>; R. Janoff-Bulman basic beliefs scale, adapted by O. Kravtsova (2000)<sup>26</sup>.

40 people were involved in the research (18 men and 22 women aged 20 to 52 years). The peculiarity of this category of respondents is that they are adults who already have a certain life experience, including the experience of overcoming life difficulties and self-determination.

The content analysis of the "Significant life events" questionnaire and the "List of stressful events" questionnaire allowed to summarize qualitative information (interviews, content and description of events) and convert it into formalized quantitative indicators. The categories of content analysis were: emotional sign of interpretation of a significant event – in the sample three possible variants were found: positive, negative and change of the sign of the event to the opposite in the process of comprehension; the meaning of a significant event; the meaning of the consequences of a significant event – this category was the most diverse and difficult to analyze. The obtained results showed that, in general, 39% of the described significant biographical events are the most critical situations, that is, those that endanger the health of a person or their relatives, destroy the usual way of life and activity, disturb relationships with relatives, and in general, exceed an adaptive human potential.

With regard to individual indicators, we calculated the ratio of positive and negative events. This ratio accurately reflects the

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<sup>22</sup> Foa E. B., Ehlers A., Clark D. M., Tolin D. F. The Posttraumatic Cognitions Inventory (PTCI): Development and validation. *Psychological Assessment*. 1999. Vol. 11. P. 303-314.

<sup>23</sup> Магомед-Эминов М. Ш. Трансформация личности. М. : Психоаналитическая ассоциация, 1998. 496 с.

<sup>24</sup> Tedeschi R. G., Calhoun L. G. The posttraumatic growth inventory: Measuring the positive legacy of trauma. *Journal of Traumatic Stress*. 1996. Vol. 9. P. 455-471.

<sup>25</sup> Зливков В. Л., Лукомська С. О., Федан О. В. Психодіагностика особистості у кризових життєвих ситуаціях. К. : Педагогічна думка, 2016. 219 с.

<sup>26</sup> Кравцова О. А. Сексуальное насилие как психологическая травма : дис. ... канд. психол. наук. : 19.00.01. Москва, 2000 193 с.

intenseness of the lifestyle with severe and critical events. In addition, it can testify to the general sign of the world perception of a person, their life optimism, pessimism or neutral attitude. Most of the respondents demonstrate a predominantly positive perception of the world. At the same time, for 22.2% of the sample, the proportion of positive events on the life path is less than half. This is evidence of a really difficult life situation, full of difficulties and obstacles. Individual lists of meaningful events were processed by the method of content analysis. We have identified meaningful units, counted their prevalence and compiled a list of the most significant determinants of events in the life of modern Ukrainians. In individual lists of meaningful events, certain topical themes are singled out – repetitive situations that occur cyclically at different age stages, essentially repeating a certain life scenario of a person. Among such repetitive patterns are: betrayal, insult and neglect, success in an independent goal or life style, interruption of the usual way of life and the development "from the beginning", change of place (study, work, residence), self-sacrifice for the sake of other interests, significant purchases, events from the lives of their own children.

We believe that such cases reflect not only certain well-established ways of behavior, but also the features of a general picture of the world: because of the variety of life events and situations, a person chooses these episodes as significant and important for them. Let us recall that in the narrative theory it is assumed that human life-story is not only an informative text, but also a way of forming the identity of a person, integration of their experience<sup>27</sup>.

If the spectrum of meaningful life events is rather limited (it is easily generalized in content analysis and is already sufficiently fully mentioned in science-based fiction literature), then the spectrum of individual reactions on them is extremely diverse and wide. In the most general terms, the following types of consequences are mentioned in the interview: bright emotional experiences (happiness on the continuum), gaining experience, confirmation of a certain financial or social status, awareness and strengthening of one's own responsibility, the disappearance of the meaning of life (restoration of the meaning of life), the beginning of a new life stage, awareness of one's own adulthood, an

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<sup>27</sup> Ларіна Т. О. Особистісні стабілізаційні практики життєконструювання: наративний аналіз. *Психологічні перспективи*. 2014. Вип. 24. С. 184-194.

important life choice, confirmation of abilities and competences, own "coolness", empowerment, awareness and overcoming fears, confirmation or change of values, the formation of life stereotypes.

It is important that in many cases the emotional sign of the event itself and its subjective significance do not coincide. Often respondents treat objectively negative events as having a positive impact on their lives. For example, a serious illness teaches a person to “appreciate every day of their own life”, unfaithfulness of a man becomes the beginning of a successful independent life. Slightly less (12.2% of the entire array of observations) are spreading opposite cases – an event that is usually treated as enjoyable, causes anxiety. For example, at the birth of a child, the world is perceptible as a “dangerous place”; at renewal of family or friendly relationships the disappointment appears.

In addition, we have received some interesting observations that allow us to update the idea of the role of critical events in a person’s life situation.

Firstly, a number of critical situations have prolonged action and last for years – among them, first and foremost, serious and chronic illnesses (of people themselves or their relatives).

Secondly, a large number of decisive stages and events of life (both positive and negative) are concentrated in the period of childhood – in most cases they make up 20-25% of the total list. These include, for example, parents’ divorce, betrayal of close friends, bright emotional and positive impressions, as well as significant successes – participation and victory in sporting competitions, in student Olympiads. In this case, the remote consequences of critical events are largely determined by the environment, the extent to which a child was generally able to influence the situation, or acted simply as a hostage of difficult circumstances.

Next, we asked the interviewees to choose the most complex and unpleasant – a crisis life event, the impact of which they consider being the most powerful. The general expression of dysfunctional and negative cognitions in a crisis situation is presented in the sample as follows: 88.9% of respondents have a significant excess of the indicator on the questionnaire of post-traumatic cognition. Influence is expressed in negative thoughts about the world, which seems to be full of danger, people around them are assessed as not worthy of trust that keeps a person in constant tension.

Table 2.1

**Generalized measurement results of post-traumatic cognitions**

	Standards (M ± σ)	Average sample tendencies (M ± σ)	The share of people with signs of traumatism
Negative thoughts about yourself	1,05 ± 0,63	2,02 ± 0,31	50 %
Negative thoughts about the world	2,43 ± 1,42	4,35 ± 0,36	100 %
Self condemnation	1,00 ± 1,02	1,4 ± 0,86	38,9 %
Total score	49 ± 23,5	73,3 ± 20,8	88,9 %

With regard to the results obtained, it should be recalled that, according to cognitive theory (A. Beck, J. Kelly), the processing of information is based on basic beliefs and rules embedded in the schemes-cognitive structures that organize experience and behavior. In this case, the disturbance of normal functioning is associated with the "cognitive vulnerability" of the individual. Each person is characterized by a unique vulnerability and sensitivity according to the schemes available to them. In this regard, each of us is prone, to varying degrees, to mental suffering. According to A. Beck, any personality's disorder is associated with a certain basic convictions. For example, the cognitive basis of avoidance disorder is the belief: "I will be hurt"; for paranoid disorder – the belief "People are potential opponents", for narcissistic disorder – "I'm special", for hysterical disorder – "I need to make an impression", etc. Thus, with the help of dysfunctional cognitive schemes, one can construct a cognitive profile of each disorder.

It is believed that the basis of depression is the cognitive triad: negative basic beliefs about the "Self", the world around and a negative view of the future. This determines the prospects for further researches. It is expedient to include methods for identifying life prospects and individual plans to the list of used techniques.

The results of psychological diagnostics showed that, in general, 77.8% of respondents respond to a complex, critical situation by personal growth traits. They demonstrate a positive attitude to life, easily adapt to change, feel confident in their own capabilities to solve life problems.

Table 2.2

**Generalized results of parameters of post-traumatic growth**

Methodology scales	Standards (middle interval)	Average sample tendencies ( $M \pm \sigma$ )	The share of people with signs of growth
Attitude towards other people	15-24	21,3 $\pm$ 4,56	44,4 %
Improved capabilities	10-15	18,5 $\pm$ 3,12	83,3 %
Personal strengths	8-15	15,3 $\pm$ 2,08	88,8 %
Spiritual changes	4-6	5,2 $\pm$ 3,35	27,7%
Increasing the value of life	7-11	11,4 $\pm$ 2,16	55,5 %
Index of post traumatic growth	33-63	70,4 $\pm$ 11,85	77,8 %

*Note: normative data are given by V. Zlyvkov, S. Lukomskaya, O. Fedan*

First and foremost, post-traumatic personal growth refers to manifestations of *personal strengths*. People become more self-confident, understands that they can overcome life anxieties, that they are much stronger than they still believed – such answers were received for 88.8% of the respondents. 83.3% respondents point to revealing of *new improved capabilities* in life: after the crisis situation, people have new interests, new attractive lifestyles, unavailable before, are discovered. People confidently declare their capabilities to positively influence life, to change what is possible to change and accept as a gift something that cannot be changed. In addition, 55.5% of respondents point to an increase in the value of life: life priorities change, as a result of which a person appreciates every day spent and tries to make it more meaningful.

At the same time, the improvement of the attitude towards other people, the efforts to establish open, close and trusting relationships is not so distinct (only 44.4% of cases). This corresponds to the results of the previous methodology, which testify to negativization of the general picture of the world as a result of a life crisis. For the majority of respondents (66.7% of cases) high personal growth parameters are combined with the expression of destructive post-traumatic cognitions.

Consequently, as a result of the experience of a critical event, the general picture of the world is clearly changed in the direction of negativization. But this does not interfere with the manifestations of personal growth, which is manifested in the expansion of capabilities and the strengthening of a personality. We used a correlation analysis to detect statistically significant interrelationships between measured variables. Before that, according to the results of the interviews, the lists of significant life events we calculated the indicator of the intenseness of life by negative events.

Table 2.3

**Correlation analysis of data**

<i>Diagnostic scales</i>	Negative eventivity of life	Questionnaire for post-traumatic cognitions			
		Negative thoughts about yourself	Negative thoughts about the world	Self condemnation	Total score
Negative eventivity of life	1	0,288	0,171	<b>0,604</b>	0,343
Index of post traumatic growth	<b>-0,502</b>	0,022	0,147	-0,272	-0,044
Attitude towards other people	<b>-0,588</b>	-0,296	-0,181	<b>-0,509</b>	-0,351
Improved capabilities	-0,302	0,292	0,394	0,002	0,234
Personal strengths	0,132	<b>0,564</b>	<b>0,587</b>	0,408	<b>0,543</b>
Spiritual changes	<b>-0,588</b>	-0,296	-0,181	<b>-0,509</b>	-0,356
Increasing the value of life	0,286	<b>0,588</b>	<b>0,575</b>	<b>0,510</b>	<b>0,584</b>

The obtained calculations allow us to draw conclusions about the negative correlation between the index "Negative eventivity of life" and the components of post-traumatic growth ( $p \leq 0.05$ ). Consequently, the more human life is full of emotional and negative events, the less they demonstrate the tendency to overcome crisis situations through personal growth (primarily due to reduced attitudes towards other people and

spiritual changes). At the same time, the tendency to self- condemnation increases significantly ( $p \leq 0.01$ ). Perhaps in this there has been noted the depletability of an adaptation resource of the individual. In addition, there are numerous significant correlations between individual post-traumatic personality reactions. Among them, a particular interest is a direct connection of the parameters "Personal strengths" and "Increasing the value of life" with the expressiveness of the formation of destructive cognition. Indicator of self- condemnation negatively correlates with the scales "Attitude towards other people" and "Spiritual changes" ( $p \leq 0,05$ ). All this requires consideration of changes in the basic settings of a personality as a result of experiencing crisis situations as a single integral system.

The main task of the next stage of the research was to measure the overall level of a *biographical stress* – the concept that means the total effect of all stress factors that affect a person during a certain period of life, for example, during a year. In this case both positive and negative emotional-loaded life episodes are significant. Investigating the phenomenon of biographical stress, Dr. T. Holmes<sup>28</sup> and his colleagues constructed a diagnostic scale for commonly used life values, which is actively used in modern psychological practice for screening the level of actual stress of a person. We took this technique as a basis, but greatly supplemented and detailed it.

According to the results of the survey, a wide range of stressful situations, including the most difficult ones, is presented in the life of modern Ukrainians. The highest percentage of prevalence in the sample has the following crisis events: incurring injustice, soreness (repeated throughout life); conflict with nearest and dearest, loss of friends, change of place of residence and the usual way of life. These situations can be considered as normal life trials, which have to be survived almost by every person. In addition, a high level of representation of stressful events in the life that are of an all-embracing nature: natural and technical disasters, repeated economic crises, socio-political upheavals, and military conflict is characteristic for the adult Ukrainians. Interestingly, that people of the same age who were brought up in the same social conditions and experienced the same events in the country,

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<sup>28</sup> Методика определения стрессоустойчивости и социальной адаптации Холмса и Раге. *Энциклопедии психодиагностики*. – URL : <http://psylab.info>

when filling out the questionnaire mark them differently. And that is not the case in the selective social memory, but also in the general scheme of the world, as it is perceived by an individual.

Thus, the experience of individual life stressful events is complicated by the global crisis situation, in which one inevitably has to exist, and also by the difficulty of access to external resources of support. It depletes the adaptive reserves of an individual and complicates the experiencing crises.

According to the results of the study, it was found that the following life events, such as divorce or disruption of relationships with loved one; severe illness, trauma causing a fear of death; military conflicts and participation in hostilities; the death of loved one; abortion; failure, failure in meaningful activity, sexual problems or unpleasant sexual experience have and hold the most *negative affective potential* (i.e the ability to cause strong emotions). Such situations as outstanding personal achievement, success, change of place of residence, promotion in position, marriage, wedding and change of work possess the most *positive emotional potential*.

A marriage and a birth of children, severe long-term illness (both own and a close person), change in work, failure in significant activities and participation in hostilities strongly influence the behavioral activity of the individual. As to the impact on the thoughts and perceptions of life, the respondents highly evaluated the impact of the same situations, as well as the experience of large financial debts.

Such common factors have already been described in the scientific literature. For example, within the framework of a personal-situational approach, L. Burlachuk and A. Korzhova<sup>29</sup> distinguish between "strong" and "weak" situations, which differ in expressiveness of reactions of the subjects to one event or another. There are strong negative (death of parents or children) and strong positive (birth of children and grandchildren, recovery, trip to rest, return to work, completing of children's education). In "weak" situations, the role of personal features is great. Allocation of "strong" situations allows predicting reactions to a particular event. The "weakness" of the situation indicates the effectiveness of appeal to the individual in the process of psycho-

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<sup>29</sup> Бурлачук Л. Ф., Коржова Е. Ю. Психология жизненных ситуаций : учеб. пособ. М. : Рос. педагогическое агентство, 1998. 263 с.



correction, the ability to change the system of treatment to a painful situation.

According to the results of the survey, we calculated a number of individual quantitative parameters: stressedness of the last year – the total number of stressed fields over the past year; a biographical stress – the total number of stressful events throughout life; a social stress – irresistible disturbances of the usual way of life of the entire community (city, region, country); the degree of subjective significance of stressful events at different levels: emotional, cognitive, behavioral. The ratio of these indicators shows an individual style of response to difficult life situations.

We compared these parameters with the results of the psychological diagnosis of basic beliefs of an individual "World Assumptions Scale" (R. Janoff-Bullman). Normally, the scores on all scales should be above the middle, i.e. not less than 3.5 points (above 12 points for the total indicator). The following data are obtained in our sample.

Table 2.4

**Generalized results of the measurement of basic beliefs**

	Average sample tendencies ( $M \pm \sigma$ )	The share of people with a deviation from the norm (less than 12 points)
1) benevolence of the world	16,5 ± 1,12	7,5 %
2) benevolence of people	15,7 ± 1,25	5 %
3) justice of the world	13,8 ± 1,35	15 %
4) controllability of the world	16,1 ± 0,81	5 %
5) coincidence of events	14,5 ± 2,16	12,5 %
6) value of the "Self"	17,2 ± 1,88	-
7) degree of self-control	17,9 ± 1,62	-
8) degree of success or luck	15,2 ± 2,35	10 %

From these descriptive statistics, we see that the respondents have mostly positive perception about themselves and the world (we do not exclude that in this case there is an effect of social desirability). Among the individual scales of the questionnaire, the most expressive deviations from the "healthy" system of basic beliefs were found on the scale of "Justice of the world" and "Coincidence of events". Correlation analysis showed a large number of meaningful connections between the saturation of autobiography with stressful events and indicators of basic beliefs. First of all, one should pay attention to the fact that the more stressful events are in a person's life, the lower marks they put to significance of their influence on their own emotions, cognitions and behavior ( $p \leq 0.05$ ). Hence, a hard life experience causes some tolerance to stressful events – the inevitable daily difficulties and problems do not cause too much emotional reactions (this is possible due to addiction / training and development of tolerance for stress or, *visa versa*, through the mechanism of psychological protection due to exhaustibility of adaptive resources). According to the results of the correlation analysis, it has been established that the intenseness of life with stressful events (in all aspects) is negatively correlated with the indicators "Benevolence of the world" and "Benevolence of people". Intenseness of life with crisis events negatively affects the basic beliefs about the benevolence of the world. Such a result is quite logical, because the world objectively appears to be a dangerous place for a person, full of anxieties and disappointments. At the same time, intenseness of life with stressful events positively correlates with the basic conviction of controllability of the world. This is especially true for social stress ( $p \leq 0.01$ ). Consequently, as a result of the frequent experiences of crises, a person develops a steady conviction that it is possible to avoid misfortunes if a person does not allow mistakes, make efforts for their own protection and avoid troubles. Obviously, there is a security function in it and it actually helps to overcome the difficulties. However, such an attitude can cause increased emotional stress due to constant expectation for troubles. Direct relations between the expression of stressfulness and basic beliefs about the value of the "Self" ( $p \leq 0.05$ ) have been revealed. Consequently, the experience of solving and surviving the problems forms an attitude towards themselves as a beautiful and worthy person who has nothing to be ashamed of.

Evaluation of the impact of stressful events on emotions, cognition and behavior demonstrate correlations with all, without exception, basic beliefs of the individual. But the nature of these relationships is different. Direct correlations are observed with respect to the parameters of "benevolence of the world", "benevolence of people" and "degree of self-control". We can interpret this in the following way: a person who believes in the fact that the world as a whole is a good place, people in it are good and ready to help, and they are sufficiently able to control the events of their own life in the face of life difficulties turns out to be very amazed, their vital illusions are destroyed. This, in turn, causes not only painful emotional experiences, but also appropriate alterations of cognitive patterns and behavioral habits. The basic beliefs about the justice of the world (justice, controllability, and the distribution of coincidence events) have negative correlations with the parameters of the subjective significance of stress. The same picture is observed with respect to the values of the "Self" and confidence in own degree of success or luck.

Concerning the obtained empirical results, one should mention the researches of D. Savelyev<sup>30</sup>, who compared the peculiarities of experiencing the crisis of identity in people who have overcome the difficult life situations themselves or with the help of a psychologist. The results showed the expressiveness of intrapersonal and interpersonal conflicts among people who applied for psychological aid. They appreciate themselves relatively well, but they show a distinct disintegration in the areas of work, material security, the state of the inner world, health, family relationships, relationships with society, and in the perception of their own future. Instead, for individuals who deal with their own problems, the parameters of relationships with the others, trust, expected attitude from others, general internality and internality in the field of achievements, failures, family and production relationships, in attitude towards health and illnesses were more expressive. On the basis of these data, it can be assumed that the respondents who applied for psychological aid take less responsibility for the quality of their own lives (external

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<sup>30</sup> Савельев Д. И. Психологическое содержание кризиса идентичности личности *Известия Российского государственного университета им. А.И. Герцена*. 2009. № 116. С. 276–283.

type of control of all scales of the method of the level of "subjective control", except the scale of "internality in the field of interpersonal relations"). In spite of this, they are not ready to build trustful and harmonious relationships, do not trust others, negatively perceive others and expect negative evaluations from them. The obtained results partly confirm the data we received concerning high self-esteem and negative perception of the world around.

Thus, our research helped us to explain the formation of the basic cognitive beliefs that concerns negative perception of the world around and intense self-value of people who have high level of a biographical stress.

## **CONCLUSIONS**

Consequently, complex and crisis challenges from the environment throughout the life of a person are the main reasons of personal movement. Therefore, in the context of practical psychological aid, it is useful to consider the crisis as a certain turning point in human life, when something new is born as a result of suffering and pain. Any crisis is the choice. It is either in protection of the internal picture from any external evidence of its inaccuracy, or in trying to form a new picture of the world. The other way requires the restructuring of the logical structures of consciousness and the reorientation to new life tasks that lead to a change in the nature of activity.

Hence, a difficult life experience causes some tolerance to stressful events (due to the formation of distress tolerance or, vice-versa, through the mechanism of psychological protection and the exhaustibility of adaptive resources). The intenseness of life with crisis events negatively affects the basic beliefs about the benevolence of the world and people and, at the same time, positively correlates with the conviction of controllability of the world around. It has a protective function and contributes to overcoming the difficulties, but causes an increase in emotional stress. The experience in surviving problems generates the value of the "Self". A person who believes in the fact that the world is a good place, people in it are good and ready to help, and they are sufficiently able to control the events of their own life as a result of the collision with life difficulties, suffers from the painful destruction of life illusions. It stimulates appropriate reorganization of cognitive patterns and behavioral habits.

Since the cognitive possibilities of rethinking during the crisis are reduced, the problem of psychological care should be aimed primarily at reducing the acuity of the emotional experience of the problem, removing a person from the stage of acute stress and restoring the internal resource for constructing new cognitive schemes of the world and their own lives.

Our research has explained the formation of cognitive schemes relating to the negative perception of the world and increased self-value of the people with a high level of a biographical stress. For a practical psychologist it is important to identify the nature of experiencing the crisis life events and help to use these changes as a source of personal growth. An analysis of basic beliefs can significantly expand the understanding of the crisis, achieve greater impact in crisis counseling and crisis therapy.

### **SUMMARY**

The article deals with theoretical and practical approaches in the study of the basic beliefs of the individual in the context of overcoming life crises. The concept of "basic beliefs" is analyzed from the cognitive, social, existential position. It is noted that a traumatic stressful event is an experience of acute and sudden collision of human beliefs with reality, and the course of the crisis will depend on a person's hardiness, on the level of disturbance of logical connections in the structure of background knowledge of the personality, which is based on the loss of meaning. The level of biographical stress in the life of modern Ukrainians is revealed, which is represented by a wide range of crisis situations, including the most difficult ones.

The research conducted proves that the more human life is full of stressful events, the lower evaluations people put to the significance of their influence on their own emotions, cognition and behavior, and to a lesser extent demonstrates the ability to overcome crises by personal growth. It is concluded that the intenseness of life with crisis events negatively affects the basic beliefs about the benevolence of the world and people and, at the same time, positively correlates with the conviction of controllability of the world around. An empirical analysis of the results helps to explain the formation of basic cognitive beliefs regarding the negative perception of the world and increased self-value of people with a high level of a biographical stress.

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## **PROFESSIONAL OBSERVATION SKILLS OF SPECIAL EDUCATION TEACHERS**

**Tsybuliak N. Yu.**

### **INTRODUCTION**

One of the challenges for the modern society is the incessant positive dynamics of the number of children with special educational needs. State policy, regulatory changes make sure steps for resolving this extremely important, but at the same time, complicated and controversial problem. Therefore, in the context of developing a modern special education in Ukraine, the profession of a special teacher working with children with physical, mental, intellectual development and sensory impairments becomes relevant. Its main mission is providing of qualified assistance to children with special educational needs in specialized educational institutions or in inclusive schools of general secondary education.

The latter involves mastering necessary knowledge, abilities and skills, as well as development of a number of professionally important qualities. Observation skills are particularly important among the latter; being the basis for cognition and the understanding of child's individual uniqueness, they guarantee humanization and individualization of the educational process, efficiency and progress of pedagogical activity. The lack of professional supervision of a special teacher leads to the depersonalization of the individual psychological content of the child's person with special educational needs.

Review of psycho-pedagogical literature shows interest in the issues of observation skills and diversity of approaches to understanding the essence of this concept. It is considered as an ability (S. Holovin, H. Kostiuk), personal quality (S. Maksymenko, D. Nikolenko et al.), personality trait (M. Hamezo, O. Petrova, et al.), a component of socio-perceptual competence of a specialist (V. Zazykin, I. Kulkova, et al.). The researchers' attention is focused on works, where observation skills are defined as a professionally important quality of representatives of different jobs: public employees (Yu. Tereshchenko, D. Nikolenko, et al.), lawyers (I. Abakumova, O. Stoliarenko, et al.), psychologists (L. Rehush, V. Kovalov, V. Kuzmenko, et al.), teachers (H. Kyslova,

L. Kolodina, V. Lezhnina, T. Mandrykina, O. Telieieva, et al.). In particular, when studying future teachers' observation skills, the following aspects have been revealed: psychological peculiarities of their formation (H. Kyslova), impact of observation skills on the effectiveness of pedagogical interaction (L. Kolodina), interrelation between their demonstration and accuracy of empirical predication (V. Lezhnina), pedagogical features of forming observation skills in communication process (T. Mandrykina), effectiveness of using training exercises for their development (O. Telieieva).

Despite a great number of research works devoted to this issue, there is the lack of fundamental works concerning the development of observation skills in special education teachers. Studying this issue will make it possible to adjust differences between contemporary requirements to observation skills demonstration and theoretical justification, as well as actual practice of their development in the process of training future special education teachers; the need for methodical support of these skills development and insufficient working out of corresponding recommendations and methodological support.

**The aim of the paper** is theoretical and experimental determination and characterization of the psychological features of demonstrating professional observation skills by future special education teachers.

### **Research methods**

To attain the aim of the paper and complete the formulated tasks, we have developed a research programme, which involved the use of the following methods:

- theoretical (analysis, synthesis, the summarizing of scientific literature on the problem of the research);
- empirical (observation, questioning, testing, namely: “Correction task” (B. Burdon, modified by V. Anfimov), “Evaluation of perception capacity”, “Elimination method”, “Complicated analogy”, “Comparison of notions”, “Distinguishing essential features” (A. Malenov), “Memory for images” and “Long-term memory” (L. Stoliarenko), “Socio-perceptual observation skills” (M. Kiloshenko), “Expression groups” (J. Gilford and M. Sullivan, modified by O. Mykhailova), “Diagnostics of the level of development of abilities for proper interpretation of nonverbal behaviour” (V. Labunska), “Significance of observation skills for preschool teachers’ work”);
- statistical (comparative and correlation analysis);

– interpretative (analysis, synthesis, systematization of the data obtained).

The research was conducted at Berdyansk State Pedagogical University. 59 third- and fourth-year students majoring in special education programme became participants of the research.

### **1. The essence of professional observation of a special teacher**

Before we reveal the essence of professional observation of future teachers of preschool education, let's consider the essence of the concept of "observation" as a mental phenomenon. In scientific works observation is considered from different positions: as a personality quality (V. Davydov, B. Lomov, D. Nikolenko, et al.), its rice (M. Gamezo, L. Orlova, O. Petrova, et al.), ability (Yu. Gilbukh, S. Golovin, G. Kostyuk, M. Yaroshevsky, et al.), a component of the social-perceptual competence of a professional (I. Wegerchuk, V. Zazykin, I. Kulkova, et al.). A different basis of observation is also determined. Most scholars (B. Lomov, S. Maksimenko, B. Teplov, et al.) believe that its basis is perception. According to M. Savchin, observation is also associated with the peculiarities of distribution, amount and refocusing of attention<sup>1</sup>. In the writings of L. Zankov, the concept under investigation is defined as the ability to observe<sup>2</sup>. Some scholars (S. Golovin, A. Petrovsky, M. Yaroshevsky, et al.) associate observation with the development of empathy, reflection or the peculiarity of personality guidance.

The ambiguity of approaches to the study of the concept of "observation" affects its interpretation. The use of this concept for scientific and practical purposes requires careful theoretical analysis and refinement of its content. Famous psychologist B. Ananiev believed that observational – is the property of sensory organization of personality, which is based on the processes of sensation and perception. They allow distinguishing of signs and objects that have minor differences, fixing them at a minimum perception of time<sup>3</sup>. L. Regusch adheres to the same

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<sup>1</sup> Савчин М. В. Педагогічна психологія : навчальний посібник. К. : Академ-видав, 2007. Ст. 344.

<sup>2</sup> Занков Л. В. Наглядность и активизация учащихся в обучении. М. : Учпедгиз, 1960. Ст. 144.

<sup>3</sup> Ананьев Б. Г. Воспитание наблюдательности школьников. Л. : Лениздат, 1940. Ст. 6.

idea of the interpretation of the concept under study<sup>4</sup>. In the paper of T. Mandrykina, in addition to perception, the role of attention, memory, thinking, imagination is emphasized. The scientist notes that observation is the interaction of cognitive mental processes in unity with the emotional and volitional processes of personality<sup>5</sup>. I. Bila believes that observation is a purposeful perception, a unity of attention and thinking, a memory, a complex cognitive process in which the unity of sensual and rational cognition manifests itself<sup>6</sup>.

In the study of G. Kislova is noted that in the system "human – human" observation should be considered not only as a property of sensory organization of personality, but also as the ability to social perception<sup>7</sup>. The same opinion is observed by L. Kolodina. She understands observation as the ability of a person to perceive and assess the basic parameters of interpersonal relationships adequately. In this case, adequacy implies the ability to make correct judgments about other people<sup>8</sup>. As A. Markova points out, observation is the ability to read a man as a book in expressive movements<sup>9</sup>. According to I. Bekh, observation is the ability to capture obscure but psychologically significant details in the behavior of a particular pupil<sup>10</sup>. There is another rather widespread point of view: observation – is a stable quality of personality, which is based on observation<sup>11</sup>.

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<sup>4</sup> Регуш Л. А. Практикум по наблюдению и наблюдательности. СПб. : ПИТЕР, 2008. Ст. 12.

<sup>5</sup> Мандрыкина Т. С. Формирование педагогической наблюдательности будущего учителя в процессе общения : автореф. дис. на соиск. науч. степени канд. пед. наук : спец. 13.00.01 «Общая педагогика, история педагогики и образования». К., 1987. Ст. 5.

<sup>6</sup> Біла І. Спостережливість – ключ до пізнання. Дошкільне виховання. 2008. № 4. Ст. 9.

<sup>7</sup> Кислова Г. И. Развитие наблюдательности в процессе профессиональной подготовки будущих учителей : дис. ... канд. психол. наук : спец. 19.00.07 «Педагогическая психология». Рос. гос. пед. ун-т им. А. И. Герцена. СПб., 1995. Ст. 12.

<sup>8</sup> Колодина Л. В. Наблюдательность личности как фактор формирования педагогического взаимодействия в системе «Учитель-Ученик» : дис. ... канд. психол. наук : спец. 19.00.01 «Общая психология, история психологии». Новосибирск, 2000. Ст. 59.

<sup>9</sup> Маркова А. К. Психология труда учителя : кн. для учителя. М. : Просвещение, 1994. Ст. 24.

<sup>10</sup> Бех І. Д. Виховання особистості : підручник. К. : Либідь, 2008. Ст. 44.

<sup>11</sup> Ковалев В. В. Развитие наблюдательности студентов-психологов в процессе изучения дисциплин анатомио-физиологического цикла : дис. ... канд. психол. наук : спец. 19.00.13 «Психология развития, акмеология». М., 2010. Ст. 17.

An analysis of different views on the interpretation of the nature of observation has shown that almost all scholars attach importance to the mental processes that, in their opinion, form the basis of observation: sensation, perception, thinking, attention, memory. This is confirmed in the studies of I. Pavlov and I. Sechenov. They found that observation is a derivative of the reflex activity of the brain, which is based on irritability as the ability of living matter to respond to external stimuli and sensitivity to them. This ability manifests itself in varying degrees of susceptibility. The level of plasticity of the cortex of the cerebral hemispheres and the strength of the stimulus determine the qualitative level of observation. Physiologists emphasize that this personality quality develops under the influence of maturation of the central nervous system, education and life experience.

According to D. Nikolenko, the primary in the act of observation and observation is the ability of the central nervous system to excite under the action of the needs of the organism, which directs the analyzers on the relevant objects, environmental phenomena that can meet this need. It has an arbitrary character, which depends on the nervous excitement, images, traces of memory, thoughts that arise in the cortex of the cerebral hemispheres. In view of this observation is impossible without specific psychophysiological activity, aimed at the knowledge of reality<sup>12</sup>.

In the scientific literature, along with the concept of "observation", the concept of "monitoring" is used. For our study, it is important to establish a relationship between them. In pedagogical activity, monitoring is seen as mastering the system of mental and practical actions aimed at the perception of professionally important information for solving pedagogical problems and situations. N. Kuzmina notes that this process is based on previously acquired knowledge and skills, therefore, it is complex and comprehensive<sup>13</sup>. That is, monitoring is a planned, systematic, time-limited activity. Monitoring as a method of cognition of a person, provided multiple reigns and exercises goes into a stable quality of personality – observation. According to B. Ananiev,

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<sup>12</sup> Ніколенко Д. О. Психологічні особливості спостережливості в процесі випереджального відображення дійсності. Юридична психологія і педагогіка : наук. журнал. К. : Національна академія внутр. справ, 2014. 1 (15). Ст. 25.

<sup>13</sup> Кузьміна Н. В., Реан А. А. Професіоналізм педагогічної діяльності : методическое посobie. СПб. : Рыбинск : [Б. и.], 1993. Ст. 32.

these concepts reflect the relationship between mental processes and personality properties<sup>14</sup>.

However, L. Zankova's study emphasizes that observation is a broader notion in its content than monitoring. The scientist defines the latter as one of the types of mental activity, which presupposes the presence of a task, purposefulness, planonomy of perception, comprehension of the object of perception<sup>15</sup>. At the same time, observation is a combination of certain personality traits, such as: the ability to observe, analyze an object, detect its properties in accordance with the goal, and also transfer the ability to observe, which is produced on some objects, on other, new ones.

This opinion is shared by D. Nikolenko, noting that observation as a result of the observation process and an integrative cognitive perception provides:

- 1) the adequacy of the qualitative characteristics of the mental image of the quality of objects, phenomena and processes that are reflected in their integrity;
- 2) semantic hierarchy of reflection;
- 3) the combination attribute of reflection;
- 4) the creative mobility of reflection;
- 5) operational control of reflection and its result<sup>16</sup>.

Observation differs both from the process and from the monitoring method. Observation as a process involves the perception of objects in a particular program: where to look, what to listen to, what objects and their manifestations should be noticed, what and where to note, etc. It organizes the perception of a person, who, regardless of observation, can successfully observe even unusual and uninteresting objects for her. If we consider monitoring as a method, then this is a system of scientific means, algorithms and orders, through which it becomes possible to achieve the goal of psychological and pedagogical research. Unlike monitoring observation as a personality's quality involves a stable

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<sup>14</sup> Ананьев Б. Г. Воспитание наблюдательности школьников. Л. : Лениздат, 1940. Ст. 12.

<sup>15</sup> Занков Л. В. Наглядность и активизация учащихся в обучении. М. : Учпедгиз, 1960. Ст. 34.

<sup>16</sup> Ніколенко Д. О. Психологічні особливості спостережливості в процесі випереджального відображення дійсності. Юридична психологія і педагогіка : наук. журнал. К. : Національна академія внутр. справ, 2014. № 1 (15). Ст. 25.

cognitive attitude to certain objects or phenomena that organizes the work of all mental functions of man. This quality acts as an integral phenomenon, which ensures the adequacy of the process of cognition, which manifests itself in the qualitative, quantitative and structural characteristics of the subjective reflection of objective reality. According to O. Bodal'ov, this allows to deeply and accurately understand the main features of the inner world of another person, to successfully evaluate it as a personality, as a subject of activity and very close to the reality of substituting it for individual peculiarity<sup>17</sup>.

Consequently, a stable cognitive attitude towards the environment and the acquisition of practical experience in monitoring predetermine the development of observation as a personal quality. If a special teacher shows a professional-cognitive attitude to the subjects of the educational process of the institution of education, this quality is transformed from a personal to a professionally important.

Taking into consideration the specific character of special education teacher's work, observation skills should be considered as a professionally important quality, which involves fixation and interpretation of significant, typical and even barely noticeable, but important for understanding individual features of educational process participants (children with special educational needs, parents, colleagues). Under the educational process participants we mean, first of all, children with special educational needs: observation skills are oriented at creating favourable conditions for children's mental development, keeping their individualities, caring for the development of their individual abilities, etc. Interaction between teachers and families is of great importance for coping with these tasks. Apart from children and parents, special educators must understand peculiarities of adults who have influence on child personality's development. In particular, the ability to determine and consider colleagues' emotional states determines the unity of requirements imposed on children as well as psychological climate, where children and teachers spend their day.

The disclosure of the essence of professional observation of a special teacher also implies the definition of its significance for the activity. We believe that observation is subordinated and aimed at the

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<sup>17</sup> Бодалев А. А. Восприятие и понимание человека человеком : монография. М. : Изд-во Моск. ун-та, 1982. Ст. 19.

successful and effective implementation of professional activities and creative self-realization of the teacher. It becomes possible by creating a detailed, complete and holistic image of a child with special educational needs, taking into account her individual characteristics, understanding her relationships with peers, parents and adults. A supervised special teacher is able to timely and clearly diagnose a long and stable mental reality and to penetrate into the essence of the general situation of the existence of a child with special educational needs, to find an explanation, the reason for her behavior, and so on.

Let's highlight the importance of professional observation for pedagogical activity:

1) providing the possibility to organize and carry out educational work taking into account the needs and abilities of the child;

2) cognition and understanding of the child's inner world, its features of character and habits, inclinations and abilities, needs and interests, feelings and experiences, which are the basis for revealing the tendencies of development of a child with special educational needs and forecasting of individual variants of the formation of his personality;

3) providing the ability to understand the causes of the child's behavior, his goals, thoughts, intentions in certain situations of life, separating the essential from the incidental, important from the secondary, revealing links between these psychological symptoms;

4) creation of the basis for the construction and implementation of a personally oriented and individually differentiated educational process, determination of the effectiveness of methods and techniques, the creation of a developing environment, the introduction of situational and strategic changes in pedagogical activities to enhance the internal resources of a child with special educational needs;

5) identification of peculiarities of development of the children's collective (the relation of other children to a child with special educational needs, his social status, interaction between children, their interrelationships, etc.);

6) definition of the existing model of family relationships, the style of family education, the formation of a child's attachment to parents, attitude towards them, etc.;

7) determination of the effectiveness of influencing the methods and methods of working with parents and giving them the opportunity to



feel understanding, interest and assistance, which serves as the foundation for building effective cooperation with the family;

8) creation of preconditions for the search by the special teacher of the individual creative way of self-realization in professional activity.

The list of tasks, the solution of which depends on the peculiarities of the professional observation of a specialist teacher, can be continued, but we believe that the main vectors of its importance for pedagogical activity have been introduced: the development of the personality of the child with special educational needs, cooperation with the family and professional self-development and self-realization.

In accordance with such an approach, peculiarities of demonstrating professional observation skills by special education teacher affect the success and effectiveness of performing the following functions:

- research – collection, analysis, systematization and classification of important information concerning individually psychological peculiarities of children with special educational needs (temperament types, psycho-emotional state, self-esteem, personal qualities, preferences, interests, etc.);

- organisational – most appropriate organization of various types of children's activities, taking their individual features into account;

- motivative – creating and providing favourable conditions for child's development (mental, physical, social, etc.), which requires teachers' continuous self-improvement;

- prognostic – predicting results and consequences of one's professional activities;

- controlling – studying children in the context of educational work with them, i.e. specifying personal characteristics of their development in close relation with the organizing and providing of teaching process, particularly the reasons that impede achievement of the desired level of personal qualities and traits development, and factors that contribute to successful achievement of goals, etc.;

- regulatory (or correctional) – quick revealing of differences between the tasks of preschool education and the state of their overcoming, which provides the most appropriate changing of a situation.

Consequently, professional observation skills of special education teacher are the basis for understanding individuality and uniqueness of each child with special educational needs. Their significance proves the

need for its purposeful development. Therefore, it is important to find out existing peculiarities of demonstrating professional observation skills by future special education teachers. This task implies revealing the inner structure of this quality.

On the basis of theoretical analysis of research works devoted to the issues of professional observation skills (L. Rehush, H. Kyslova, V. Kovalov, D. Nikolenko, M. Sherin, et al.) the structure of this quality and criteria for its studying have been specified:

- the motivational and target-oriented component (criterion – incentives and goals of their demonstration);
- the cognitive component (criterion – maturity of cognitive mental processes that form the basis for observation skills);
- the operational component (criterion – maturity of necessary and adequate actions related to the determining, differentiation, comparison and adequate interpretation of demonstrations of children's individual uniqueness).

These components ensure the fixation and interpretation of the essential, characteristic and even imperfect external manifestations of the individual characteristics of the educational process subjects of the educational institution, which is important for their cognition and understanding. The complex of these components determines the purposeful professional-cognitive activity, in which the organically combined sensory and rational reflection of the pedagogical process.

Thus, professional observation is a professionally important quality of special teacher. Its essence consists in fixing and interpreting the essential, characteristic and even imperfect external manifestations of the individual characteristics of children with special educational needs, their parents and colleagues. This quality is the basis of cognition and understanding of the inner world of a child with special educational needs, defines the success, efficiency and productivity of teaching activity and the possibility of creative self-realization. Professional observation has a multi-component structure, which includes motivational-target, cognitive and operational components.

## **2. The psychological features of professional observation skills of future special education teachers**

The empirical study of psychological peculiarities of demonstrations of special education teachers' professional observation

skills was based on the above-mentioned structure. Below are the characteristics of the empirical data obtained.

According to the criterion “incentives and goals of their demonstration”, we have found that 7.27% of future special education teachers had the high level of its development, 53.42% had the adequate level, 29.06% – the critical level, 10.25% – the unacceptable level. The results obtained make it possible to state that the majority of students under study are characterized by domination of professional motives and goals of demonstrating observation skills, sufficient maturity of focus on studying and understanding personal characteristics of the participants of the educational process of an educational institution. They express stable professional interest in fixation and interpretation of external demonstrations of personal characteristics of a child with special educational needs (their parents and teachers in particular). The above-mentioned feature of professional observation skills demonstrates students’ sufficient motivation and focus on their actualization for studying and understanding children’s personal characteristics and their special educational needs.

The results obtained according to the criterion “maturity of cognitive mental processes that form the basis for observation skills” show that 3.42% of future special education teachers are characterized by the high level of its development, 48.29% – by the adequate level, 40.17% – the critical level, and 8.12% – by the unacceptable one. Consequently, the majority of the students under study are characterized by sufficient indicators of the capacity of perception and perceptivity; concentration, stability and distribution of attention; image and long-term memory; analysis, synthesis, comparison, abstraction, and generalization. These features indicate potential opportunity of observation skills demonstration by future special education teachers in their work.

The criterion “maturity of necessary and adequate actions concerning determining, differentiation, comparison and adequate interpretation of demonstrations of children’s individual uniqueness” is developed at the high level in 8.97% of the surveyed, at the adequate level – in 12.65%, at the critical one – in 60.85%, and at the unacceptable level – in 17.53%. These results make it possible to state that the majority of the students are able to determine significant and typical external demonstrations of personal characteristics of an

individual. However, they make a great number of mistakes when comparing, differentiating, and explaining them. For this reason, it will be difficult for them to identify children's personal characteristics and special educational needs. So as a result it can be negatively impact to the recognizing, accepting and understanding of a child.

Comparative analysis of the indicators of structural components of future preschool teachers' observation skills according to the specified criteria enables us to state that the highest indicators were found when studying the cognitive component and the lowest – the operational one. The empirical data indicate that the students are able to activate cognitive mental processes that are the basis for professional observation skills at the sufficient level. Also the future special education teachers are motivated enough to take careful observation to understand the individual characteristics of children with special educational needs. However, they have many problems with fixation and adequate interpretation of significant, typical, and especially barely visible external demonstrations of personal characteristics of the participants of the educational process.

If we are compared the psychological peculiarities of the future special education teachers with the psychological peculiarities of the future preschool teachers, we find two significant differences<sup>18</sup>. The first one is that the future special education teachers are much more motivated to learn and understand a child with special educational needs; their motives are internal and professional, they are more sustainable. At the same time, for the preschool teachers are characterized by domination of extrinsic motives and formal goals of demonstrating observation skills, insufficient maturity of focus on studying and understanding personal characteristics of the participants of the educational process of a preschool educational institution. The students do not express stable professional interest in fixation and interpretation of external demonstrations of personal characteristics of a child (parents and teachers in particular).

The next main difference we obtain in the criterion “maturity of necessary and adequate actions concerning determining, differentiation,

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<sup>18</sup> Цибуляк Н. Психологічні особливості прояву спостережливості майбутніх вихователів дошкільних навчальних закладів. Педагогіка і психологія професійної освіти. 2013. № 4. Ст. 198.

comparison and adequate interpretation of demonstrations of children's individual uniqueness". The future special education teachers have much more difficulty with fixation and adequate interpretation of significant, typical, and especially barely visible external demonstrations of personal characteristics of the children with special educational needs than preschool teachers. We suppose that it is depend on individual strengths, personality and experiences so particular disabilities will impact differently on individual children, therefore special education teacher have a lot of problems with identifying, diagnosing and treating the condition coupled with the need to find the right kind of support, schooling and development. Besides, some of main social mechanisms of human understanding (such as identification or stereotypization) are not effective in this situation, even more – it is distractive for the process of fixation and interpretation of personal characteristics of the children with special educational needs.

According to the empirical data, the main psychological features of professional observation skills of future special education teachers are domination of professional motives and goals of demonstrating observation skills; they express stable professional interest in fixation and interpretation of external demonstrations of personal characteristics of a child with special educational needs (their parents and teachers in particular). The majority of the students under study are characterized by sufficient indicators of the capacity of perception and perceptivity; concentration, stability and distribution of attention; image and long-term memory; analysis, synthesis, comparison, abstraction, and generalization. These features indicate potential opportunity of observation skills demonstration by future special education teachers. At the same time, they make a lot of mistakes when comparing, differentiating, and explaining personal characteristics of children with special educational needs. It can be negatively impact to the recognizing, accepting and understanding of child's special educational needs.

### **3. Types of professional observation skills of future special education teachers**

Having analyzed of psychological peculiarities of demonstration of professional observation skills by future special education teachers, considering the level of development and balance of this quality's structural components, the following types of professional observation

skills can be distinguished and characterized: perceptive (8.97%), potential (53.43%), formal (28.63%), and deceptive (8.97%). Each type is represented by its defining characteristics. Let us consider them in details.

The **perceptive type** is characterized by well-balanced development of the motivational and target-oriented, cognitive and operational components, which are demonstrated in various types of professional activities consistently and at the high level; domination of students' motives and goals; the high level of development of cognitive mental processes that form the basis for this quality. Maturity of the ability to distinguish personality's external demonstrations precisely, establish interrelations between them and interpret them adequately is observed. These special education teachers are able to detect and understand significant, typical and barely visible demonstrations of personal characteristics peculiar to the children with special educational needs. They are dedicated to giving each individual student the tools and guidance needed to help them maximize success. It becomes the basis for relatively precise prediction of their intents, actions and deeds, development of events, situations, processes and phenomena under real-life conditions. For this reason, this very type of future special education teachers' professional observation skills is the most preferable one for successful, efficient and impactful fulfillment of their professional duties.

The **potential type** of professional observation skills is observed in case future special education teachers are eager to learn and understand the participants of the educational process for creating and providing favourable conditions for children's harmonious development. It is characterized by sufficient level of development of cognitive processes which are the basis for professional observation skills. That is why future special education teachers want and are able to notice personal characteristics of children with special educational needs (their parents, colleagues), but make mistakes in their interpretation. It is explained by insufficient formation of the ability to detect necessary and sufficient external demonstrations of a personality, their differentiation, comparison and interpretation. In this case, it is possible to change the situation in terms of its harmonization by means of purposeful work on the development of one's own professional observation skills.

The **formal type** of professional observation skills is characterized by domination of students' cognitive motives and goals of their demonstration in professional activities. Future teachers with this type of

observation skills invest their efforts not “for the sake of children with special educational needs” (e.g. creating conditions, revealing child’s potential and capabilities, etc.), but “for the sake of themselves” (“I wonder why it is happening”, “What if...”). In general, the students are characterized by sufficient level of development of cognitive mental processes that form the basis for professional observation skills. However, unreasonable succession of detecting and interpreting personality’s external demonstrations is observed, which results in mistakes in understanding one’s personal characteristics and special educational needs. It enables future special education teachers to distinguish and analyze significant and typical external demonstrations of the participants of the educational process at school, but makes it difficult for them to notice barely visible changes of their mental state, behavior, etc. In this case, details and nuances are not always interesting for the students, as long as they often attach little importance to them. The most important thing for them is to perform their professional duties at the standard level.

The **deceptive type** of professional observation skills is characterized by the fact that future special education teachers do not understand the importance and necessity for learning and understanding personal characteristics of children with special educational needs (their parents, colleagues) for performing their professional duties. These students have insufficient level of development of cognitive mental processes which are the basis for professional observation skills; need outside activation and control. Future special education teachers tend to notice only separate, the most noticeable demonstrations of personality’s characteristics; analyze, compare and interpret them in quite a superficial manner. The above-mentioned features have negative impact on the organization and providing of educational process, as long as special education teachers with superficial observation skills in most cases neither notice, nor understand even significant and typical external demonstrations of children’s personal characteristics and their special educational needs.

These types of professional observation skills of future special education teachers make it possible to understand the existing difficulties and find ways for their purposeful overcoming at the stage of preparation for teacher’s work.

## **CONCLUSIONS**

Theoretical and experimental study of the issue of professional observation skills of preschool teachers enables us to draw the following conclusions:

- the essence of professional observation skills involves fixation and interpretation of significant, typical and even barely visible external demonstrations of personal characteristics of the participants of the educational process: children with special educational needs, their parents, and colleagues;

- professional observation skills are particularly important in the structure of professionally important qualities of future special education teachers; they are the basis for learning and understanding children with special educational needs, determine success and efficiency of performing a number of professional functions (research, organizational, motivative, prognostic, controlling, regulatory or correctional);

- the main psychological features of professional observation skills of future special education teachers are domination of professional motives and goals of demonstrating observation skills; they express stable professional interest in fixation and interpretation of external demonstrations of personal characteristics of a child with special educational needs (their parents and teachers in particular); future special education teachers have a potential opportunity of observation skills; however, they make a lot of mistakes when comparing, differentiating, and explaining personal characteristics of children with special educational needs:

- the main types of special education teachers' observation skills are perceptive, potential, formal, and deceptive. The most preferable one for successful, efficient and impactful fulfillment of their professional duties is perceptive type of observation skills. But a lot of the students majoring in special education have the potential type of professional observation skills, which indicates the need and opportunity for its purposeful development at the stage of preparing for the future work.

## **SUMMARY**

The paper presents the results of theoretical and empirical study of future special education teachers' professional observation skills. The latter are considered as the basis for understanding children's personal characteristics and special educational needs, which makes them



particularly important among the professional qualities of a special education teacher. The following methods were applied: theoretical (analysis, synthesis, generalization of scientific literature); empirical (observation, questioning, testing); statistical (comparative and correlation analysis); interpretative (analysis, synthesis, systematization of the data obtained). Professional observation skills are considered as a professionally important quality, which involves fixation and interpretation of significant, typical and even barely noticeable external demonstrations of educational process participants' personal characteristics. It has the following functions: research, organizational, motivative, prognostic, con-trolling, regulatory or correctional. Professional observation skills are characterized by the following structural components: motivational and target-oriented, cognitive, operational. The data obtained have made it possible to distinguish and characterize the types of future special education teachers' professional observation skills (perceptive, potential, formal, and deceptive). It has been found that most of the students under study have the potential type, which is manifested in their desire and ability to notice personal characteristics of children with special educational needs, their parents and colleagues. However, they make mistakes in interpretation of these demonstrations. These peculiarities indicate the need and opportunity for purposeful development of professional observation skills at the stage of future special education teachers' preparation for future work.

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## **TECHNOLOGIES OF PSYCHOLOGICAL WELL-BEING FORMATION OF PERSONALITY IN CRISIS SITUATIONS**

**Volodarska N. D.**

### **INTRODUCTION**

In the context of modern society, the problem of researching the occurrence of the well-being feeling of personality in crisis situations acquires fundamental and crucial significance. Across a variety of life situations, the well-being feeling of personality may arise. It arises along with various socio-cultural, family-generic stereotypes of feelings and experiences. The well-being feeling may arise in the context of values of a particular subculture, which creates conditions for interaction and understanding, unity with other persons. The comfort of mutual relations leaves some pleasant feelings that a person is trying to repeat and feel again. In order to do this, the person recreates similar life circumstances, creates new conditions for appearance of the well-being feeling.

When a person is in a crisis situation, the person's experiences, feelings and emotions change; and a problem arises of adaptation to this situation. Changes in conditions wherein well-being feelings arise, originate some obstacles excluding appearance of this feeling. The person despairs in any changes of own experiences, restoration of feelings of comfort, well-being and happiness. The task emerges of experiences psychocorrection of person who is in crisis life situations.

Considering the ways to optimize the process of persons adaptation who are in crisis situations (in the current context of war in Ukraine), the factor of psychological well-being must be accounted, as far as it leaves its trace in any regularities, ideas, beliefs of personality. The issue of psychological well-being of personality is crucial in a crisis situation. When answering the questions: "What comes next?", "How to achieve own goal?" and "For what?" the person outlines a system of possible perspectives, life purposes, values of unknown future for psychological well-being formation. The person in a state of incertitude, confusion and uncertainty in own abilities of changing something, begins searching new life meanings and changing stereotypes of behavior.

Urgency of the problem of the psychological well-being formation of personality in the context of military conflict is multilateral and diverse. In conditions of military conflict, problems of temporary displaced persons arise. Their families are afflicted with both material and psychological problems of adaptation in a new social surrounding, new unusual conditions. Lack of familiarity with possibilities of the community assistance in solving problems of personality impedes his/her adaptation in new conditions, mutual relations with a new social surrounding.

Many directions of psychological support exist, in particular, crisis intervention, eco-facilitation method (author Lushin P.V.), NLP, symbol-drama, art-therapeutic methods, projective methods using metaphorical associative maps, transactional analysis, logotherapy and combined methods.

Gestalt-technologies deserve special attention; they can help personality to form a new view of reality, wherein psychological well-being is formed. In particular, the dialogical-phenomenological method, as the basis of the Gestalt approach enables the personality to determine differences between own present ideas and reality, opening the possibility of changes.

Awareness that each person has own image of the world, makes it possible to realize that it may be inaccurate, distorted in one or another direction. At the same time, since the world perception may be changed much more easily than the world itself, the awareness of it leads the person to the freedom of view, life perspectives and ideas selection, as well as of their change. When we understand that various life obstacles arise due to our ideas, it leads to assumption of responsibility for overcoming them and creating new life prospects, as well as finding a new life purpose in crisis situation, as conditions of psychological well-being.

Such important dialogical features of feelings and emotions as two-voice texture – polyphony, procedurality – dynamism, gestaltity – holistic, differentiation – non-disjunctivity, multifunctionality – polysemanticity, ambivalence – relativity and other are insufficiently considered. The well-being feeling requires new rethinking, finding new approaches to understanding the nature of its occurrence.

Therefore, with account of the urgency of problems of the psychological well-being formation of personality, which is in a crisis

situation, the **aim** of our research consists in: creation of new methods of well-being feelings formation with consideration of those particular features of emotions; characterization of peculiarities of the technology of psychological well-being formation of personality.

The **objectives** of our study are as follows:

1. Outline the optimum ways to activate the process of psychological well-being formation of personality in new conditions of social surrounding (formation of life prospects, goals, values, life meanings of personality).

2. Characterize the peculiarities of technologies of group and individual work with personality problems in crisis situations.

### **1. Psychological Well-being as a Factor of Social Adaptation of Personality in Crisis Situations**

Analyzing the theoretical approaches to the problem, the basic principles were determined, as well as principles of activation of psychological well-being formation of personality who was in crisis situations. Beliefs and convictions that guide all our actions are short conclusions of our experience. And just like any other findings, they can be limited, distorted and frequently combined, causing a state of frustration. This creates obstacles to the psychological well-being formation of personality. When dealing with personality perplexity and state of frustration, it is important to follow the presupposition method. If a person really accepts the presupposition that people always follow the rules of the best of what they can do, what they are capable of, and then there is no room for offences and accusations of anyone. This is confirmed by Prigogin's theory of bifurcation points in the activity of complex social systems: "There are significant fluctuations near bifurcation points in the systems"<sup>1</sup>.

When such systems face an alternative of several options for further activity, small fluctuation may origin changes, evolution in a completely new direction. This applies to a person in crisis situations. The person can absolutely unpredictably start acting in a new direction (change profession, start new business, get new education, change the efficiency criteria, quality of life, etc.). These views are important within the meaning of impact of social surrounding on the well-being feelings

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<sup>1</sup> Пригожин, Стенгерс, 1986, с. 56.

formation of personality. Instability in feelings of personality in crisis situations may have an impact on decision making, actions, choice of new values.

Unpredictability of changes in the life values, worldviews of person, who is in crisis, creates difficulties in psychological well-being formation of personality. In the researches of N. Bradburn, the psychological well-being is formed under conditions of maintaining the balance of positive and negative affects<sup>2</sup>.

Satisfaction with life, creating stability in one's own thoughts and life plans, forms the well-being feeling of a person. The first step to this is the certainty of future life plans and prospects, which is confirmed in the papers of D. Leontiev<sup>3</sup>.

Just life orientations and meanings form the basis of psychological well-being. In the papers of Idobayeva O.A. the psychological and pedagogical aspects are distinguished in the research of psychological well-being, which becomes important in the selection of impact factors on this phenomenon formation<sup>4</sup>.

Various methods of psychological support activate the social adaptation of personality to new living environment, new surroundings.

The therapy is aimed at acquisition of communication skills, mutual respect, mutual assistance, aggression in socially acceptable forms, creation of safe environment in order to get support and possibility to share own experiences with those with similar relocation experience.

Groups are created in order to increase the level of psychological culture and psycho-hygiene (trauma, parent-child relations, man-woman relations, conflictology, etc.). Thematic groups of personal development are directed to the search for resource, development of communication skills. The group family therapy is aimed at overcoming aggression, creating trust relationship and comfort in the family.

Particularities of technologies of psychological support to personality and his/her family in the context of social tension within the

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<sup>2</sup> Norman M. Bradburn / The Structure of Psychological Well-Being. National opinion research center monographs in social research.

<sup>3</sup> Леонтьев Д.А. Тест смысложизненных ориентаций (СЖО). Психодиагностическая серия. М., Смысл, 2006.

<sup>4</sup> Идобаева О.А. К построению модели исследования психологического благополучия личности: психолого-развитийный и психолого-педагогический аспекты. Вестник Томского государственного университета. – 2011. – №351. (2011).

systematic approach are aimed between family support by the surrounding and ability to rely on oneself.

If a person shifts responsibility for everything that happens to him/her, he/she becomes helpless, powerless, and unable to make any changes. If family members overestimate the importance of their own influence on the surrounding, it creates a feeling of isolation, alienation, shame for interrupting contact with other persons.

In the work on overcoming effects of psychological trauma in the family, attention is paid to personal resources restitution of each its member. First of all, this is a responsibility. Responsibility can only be localized, when intercommunicating in dialogue mode with another family member. Direct manifestations of feelings may become resourceful. Especially such as anger, aggression, which are prohibited at the subconscious level and in reality. Such prohibitions generate in the person passive forms of aggression: gaslighting, manipulation, emotions keeping down, ignorance, sabotage, etc.<sup>5</sup>

In dialogue with other persons, under various circumstances, either clear and explicit or sometimes hidden forms of emotions appear. Sometimes these hidden forms make sense in a particular life situation, as most suitable, adaptive forms.

Activity of personality is considered as manifestation of a certain action towards the surrounding in order to meet one's own needs. The direct manifestation is clear and clearly directed action, wherein expression of emotions is composed of desire or unwillingness laid (I want, I do not want, I love, I am angry, etc.). The passive form of aggression is the action and expression of emotions, which are indirect hidden, but at the same time, aimed at meeting the one's own needs.

The psychotherapy also focuses on personality **family resources identification**. The family members are aware of certain possibilities for independent decision-making, conditions of financial independence and formation of new relations with the social surrounding. Independence in the relationship with the closest surrounding, helps the person to form own relationship with other persons (change remote interrelations in emotionally warm and close). The therapy strategy consists in the work

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<sup>5</sup> Володарська Н.Д. Технології психологічної допомоги сім'ям в кризових ситуаціях // Н.Д. Володарська /Збірник матеріалів II міжнародної конференції «Комунікація у сучасному соціумі» (м. Львів, 8 червня 2018р.), – Львів: ЛНУ імені Івана Франка. 2018, – С.101-102.



on awareness just of the causes of occurrence of certain changes in relationships and uncomfortable situations.

Conditionally, the work with family dysfunctions can be divided into stages:

1 – informing on peculiarities of the family functioning (roles, rules, communications, emotional bond);

2 – analysis of the family genogram (differentiation of "Me", tracking of behavioral patterns that are passed on from generation to generation);

3- intervention in order to determine the nature of family relations (using the Goering board, arrangement with buttons, toys, family photos, family role profiles);

4 – establishing a balance between “take” and “give”;

5 – taking responsibility for relations within the family and beyond.

Considering the peculiarities of interaction in the family system, it is possible to determine the recovery factors of well-being feeling of personality and interaction in society.

In crisis situations, the person loses the well-being feeling. Destruction of emotional bonds of personality is one of the most important factors in this process. Renewal of these bonds becomes a condition for formation of the feelings of joy, happiness and well-being. The parental relations are the closest and most important emotional relations for a child as they are in the family system. The idea of family system enables the evaluation of emotional bonds that have developed between its members. Using the notion of personal boundaries in these relationships, it is possible to determine particularities of personality relationship with the social surrounding.

Any system has its boundaries, within frameworks of which the personality has information exchange, changes in values and life strategies. If these frameworks remain unchanged, then certain homeostasis and constancy of forms of information exchange are kept. The aspiration to destroy the boundaries of usual interactions of personality in the society generates the entropy.

In the family life, the balance is kept between destruction (entropy) and homeostasis. The struggle occurs between the desire to keep a well-established order of interaction and chaos. The family systems become either more open or closed.

This struggle destroys or generates the well-being feeling of the family members. Melanie Klein considered the peculiarities of the life strategies formation of personality in situations of loss of emotional bonds with a significant relative<sup>6</sup>.

The way how a child reacts to the loss of emotional bonds in childhood (death of relatives) determines how in the adulthood he/she will react to subsequent losses.

In family relationships, changes occur and exchange of life strategies between members of the system, which causes emotional closeness or remoteness. Emotional bonds are determined by many factors that do not have direct causal connections. They may occur or collapse spontaneously. By examining the complexity of impact of these factors, it is possible to adjust restoration of the well-being feeling of personality.

Emotional bonds as well-being feeling factors of personality affect the well-being formation at various levels (both internally and externally). The family system itself creates or destroys all members of the system. The family system itself creates or destroys these bonds; and all members of the system influence it. Investigating the possibility for changes in the emotional bonds of personality that affect the restoration of well-being feeling, the factors were identified that affect emotional bonds of personality.

Carrying out the technique of unfinished sentences made it possible to identify significant factors of psychological well-being formation of personality. According to the instructions it was necessary to finish the sentence "For me, the psychological well-being is...", "My well-being is interfered with ...». After writing the answers, they were discussed, supplemented with new reflections and conclusions. After the discussion completion, new adjustments were made to the significant factors of personality psychological well-being formation or blocking.

Persons being studied described in detail their understanding of psychological well-being, their feelings, emotions and experiences. Determining what is destroying the psychological well-being, the persons being studied outlined the cases of emotional bonds destruction between parents and children, wives and their husbands, grandchildren

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<sup>6</sup> Klein M.A. Contribution to the Psychogenesis of Manic-Depressive States. In Contributions to Psychoanalysis 1921-1945. London. Hogarth Press.p. 948.

and grandparents, neighbors, teachers and other persons, as well as devaluation of their own feelings, thoughts, etc. They marked the lack of feelings for other persons as the norm of relations wherein security is guaranteed: "What is the reason to take up with other persons and wait for deceit, betrayal". Living emotionally colorless life causes the state of frustration, loss of life meanings: "What is the reason to live like this", "What is interesting in such life", "I do not care, I do not want to change anything, and it is just as well".

The personality imposes certain restrictions on relationships with other persons, setting narrow bounds of individual boundaries. The results obtained were sorted by relevance. Among factors that affect the destruction of psychological well-being of personality the following factors were identified:

- desire for maximum commitment of partner by interaction (that destroys relationships with other persons) that violates personal boundaries of other person (50% of statements);
- inability to regulate own ambivalence of emotions, desires (25% of statements);
- fears of losing emotional intimacy in existing relationships (anxiety and guilt) that originate mechanisms of psychological protection of personality (15% of statements);
- inability to change emotional bonds retention strategies: displacement, rationalization, projection in situations of own internal conflicts (10% of statements).

Recovery of desirable emotional bonds that become factors of psychological well-being relies on certain obstacles in this process. The obstacles do not allow completion of the case intended and enjoy completion of the started. Under such circumstances, the personality cannot start another deal and plan a new one. This blocks the psychological well-being formation.

The specified features are formed at different ages, starting from early childhood, process of the child separation from mother, which determines the further strategy of building emotionally close relationships. Most often, the persons being studied mention their own childhood, the mother's attitude to them. In cases of the absence of mother in the process of fosterage, further development of offense occurs in the personality, generating feelings of anger, irritation and aggression. The personality in adulthood experiences difficulties in

relationships with own children. This is confirmed in the research of D. Bowlby related to the formation of a primary feeling of safety<sup>7</sup> and Melanie Kline in the research of phases of flow of the feeling of loss of a close significant person.

In crisis situations, the personality reverts to conventional strategies for emotional bonds formation, or the searching for new ones occurs. The lack of congruence in the relationship of personality with other persons becomes an obstacle in the psychological well-being formation. The strategy for power manipulation in relationships destroys the feeling of well-being. The absence of hierarchy in the interaction of family members (parents and children, senior and younger) creates chaos and blocks new life strategies. The repetition of old strategies, inability of their renewal, reduces or even blocks the sensibility of personality. The personality loses the ability to realize own feelings, which impedes the psychological well-being. This can even result in blocking the feeling of own body. In such circumstances, the personality loses the acuity of contact with the surrounding.

Such blocking of own sensibility become a barrier for understanding another person. Irritation, emotional and intellectual detachment from what is happening are formed. In such circumstances, the personality does not try to communicate with other persons; he/she only joins the way of existence with them. This conformality, as a way of existence, is determined by the personality as "gray everyday life", "boredom" generating anger, aggression. In such cases, the persons being studied note that they do not even have the desire to clarify, discuss relationships, their own desires with others. Well-being masks of "everything is as it should be" appear on their faces.

The facial expression does not correspond to the internal emotional state of personality. The internal conflict does not come out. The life of personality is in constant confrontation with the world. The introjection is another option of reaction against the manifestation of own feelings and emotions. In this case, the person avoids discussions, lives by the old rules of other persons, "as people say". The personality feels apathy, lack of initiative, submission to authority, giving a delusional feeling of safety. The desire to live "like everyone", by standards, without

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<sup>7</sup> Боулби Д. «Привязанность» / Д. Боулби (перевод. с англ.) М., Гардарики. 2003.

expressing own judgments, complicates making own choices, decisions and psychological well-being formation.

## **2. Particularities of Technologies of Psychological Well-being Formation in Therapeutic Groups of Temporarily Displaced Persons**

**Research methods.** Observations, inquiries, method of unfinished sentences, Gestalt technologies.

Conducting a poll in two therapeutic groups of displaced persons (60 people from Kyiv), most of answers to the question "What assistance is needed first?" were related to allegations (inability of state structures, relatives and family members). Having analyzed the answers, we identified the characteristics of psychological well-being; these ideas were outlined in the concepts: quiet life, stability, joy, support, assistance, determination of plans for the future, do not feel oneself as excluded people, find a balance of joy in living, faith in humanism, justice, sincerity and purity in human relationships.

Analyzing answers to the questions about difficulties in the psychological well-being formation, it was distinguished: cruelty, sudden loss of material wealth, necessary connections, housing, instability and absurdity of changes in life plans, changes in habitual life, fears, acute anxiety and excitement.

The feeling of weightlessness was identified in many statements: "the feeling that I live between heaven and earth, in a strange city, apartment. I'm not living my life". The most painful questions were: "How to live further on?! With what means to live? How is it possible to survive and forget the horror that haunts at night and stays in the eyes? Who is responsible for horrific death of innocent people?"

As the basis for selection of methods of psychological support, we highlighted the new vision formation of opportunities in achieving well-being of personality, not just constraints. With account of identified characteristics of psychological well-being for this group of migrants, the tools of Gestalt technology were selected. The practice of Gestalt approach assumes the primacy of emotional phenomena over all others. The holistic nature of the foundations of this approach conveys the specificity of mental processes that characterize the personality function and behavior, which are relevant to the ego function. These processes

assume great importance in activating the process of the psychological well-being formation of personality.

The exercise to **reformulate messages** in the dialogue gives the effect of new vision of restrictions in certain life situations. The fact that appears impossible is seen differently. The time factor is important in solution of these opportunities. Consideration of time limits leads to the thought of prospect of a person's life projects. The majority of displaced persons (85%) are focused on the provision of financial assistance for psychological well-being formation; with time (two, three years after movement from places of military events) the problems of changing professions, place of work, residence and further education become actual.

When applying this method, the majority of persons being studied had a shift in interest in behavioral strategies (from management, organization of actions to critique and submission; from the filling strategy and space development to management and organization of actions). In the course of discussion in the group, it emerged that such changes occur in crisis situations (loss of health, material well-being, housing, work, opportunities for free life choice).

A person, who has lost ease in relationship creation and sensitivity to the external environment, after reformulation by other people of his/her problems, begins to contact and create relationships with other persons and himself/herself. The person starts constructing the lost parts (feelings, needs, attitudes) of an integral personality. The viewing the personality problems by other persons changes his/her attitude to this problem. These changes are influenced by humor, reduction of some limitations, and increase in other problem-solving capabilities.

The amazement of person at such transformations in the vision of his/her problem, changes accents in the difficulties of achieving other life goals, formation of these goals. According to the group participant: "Recently I pay attention to reduction of the level of expectations from events; then the real events become more interesting, there is no irritation and insults caused by inflated expectations. I try to look at events from another point of view, positive. This allows me to see the difficulties alternately, with less anxiety, more quite, moderate, with a "breath of fresh air".

In the group therapy, participants compare their thoughts about certain events with the world outlook of other persons. Conducting the

exercise to "decatastrophizing" the problem situation, the changes were noted in the attitude of participants to these problems, amazement at the difference in vision of the problem solution. The uncertainty of some persons was compensated by confidence, resilience of other persons: "We are migrants, persistent and tenacious people, able to defend own rights and take responsibility for own actions". It became a support for unsure, confused people, helping to reduce their anxiety level, adopt different positions in crisis situations: "We are all different, but the mentality is similar because we are Ukrainian".

Exercises to uphold own boundaries help to negotiate with other persons possessing own position. Participants are asked to outline their own boundaries with a rope (one rope is given to two persons, which is required for each person to outline own territory on the floor). When negotiating with other persons, participants learn to be calm and moderate in their choices.

Having completed the exercise, the participants share their associations: "It is difficult to negotiate if it is important in your life, but it is necessary do not stay for a while, do not get lodged for a long time. It is necessary to keep going without strain, rush and bustle". When doing the exercise, it is important do not accelerate the negotiations in pairs. The participants gradually calmed down, relaxed, began to talk about themselves more quietly (about their desires, plans). One participant shared her experiences: "It's like life. It is important do not miss and notice the meeting with oneself, own wishes, do not pass by. In the fuss it is difficult to do this. People may not hear, understand and see you".

Any phenomena faced by a person have for him/her emotional-sensual content, meaning and value. Just such approach makes it possible to consider personal feelings in the context of values. Emotional and affective manifestations are interrelated with other mental mechanisms as components and determinants of feelings. These features reflect the particular context of this being. This context, in such feelings as tenderness, warmth, cordiality, sincerity, and sense of confidence, create foundations for the feeling of well-being. Not all these feelings are easy to be empirically studied, but they create conditions for the feeling of well-being.

In the life of person, these feelings arise in the plane of unconscious, sometimes it is difficult to differentiate them among other

feelings. The person confirms the appearance of the well-being feeling, but it is difficult to explain what generates it. In certain circumstances, this feeling can either arise or disappear. Sometimes it is difficult for a person to actualize the reasons for these changes. It can be a change in the value context of life circumstances. The same conditions can carry different values. By evaluating words spoken with different implications and emotional coloring, the personality changes his/her feelings. The language and culture determine the values of what a person has heard and said. The substantive component of these feelings is conditioned by their intersubjectiveness.

This context of life circumstances is taken into account in psycho-corrective methodologies. A person who is in crisis situations has special experiences (loss of life purposes, life prospects, opportunities, limitations and others). Diverse in value feelings are included in this complex of experiences. Among them there are feelings from the past of personality that he/she already knows and has the experience to cope with their experiences. In situations where new, unfamiliar experiences arise, a person can manifest frustrations, fears, panic attacks, insomnia, and other states. Just in such situations the person needs the psychological support.

When developing the methodology, we accounted the focus of psychological support on the awareness by personality of one's own abilities in solving problem situations, acquiring the skills of compromising solutions, changing emotional response, restraining impulsive decisions, establishing relationships in the family. The psychological support is directed to changes in the emotional-volitional and motivational-semantic spheres that affect the well-being feeling of personality. With account of peculiarities of the mutual influence of the well-being feeling and life-purpose values, we developed the methodology "My Well-being Feelings". It allows researching of objective, subjective and intersubjective feelings and experiences of personality.

The intersubjective and associative methodology "My Well-being Feelings" provides great opportunities for studying feelings and emotions, semantic orientations and values of person. The methodology contributes to the restoration or enhancement of personality sensitivity, change of values in the process of restructuring psychological protections, life purposes and goals. These changes occur at three levels:



cognitive, emotional and behavioral. The person begins searching the life purposes, more realistic expectations appear, the worldview and self-image expand, new life prospects, goals, life strategies appear, as well as feelings of pleasure, well-being. The methodology creates conditions for analysis of own feelings, causes of internal conflicts, manifestation of aggression or tolerance in conflict situations with other people, finding a compromise in interrelations with them.

According to the methodology instruction, the researcher should consistently pull down the fingertips into small containers with various filling: sand (dry, wet), cereals, small stones, agrimony, dried and fresh flowers, cotton, flour, starch, etc. After change of each container, the fingers shall be wiped with wet napkin. Immersing fingers in the container, it is necessary to note own feelings, associations, memories, fantasies, desires that arise, listen to each change in feelings.

After completion of this procedure, it is necessary to draw and tell about own feelings and associations, paying special attention to pleasant, positive ones that create the well-being feelings. Further on, discuss own experiences in the group or in the course of individual therapy. Prior to the discussion of own impressions, feelings and experiences, it is necessary to draw the most positive ones. It can be done in one drawing or in several drawings (positive impressions are placed in each drawing). Finding of positive image forms a personal resource for change of attitudes to a crisis situation.

Actualization of own feelings, experiences, desires, fantasies creates new meanings, values, re-evaluation of positive and negative parts in own life experience. The differentiation occurs of feelings of anger, dissatisfaction, indifference, joy, pleasure and others. Just changes in these experiences, in evaluation of difficulties in overcoming complicated life situations become a condition for personal relations adjustment.

When discussing the impressions related to these tasks, certain triggers are highlighted of emergence of well-being feeling, changes in the person's attitude to crisis situations, vision of positive sides, new perspectives in certain life situations. As a result, the space is created for significant social interactions, relationships, new decisions in complicated situations of unpredictability and uncertainty. It helps to move from destructive to positive model of personal behavior, see own life in other perspective, master new social norms. It changes the life

meanings and feelings of well-being, as well as attitude to a crisis situation.

Combination of methods of projective diagnostics, task-based monitoring and Gestalt therapy in tasks discussion, acts as both diagnostic tools and corrective ones. Diagnosis of personal experiences enables the person to actualize them and give some value and meaning. Correction occurs with the change of these values in the hierarchy of personal values, life strategies and behavioral stereotypes.

The methodology of associative-sensual focus-reconstruction of experiences of the personal life path history reveals peculiarities of perception of emotional relationships with other persons (colleagues, neighbors, family members). Just the analysis of emotional bonds, affection, dependence, psychological protection, emotional proximity in interaction with other persons activates personal resource, approval of positive changes in attitude to crisis situations. In cases when the person experiences the lack of explanations, he/she feels confused, anxious, fearful of losing control over expression of own experiences.

By evaluating words spoken by the person being studied, their certain context and emotional coloring, the personality actualizes own feelings. Just the conceptual component of these feelings is determined by their intersubjectiveness. The language and culture determine the values of what a person has heard and said. The methodology "My Well-being Feelings" offers wide opportunities to study objective, subjective and interpersonal feelings and values of person. The methodology is based on the dialogical-phenomenological approach that is directed at understanding by the person of own feelings, experiences, desires, their acceptance and ability to speak about them with other persons.

The well-being feeling can arise in the context of values of a particular subculture, which creates conditions for interaction and mutual understanding, unity with other persons.

We identified the most actual problems, forms and methods of psychological support in regulation of interaction between the person and community in conditions of temporary relocation.

1. **Educational program** on TDP (Temporary Displaced Persons) status. Provision of knowledge of legal rights, benefits, support opportunities to TDP.

2. **Information memo** on support provision to TDP (telephone numbers, websites of centers for TDP support, legal support, psychological counseling, psychotherapy).

3. **Informing** on options of the **recreation organization** (clubs for family rest, days off, family quest, concerts, yoga, dancing in clubs, park outdoors, etc.).

4. Organization of **support groups, mutual support** of people with similar life experience. **Sharing experiences** among displaced persons in online and offline groups.

5. Organization of **wellness, educational programs** for children, adolescents (personal growth groups, leadership schools, etc.). Organization of fairs, "Handmade" workshops, excursions to other cities and historical monuments of Ukraine.

6. Thematic **psychotherapeutic groups** (health issues, settlement and prevention of family conflicts, parenting, problems of age-related crises, etc.).

7. Support to displaced persons of **55+ age category** (support groups: "Zhytelyub" Center, "Mode" Group, "Active Citizenship" website, Third Generation University).

8. Involvement of **psychologists** in the work with TPD (Temporary Displaced Persons).

9. **Problem of bullying**. Reduction of the negative background in relations with local residents and those who "arrived", "come", "limped up", etc.

10. **Support for psychologists**, organizers of work with people in crisis situations, prevention of professional burnout. Organization of supervision for psychologists, psychotherapists, social workers.

## CONCLUSIONS

Restoration of emotional bonds of personality in communication, interaction with the surrounding is the most important factor in the process of the psychological well-being formation of personality.

Significant factors in blocking the psychological well-being formation of personality are as follows: loss of personality sensitivity, loss of ability to percept own feelings, own body, devaluation of manifestations of own feelings and thoughts.

Blocking of own desire manifestations leads to the loss of personal security, destruction of own boundaries, which makes it impossible the well-being feeling.

In the application of technologies for psychological well-being formation of personality, the primacy of the therapeutic process, in particular, contact with respect to the effect of therapy, is important. Successes in enhancing the psychological well-being formation become a secondary product of the therapeutic process; they cannot be achieved in any direct way.

Focusing in the therapy on the result with desire to achieve a particular goal most often complicates, inhibits or completely impedes the process of psychological well-being formation. The personal feeling of well-being is formed, and then the idea of well-being appears, composing as a result the integrated picture.

It is important in the selection of forms and methods of regulation the interaction of personality and community to achieve the predictability and identity of personality in relations with the surroundings, formation of self-organizing and self-determining system of relationships. This will help to move from uncertainty and chaos to finding compromises, understanding and harmony in relationships in new surroundings.

## **SUMMARY**

The research objective is to clarify the peculiarities of perception by personality of obstacles in the well-being feelings formation, significance of life prospects of personality who is in a crisis situation. On the basis of the intersubjective concept of person's interaction with his/her social surrounding, the possibilities of changes in the manifestations of this feeling are identified.

These experiences and feelings of well-being are analyzed in the context of the hierarchy of values of personality and determination of patterns of their occurrence through self-actualization, openness, sincerity and so on. As a result, it is shown that the paradigmatic concept of psychological phenomena of the affective sphere of person reveals patterns of the well-being feeling formation depending on the context of life values of personality.

In each of these life contexts the well-being feeling of personality may arise. It arises along with various socio-cultural, family-generic

stereotypes of feelings and experiences manifestation. Methods of Gestalt approach are determined in the therapy of overcoming consequences of personality psychotraumatization.

The features are identified of the process activation of the well-being feeling of personality restoration by means of Gestalt therapy. Examples are given of psychotherapeutic means in dealing with the problems of psychotraumatization of family members of temporary displaced persons.

The ways are identified of optimization of the process of personality adaptation, restoration of the personal resource and overcoming consequences of psychotraumatization. The narrative method activates changes in awareness of the context of life problems.

The methodology is aimed at changing the attitude of personality to own strategy of behavior and emotional response in crisis situations. The analysis of personality statements during the methodology performance is aimed at determination of features of the well-being feeling formation. These are memories of past situations of well-being in the life of personality, his/her impressions, and fantasies. The proposed method of own personal experiences and life stories description allows to consider them from different perspectives.

The systematicity principle helps to consider the problem of psycho-correction of the well-being feeling of personality, by analyzing his/her feelings, actions and contexts of problematic life situations.

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## **PSYCHOPHYSIOLOGICAL FEATURES OF MIDDLE-SCHOOL AGE PUPILS WITH IMPAIRED MENTAL DEVELOPMENT**

**Yakovleva S. D.**

### **INTRODUCTION**

There are significant differences as for occurrence of mental retardation cases in different countries and even in certain regions of one country. The frequency of mental retardation cases in economically developed countries (Japan, USA, France, Germany, Italy, etc.) is 3% of the population independently from the age, it is 15% in economically underdeveloped countries (Latin America, Asian countries, etc.), and 1% in Russia. The reasons for such differences in data includes: patients' diagnosis levels, different criteria for mental retardation diagnosis, as well as specifics of the culture in some societies and, therefore, the corresponding educational systems. According to A.A. Churkin (1997), 0.47% of the population have mild forms of mental retardation. According to V.V. Voronkova (1999), 70-80% are children with mild forms of intellectual disabilities. At the same time, according to scientists, all available data are underestimated<sup>1</sup>.

The main goal of special education pedagogues is to support socialization of children with impaired mental development. During corrective work, it is necessary to take into account the peculiarities of mental and physical processes characteristics for children with impaired intelligence, which in turn requires knowledge of mental working capacities and fatigues of such children<sup>2</sup>.

Today, research on functional capabilities of mentally impaired children and, especially, adolescents (because the puberty period is important for the further development and socialization), under mental workload attract general interest. Revealing of the mechanism of

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<sup>1</sup> Яковлева С.Д. Нейрофизиологические основы деятельности детей с интеллектуальными отклонениями в развитии. *Современное направление теоретических и прикладных исследований 2014* : сб. науч. трудов SWorld. 2014. Том 15. С. 84-93.

<sup>2</sup> Ibid.

children's adaptation to learning and determination of their working ability recovery rate after fatigue; determination of workload thresholds for fatigue appearance in relations to age, physical and mental characteristics, as well as typological features of higher nervous functions are the main areas of research on mentally impaired pupils' fatigue processes.

This work **purpose** is to reveal the typological features of the higher nervous activity of middle-school age adolescents with impaired mental development and to determine their influence on their workability and fatigue.

In accordance with the research purpose, the following **tasks** were identified:

- 1) to determine the psycho-physiological criteria influencing fatigues;
- 2) to diagnose states of mental fatigues of mentally impaired pupils of middle-school age during their learning;
- 3) to show the relations between mentally impaired pupils' mental processes and their learning capabilities.

### **1. Theoretical foundations of psychophysiological features of pupils with impaired mental development**

There are two large groups of etiological factors of mental disorders – exogenous and endogenous. Close relations exists between exogenous-social and endogenous-biological factor<sup>3</sup>.

Pathological heredity, some somatic diseases and auto intoxication belong to endogenous factors, which determine a degree of intellectual incapacity. Some infections affecting a child's development in the early years of life are exogenous factors. Some of infectious diseases (encephalitis, meningitis, poliomyelitis, measles, flu, etc.), as well as intoxication and brain tumours can cause developmental abnormalities.

A separate group of children with impaired mental development are children with oligophrenia. Oligophrenia is always caused by brain damage and, consequently, it is accompanied by disturbances in cognitive, emotional and volitional spheres. These disorders at oligophrenia are usually persistent.

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<sup>3</sup> Синев В.Н. Коррекция интеллектуальных нарушений у учащихся вспомогательной школы : автореф. дис. ... докт. пед. наук : 13.00.03. 1988. 45 с.



The external and internal environment can either promote or hinder disorder development. Some conditions reduce the body protective properties and, thus, increase influence of the main cause; other conditions mobilize the protective properties and weaken negative effects. Abnormalities of the mental development basis also determine its peculiarity. L.V. Zankov has proved that mental retardation is a general insufficiency that covers the whole psyche. Psychological studies have shown that not only higher processes of thinking (abstraction, established causal relations), but also all other mental processes and properties of mentally impaired children are deeply specific. These peculiarities are manifested already at the early developmental stages. Consequently, the psyche of children with mental disorders is abnormal in its very basis, and therefore such children cannot be considered as "ungifted", they are abnormal children<sup>4</sup>.

Mentally retarded people are characterized by underdevelopment of cognitive interests, which is expressed in the fact that they are less interested in knowledge acquisition in comparison with their peers with normative development. They have elements of underdevelopment at all stages of cognitive processes. As a result, these children receive incomplete, even sometimes distorted, notions on the surrounding world. At mental underdevelopment, there are violations of perception, especially of for perception generalization, its pace. Children with disordered intelligence require much more time to perceive material, because they have difficulties in selection of main parts and establishment of internal links between parts. Mental retardation is characterized by difficulties in perception of space and time, which prevents such children from orienting in the environment.

Perception is inextricably linked with thinking, which is the main tool of cognition in the form of such operations as analysis, synthesis, comparison, generalization, abstraction. All these operations are not sufficiently formed at mentally impaired children and have peculiar features, namely: analyzing objects, such children distinguish only general properties of the objects but not their individual characteristics; because of the analysis imperfection, they have difficulties with synthesis. A distinctive feature of mentally retarded children's thinking is non-criticality, their inability to evaluate independently their work.

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<sup>4</sup> Занков Л.В. Обучение и развитие. Москва: Педагогика, 1975. 143 с.

Educational material perception and comprehension by children are inextricably linked with peculiarities of their memory. Mentally impaired children better memorize external, random signs, while hardly aware and memorize internal logical connections. Arbitrary memorization is formed later in cases of impaired mental development in comparison with normative development. Memory weakness is manifested not only in difficulties at information obtaining and storing, but also at its reproduction. Because a logic of events is not understood, their reproduction is unsystematic. The greatest difficulty is in reproduction of verbal material, since mediated semantic memory is not accessible to the mentally impaired people. Undifferentiated fragmentation, image assimilation and other violations of perception affect negatively cognitive development. Violations of higher nervous activity, underdevelopment of mental processes are the cause of some specific features of mentally impaired children<sup>5</sup>.

As a result of general psychological underdevelopment, as well as limited needs and interests, mentally impaired pupils come to tasks formally. Faced with difficulties and obstacles, such pupils "slip" away from the way of task fulfilling and begin to do such actions and operations that divert them from the primary goal<sup>6</sup>.

The determination of the age-specific peculiarities of oligophrenic children's mental functioning is necessary for characterization of their cognitive activities and the diagnosis of mental developmental disorders.

New conditional connections, especially complex, are formed at mentally impaired children much slower than that of children with normative development. This weakness of the cerebral cortex closing function is manifested in the complicated formation of new, especially complex, conditional connections; this is the most important feature of children's higher nervous activity. This explains the extremely slow pace of mentally impaired children's learning<sup>7</sup>.

Functional state of mentally impaired children's cortex is changed. These changes in cell function are manifested in the fact that the processes of excitation and active internal inhibition become weaker.

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<sup>5</sup> Синев В.Н. Коррекция интеллектуальных нарушений у учащихся вспомогательной школы : автореф. дис. ... докт. пед. наук : 13.00.03. 1988. 45 с.

<sup>6</sup> Микадзе Ю.В. Нейропсихология детского возраста : учеб. пособ. Санкт-Петербург, 2008. 288 с.

<sup>7</sup> Лурия А.Р. Высшие корковые функции человека. Санкт-Петербург, 2008. 624 с.

The weakness of the excitation process results in poor interlocking of new conditional connections, and the weakness of active internal inhibition causes poor quality of differentiations. At various brain damages, weakening of one of the nervous processes – excitation or inhibition – prevails<sup>8</sup>.

Deterioration of the cerebral cortex functional state is also manifested in the fact that the nerve cells "working capacity" is reduced and they fall into the state of protective inhibition even after a small load ("phase" states, according to I.Pavlov). The mental working capacity is formed as a dynamic system of conditioned reflexes, which can be stored for a long time, but can be inhibited. Close interactions of different inhibition types support the biological expediency of behaviour, the plasticity of conditioned reflexes<sup>9</sup>.

Knowledge of the phase state mechanism explains the well-known fact of significant variations in mental retardation degrees of children in special-need schools.

Many researchers (M.S. Pevzner, V.I. Lubovsky) mark, among the features of higher nervous activity of children with impaired intelligence, a distinct deceleration. Development of new conditional connection is dramatically slowed down. V.I.Lubovsky says that strong verbal connections are especially inert ones. This violation is linked with the underdevelopment of the second signalling system<sup>10</sup>.

Thus, from all the above, we can conclude that the main factors of oligophrenic children's mental working capacity are: the psychological factors (insufficient learning motivational), the physiological factors (the weakness of the excitation and inhibition processes, their inertia, the tendency to frequent protective inhibition) and the underdevelopment of the second signalling system.

An experimental study was carried out with middle-school age pupils having impaired mental development in order to understand the state of their psychophysiological systems.

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<sup>8</sup> Макаренко М. В., Лизогуб В.С. Онтогенез психологічних функцій людини. Черкаси: Верикаль, видавець ПП Кандич С.Г., 2011. 256 с.

<sup>9</sup> Павлов И. П. Общие типы высшей нервной деятельности животных и человека. *Полное собрание сочинений*. Академия наук СССР. 2-е изд., доп. Москва: Л. : Изд-во АН СССР, 1951. Т. 3, кн. 2. С. 267-293.

<sup>10</sup> Певзнер М.С., Лубовський В.І. Динаміка розвитку дітей – олігофренів. // Спеціальна психологія. Тексти. Ч.1. Кам'янець–Подільський, 1999. – С. 36-54

## **2. Experimental study of psychological and physiological peculiarities of middle-aged school pupils with impaired mental development of various degrees**

2 groups of pupils were selected to solve the put forward tasks. The first group included middle-school age pupils Kherson special-need school No1 (general educational institution for children who need correction of their mental development because of its impairments), the 6th form (branch A – children with the mild form of oligophrenia), totally 36 pupils aged 12-14 years; some of them have somatic disorders. The group consisted mainly for girls (75%). The majority of pupils (50%) had diagnosis of oligophrenia of hereditary genesis, 33.3% of them had the etiology of mental developmental impairment of not cleared genesis, 8.33% has mental developmental disorders appeared as complications after diseases, 8,33% had mental disorders because of brain tumours (neurofibromatosis). Children are not homogeneous by the time of diagnosis.

The second (control) group included mentally retarded pupils of the Kherson secondary school of I-II degree No 33 (general educational institution with inclusive education). The control group consisted of 32 pupils: 24 girls, 8 boys, 12-14 years of age with diagnosis: mental retardation.

Mentally retarded pupils have delay in analysis and synthesis development, they are characterized by prolonged use of general terms, rather than special notions, their analysis remains less detailed. The disadvantages of analysis development affect negatively their synthesis; it longer remains less consistent and systematic<sup>11</sup>.

Because delayed formation of visual-image thinking and slow development of verbal speech, mentally retarded pupils have delay in verbal-logical thinking. This is manifested also in development of mental operations. The mental operations are the most general actions; they are organized in systems and are mutually agreed. The specified properties of mental operations are formed gradually. According to the study, all mental operations of mentally retarded pupils are formed later than that of pupils with normative development.

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<sup>11</sup> Яковлева С. Д. Нейрофизиологические основы деятельности детей с интеллектуальными отклонениями в развитии / С. Д. Яковлева // Современное направление теоретических и прикладных исследований 2014 : сб. науч. трудов SWorld. – 2014. – Том 15. – С. 84-93.

We have defined the concept of fatigue in order to determine the corresponding state. Fatigue is temporary decrease of working capability under prolonged load influence. It arises as a result of an individual's internal resources exhaustion and inconsistencies in the work of the systems providing an activity. Fatigues has a variety of manifestations: in behaviour (decrease in labour productivity, decrease in speed and accuracy of work); physiological changes (difficulty of conditioned connection creation, increased inertia of nerve processes); psychological changes (decrease in sensitivity, attention deficit, disorders of memory and intellectual processes); violations of the emotional and motivational sphere. The specificity of fatigue manifestations depends on load types, action localization and time required to restore the optimal level of working capability.

Thus, fatigue processes are related very closely to an individual's nervous system properties and his/her psychological factors. Therefore, the following research methods were chosen that complement each other.

1. Examination of medical data that reflect somatic, neurological and psychopathological condition of learning. Examination of personal cases that indicate the time, circumstances and peculiarities of manifestation of examined pupils' disorders.

2. Observing over the examined pupils during lessons and non-school hours, which allowed us to draw conclusions about their general level of motivation.

Determination of some characteristic peculiarities of behaviour and learning was done with Yu.Z.Gilbukh's scale (five-point scale of intensity of qualities), characterizing a general level of personality formation, as well as strength of nerve processes by subjective observations.

At the same stage, pupils were questioned to determine their learning motivation, which was carried out in writing, individually. After the questionnaire filling, pupils' levels of learning motivation were assessed (3 points for each first answer, 1 point for the intermediate score, 0 point for the last one). Maximum score is 30 points. The higher the score is, the higher the learning motivation is. For convenience, the score assessments were transferred to levels: 25-30 points means that an individual's attitude towards him/herself as a pupil has been formed, high learning motivation; 20-24 points means that an individual's

attitude towards him/herself as a pupil has been practically formed, a sufficient level; 15-19 points means positive attitude towards school, but non-academic aspects of the school are the most interesting, an average level; 10-14 points means that an individual's attitude towards him/herself as a pupil has not been formed, a below average low. Below 10 points means a negative attitude to school, low learning motivation.

3. Physiological examination of the nerve processes allows us to make a conclusion about the influence of an individual's higher nervous functions on his/her mental working capacity. In order to determine strength and mobility of the nervous processes, the computer version of the method created by N.V. Makarenko and A.E. Khilchenko was used. The method was chosen because:

- strength of the nervous processes is one of the main properties of the nervous system, which reflects the ability of the cerebral cortex cells to withstand, without transition into inhibition, either very strong or prolonged (albeit not strong) excitations. The opposite property – the nervous process weakness – characterizes inability of the nerve cells to withstand prolonged and concentrated excitation and inhibition;

- mobility of nervous processes is one of the primary properties of the nervous system, which characterizes the brain ability to respond quickly to changes in the environment. Mobility of nervous processes indicates the rate of appearance and termination of conditional connections.

Individual differences in the functions of perception, attention and thinking depend, to a large extent, on functional mobility of the nervous processes. Individuals with high and average mobility of the nervous processes, in contrast to those who are diagnosed with low mobility, are characterised by better perception and thinking, high skills of operations with spatial objects, quick attention concentration and switching. These mental functions are implemented with the same neurophysiologic mechanisms that provide the functional mobility of nerve processes. These mechanisms characterize the properties of higher nervous activities and are responsible for the individual characteristics of complex neurodynamic and psychomotor activities (O. R. Luria)<sup>12</sup>.

Information on functional mobility of the nervous processes is important for learning success prediction and development of individual

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<sup>12</sup> Лурия А.Р. Высшие корковые функции человека. Санкт-Петербург, 2008. 624 с.

approaches to pupils. We estimated the cerebral cortex efficiency on the basis of errors made during the experimental task. The strength of the nervous system was evaluated by the following indicators:

- 1.1 ... 10.9% errors – very strong nervous processes;
- 11.0 ... 15.9% errors – medium strength of nerve processes;
- 16.0 ... 20.9% – weak variation of strong nervous processes;
- 21.0 ... 25.9% – strong variation of weak nervous processes;
- 26.0% .. and more – weak nervous processes.

The experimental data that indicate maximum speed of stimuli presentations, at which tested individuals made no more than 5.5% of errors, were used as a qualitative index of nerve process mobility. For determination of actual nervous process mobility, we used recommendations suggested in this method: 110 frame / min. means the high level of functional mobility; 90 ... 100 frames per minute means the average level; 70..80 frame / min. means the below average level; and 60 frames / min means the low level.

According to the literature data analysing the higher nervous functions of children with mental disorder, the nervous process mobility is affected primarily. Therefore, this indicator should be taken into account at psychological corrective work and teaching of children with intellectual disabilities.

4. Dynamics of the maximum rate of upper limb movement indicates the nervous process strength. To diagnose, E.P.Ilyn's tapping test (a psychophysiological study) was chosen, which is based on the study of the nerve process mobility that indicates the reaction speed, the nervous system ability to perform a certain number of working cycles per time. Functional mobility of nerve processes characterizes an individual's quickest capability to perform a task, that is a rapid, alternate change of nervous system excitation and inhibition.

5. The study of neuropsychological process states was supported by the psychological research method: E.Krepelin' method aimed at diagnostics of accuracy and working capability-fatigue. This is a "fill-in-the-blanks" method based on determination of attention volume, performance and accuracy.

Experimental study of the peculiarities of the psycho-physiological development of special-need school pupils took place in two stages.

At the first stage, documental information about each pupil was studied, including their medical cards and personal records. During

investigation of pupils' medical and personal records, we found that most pupils of the 6th form of the special-need school had satisfactory physical health. At this stage, we performed observations and talked with the pupils to identify their learning motivation and pupils' behavioural characteristics, as shown in Table 1.

Quantitative indicators in Table 1 show that the pupils with impaired mental development perceive themselves as school pupils. At the age of 12-14 years, they already have formed rules of conduct in a classroom and at communications. But the average data of all indicators of the mentally retarded pupils are different from that of the pupils with impaired mental development. The following characteristics shows particularly noticeable differences: attitude to difficulties, behaviour, stress at task performance, general working capability. The resulting comparison is particularly well reflected in Diagram 1.

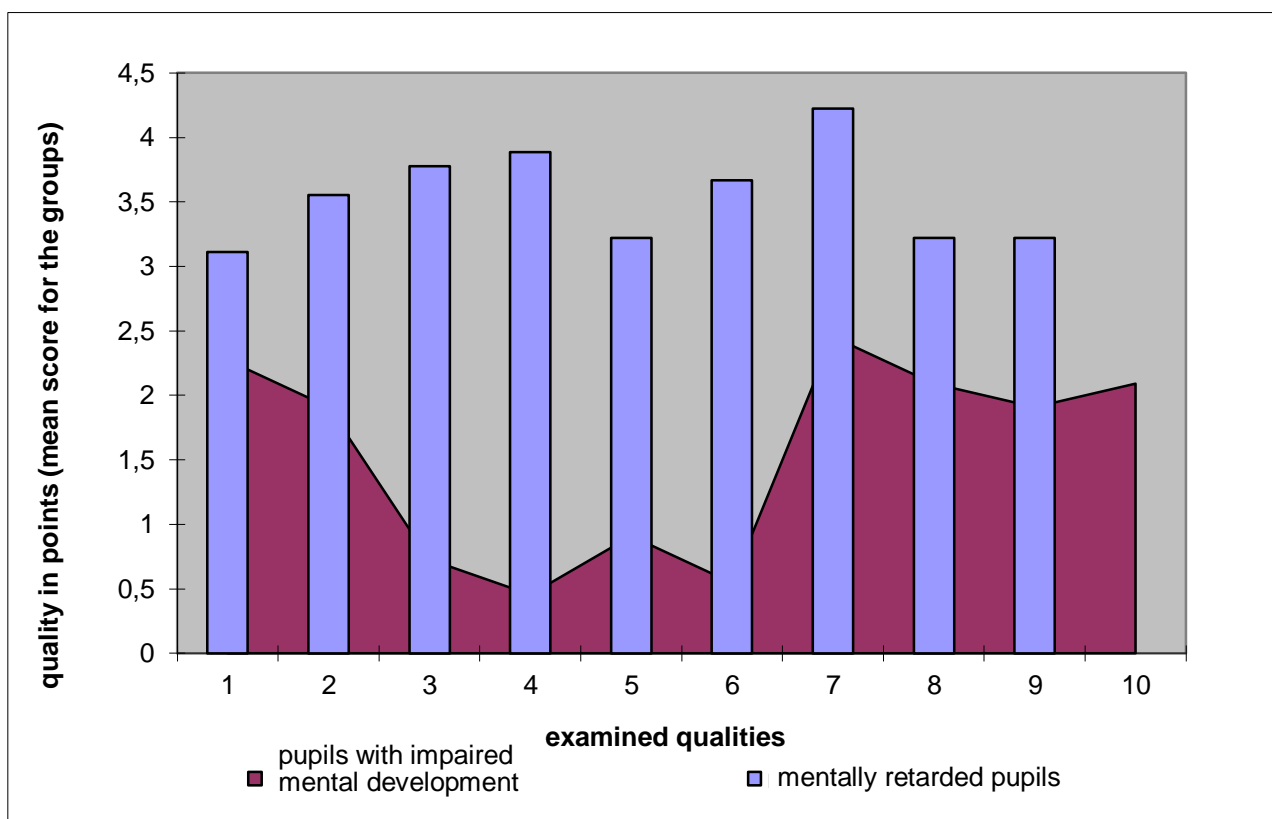
Table 1

**Behavioural indicators the studied groups according to Yu.Z.Gilbuh's table**

No	Respondent groups	Indicators								
		Attention concentration	Resistance to failures	Attitude to difficulties	Behaviour	Stress at task performance	General working capability	Sociability	Responsibility	Proneness to conflict
1.	pupils with impaired mental development (experimental group) n = 36	2,27 ± 0,09	1,9 ± 0,03	0,72 ± 0,01	09,45 ± 0,004	0,9 ± 0,03	0 54 ± 0,002	2,45 ± 0,06	2,09 ± 0,02	1,9 ± 0,005
2.	Pupils with mental retardation (control group) n = 32	3,55 ± 0,04	3,55 ± 0,03	3,77 ± 0,02	3,88 ± 0,05	3,22 ± 0,01	3,66 ± 0,03	4,22 ± 0,03	3,22 ± 0,01	3,22 ± 0,01



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**Diagram 1. Comparative characteristic of behavioural qualities by observation results (Yu.Z. Gilbukh's table)**

The analyzed obtained data confirm that the pupils with impaired mental development, compared with mentally retarded pupils, have lower quantitative indicators for all studied criteria – attitude to difficulties, behaviour, stress in tasks performance, working capability. However, it should be noted that the special-need school pupils have a rather high level of sociability.

At this stage, we also questioned the pupils in order to study their motivation for school attendance. According to the questionnaire results, pupils of the both samples were divided into two groups. The first group pupils show high interest in school attendance and have positive attitudes towards learning. The second group pupils show low or below average school motivation as evidenced by the data in Table 2.

Table 2

**Results of the school motivation study for the examined respondents**

№	Respondent groups	Questions of the questionnaire									
		1	2	3	4	5	6	7	8	9	10
1.	Pupils with impaired mental development n = 36	2,3 ± 0,04	2,0 ± 0,01	0,9 ± 0,01	0,62 ± 0,003	0,98 ± 0,02	0,56 ± 0,03	2,32 ± 0,06	2,09 ± 0,05	2,0 ± 0,05	2,1 ± 0,04
2.	Pupils with mental retardation n = 32	2,77 ± 0,07	2,33 ± 0,02	2,0 ± 0,01	1,66 ± 0,01	1,77 ± 0,01	1,88 ± 0,01	2,77 ± 0,02	1,33 ± 0,01	2,34 ± 0,03	2,11 ± 0,02

As for the studied learning motivation, the data of special-need and general secondary school pupils were distributed as follows: (see Table 3).

Motivation for school attendance and learning motivation varies considerably between the pupils with impaired mental development and the examined secondary school pupils.

Table 3

**Respondents' motivation**

Level of motivation	Respondents	
	Pupils with impaired mental development, n = 36	Pupils with mental retardation, n = 32
High	–	21,87 % (7)
Sufficient	25 % (9)	56,25 % (18)
Average	19,4 % (7)	21,87 % (7)
Below average	36,11 % (13)	–
Low	19,4 % (7)	–

The questionnaire analysis has led us to answer to the question why pupils are willing to attend school. According to the obtained average data, pupils from both samples are happy to attend school, but the reasons for school attendance are different. The indicators of cognitive activity are particularly low at the pupils with impaired mental development.

The analyzed results show that cognitive activity as a motive for school attendance for the special-need school pupils is at the third place, after communicative and socially normative motives; that is, adolescents of this category have insufficient learning motivation, and school attendance for them has a purely communicative and emotional character. In addition, the influence of the external factor – school attendance control by teachers or parents – is very important.

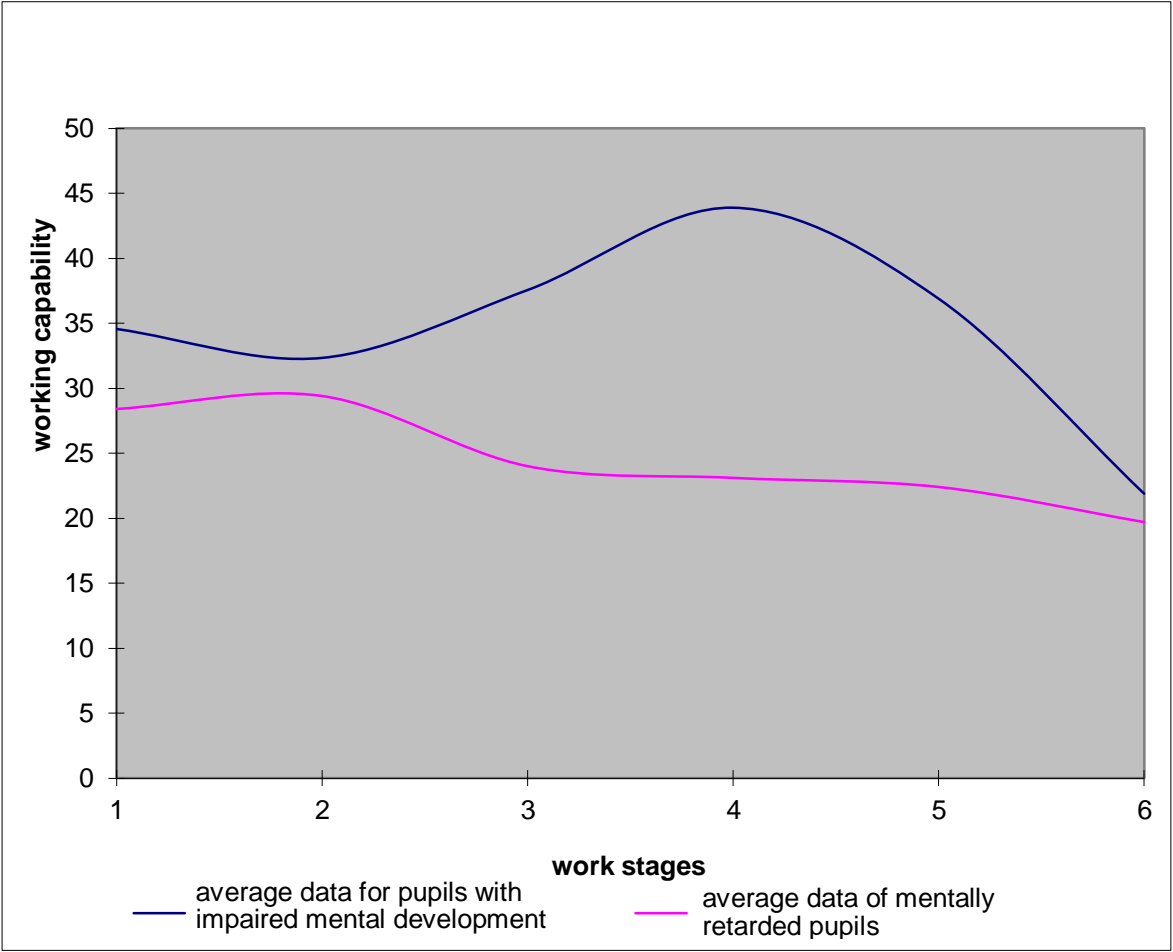
The second stage of the experimental research consisted of the psychophysiological studies: strength and mobility of the pupils' nervous processes in accordance with E.P. Ilyin's method (tapping test) were investigated.

By calculation of quantitative data obtained by this method, we have constructed graphs of working capability of each pupil. The following results were obtained for the sample of the pupils with impaired mental development: 3 pupils (8.33%) have the convex type of their nervous system, 6 (16.7%) pupils have the descending one, 6 pupils have the intermediate one, 6 pupils have the concave type, 15 pupils (41.6%) have the equal one.

Thus, most of the special-need school pupils have their nervous systems of equal and descending type, which correspond to the nervous system with an average and tendency to weak strength. This can explain weak attention and underdeveloped memory of the pupils with impaired mental development.

As for the mentally retarded pupils examined with E.P. Ilyin's method (tapping test), 21 pupils (65.6%) have the convex type of their nervous system, 4 pupils (12.5%) have the convex and intermediate types, and 3 pupils (9.4%) have the equal type. The analysis of individual data of the mentally retarded pupils show that most of them have a mixed type of nervous system, but as for their working capacity all pupils tend to have a strong or moderate nervous system. Only one pupil showed rather low working capacity and two pupils showed quick fatigue (a sharp decline in working capacity at the end of work).

Taking into account the average data, we have constructed graphs of working capacity for both groups (Diagram 2).



**Diagram 2. Comparative characteristics of the nervous process strength of the pupils with impaired mental development and the mentally retarded pupils by the tapping test**

According to the constructed graphs, the working capacity graph of the pupils with impaired mental development shows the equal nerve processes, indicating the weak nervous system. Contrary, the working capacity graph of the mentally retarded pupils shows tendency characteristic for convex nervous processes. This suggests that these pupils have the weak variation of strong nervous processes. But, given that at the task end the qualitative indicator dropped significantly lower of the initial level, we can argued that the vast majority of the mentally retarded pupils have the nervous system of average strength.

The method of N.V. Makarenko, A.E. Khilchenko allowed us to determine not only types of the nervous system, but also the nervous process mobility to find out the pupils' general working-fatigue brain processes.

Table 4 was compiled with the obtained results; it reflects the fatigue factor for pupils from each group, the strength and mobility of their nervous processes. The higher the coefficient of fatigue is, the lower the mental working capacity is.

Table 4

**Summary table of results (according to the method of N.V. Makarenko, A.E. Khilchenko)**

№	Respondent groups	Average index of mental fatigue	Strength of nervous processes			Mobility of nervous processes		
			Strength indicator	Number of respondents.	% of the sample	Level	Number of respondents.	% of the sample
1.	pupils with impaired mental development n = 36	44,34%	Strong	-	-	low	36	100%
			Average	-	-	average	-	-
			Weak	36	100%	high	-	-
2.	Pupils with mental retardation n = 32	35,70%	Strong	-	-	low	11	34,37%
			Average	-	-	Below average	21	65,63%
						average	-	-
Strong	32	100%	high	-	-			

The presented data testify that all the studied pupils from the experimental sample have low mental working capability, which explains quick fatigue of mentally retarded students and slow assimilation of new information by them. At such a level of mental fatigue, constant actuation of attention, repeated explaining and fixing of new material is necessary.

At the beginning of the work, the brains of all the respondents tried to adapt to the information speed, but after a threshold of 90 frames per minute, the brain fell into the state of protective inhibition, which explains approximately the same number of errors made by all respondents. It should be noted that four pupils with impaired mental

development could not achieve the optimal rate of nervous process mobility even at the minimal speed of visual information. In the course of the study, they could not overcome the permissible errors limit of 5.5%, which indicates, in one case, a very low mental working capacity in general (this pupil has a brain tumour) on, in the others, pupils' impossibility to establishing fast links in their brains as a result of very slow attention switching and very low mobility of their nervous processes.

The average index of mental process fatigue in the experimental sample was 44.34%.

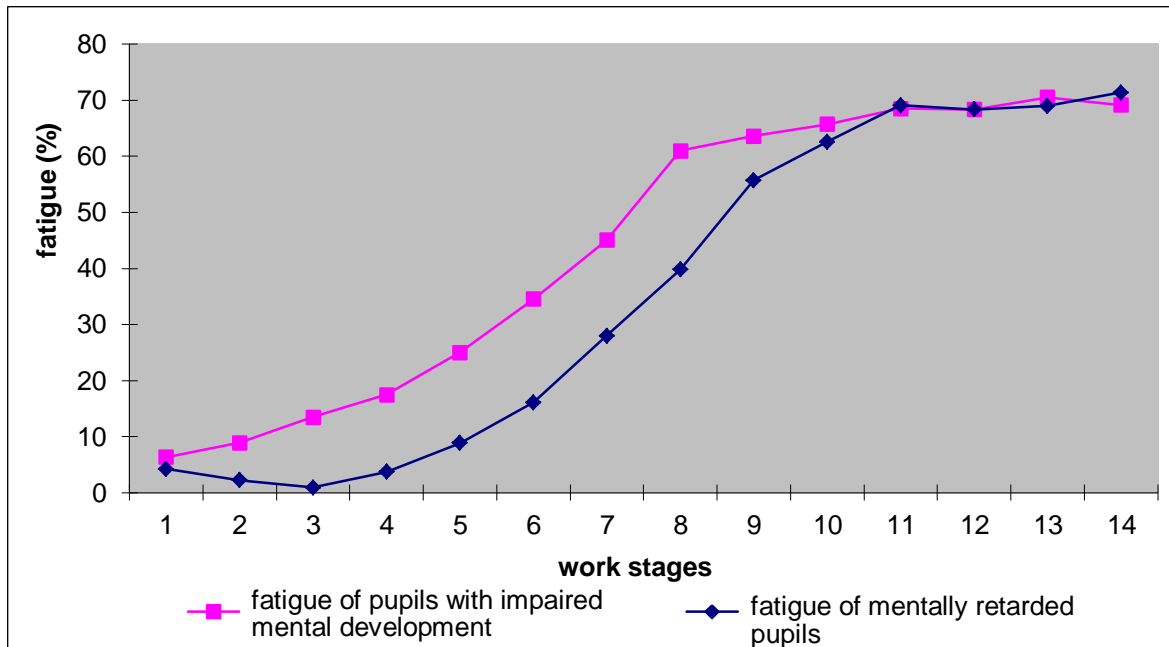
At first glance, individual indicators of the pupils' mental fatigue were not very different. All pupils from both the control and experimental groups showed weak strength of their nervous processes. But, having analyzed the results of the mentally retarded pupils and taking into account their physical development, we see that the fatigue coefficient of the mentally retarded pupils tends with age to decrease, which, in our opinion, suggests development of their nervous processes. Most likely, this is due to the physiological characteristics of their nervous system. The average fatigue indicators of both samples differ for more than 10%.

The data in Table 4 show the age dependence of the coefficient of fatigue, the older the mentally retarded pupils are, the longer they can maintain their ability to work, in contrast to the pupils with impaired mental development, for whom explicit dynamics is not observed. We think that this can be explained by the nervous system capability to self-regulation and development. In other words, the mentally retarded pupils have physiological opportunities to improve their neural processes, whereas this possibility of the pupils with impaired mental development is reduced.

As it was noted earlier, fatigue and working capacity are directly proportional; therefore, the Diagram 3 shows clearly how quickly does fatigue occurs at the pupils with impaired mental development, and how the nervous system adapts to the changes at the mentally retarded pupils.

At the special-need school pupils, fatigue develops from the very beginning of work and increases rapidly. The mentally retarded pupils' work is characterized by a short-term "familiarization with the tasks" and a short-term optimal working capacity. And only then there is a dynamic decline of mental working capacity of such pupils. In addition

to quick fatigue, transition to protective inhibition of the special-need school pupils occurs earlier than that of the mentally retarded pupils. These differences can be explained by different mobility of their nervous processes.



**Diagram 3. Comparative characteristic of fatigue of the pupils with impaired mental development and the mentally retarded pupils**

At the last stage of our experiment, we determined the processes of mental working capacity with the E.Krepelin’s method (a modification of R. Schult’s method) in order to identify fatigue and "workability".

The working capacity coefficient is calculated by the formula  $K = S1 / S * 100\%$  (where K is the working capacity coefficient, S1 is a number of correctly calculated examples in the last four lines of the form, S is a number of examples correctly calculated in the first four lines of the form. If the calculations result is close to 100%, fatigue is practically absent, working capacity is high.

The analyzed obtained experimental data shows that among the special-need school pupils, 7 pupils (19.44%) have high mental working capacity; 14 pupils (38.88%) have sufficient working capacity; 7 pupils (19.44%) have average working capacity; 3 pupils (8.34%) have below average working capacity; 5 pupils (13.9%) have low mental working capacity.

7 pupils from this sample showed high results as for mental working capacity (by E.Krepelin's method), which does not exclude an error of the established diagnosis – impaired mental development. All examined parameters of these pupils correspond to mental retardation.

The overall coefficient of mental working capacity in the control group does not differ much from that of the experimental group. The data was distributed as follows: 4 pupils (12.5% of the total sample) showed high mental working capacity; 24 pupils (75%) showed above average mental working capacity; and 4 pupils showed average mental working capacity (Table 5).

At first glance, we obtained very high indicators of mental working capacity, but at result analyze, it is necessary to take into account the quality of work performed.

Table 5

**Results of the respondents' work ability research  
by E.Krepelin's method**

№	Respondent groups	number of correct answers		overall coefficient of mental working capacity	
		S	S1	average	%
1.	Pupils with impaired mental development n = 36	22	16,1	0,73	73 %
2.	Pupils with mental retardation n = 32	29,6	23,3	0,78	78 %

Only 36.1% (13 persons) of the studied pupils with impaired mental development performed task satisfactory, and 63.9% of them (23 persons) performed the task with very low quality at the appointed time. The analysis of overall indicators of the performed tasks shows that the task quality shown by the pupils with impaired mental development significantly differs from that of the pupils with mental retardation. Therefore, despite almost the same coefficient of mental working capacity in the both samples, we cannot talk about the equal mental working capacity of the both groups.



## **CONCLUSIONS**

Summarizing all the above, we can make the following **conclusions**:

1. All pupils with impaired mental development showed lower mobility of their nervous processes compared with the data of the pupils with mental retardation.

2. The average coefficient of mental working capacity of the special-need school pupils, obtained by E. Krepelin's method, should be evaluated with taking into account quality of the completed tasks.

3. The results of the examination of mental working capacity and fatigue of some pupils with impaired mental development are not consistent. These differences can be explained by the fact that the studied pupils were not homogeneous as for their disorders, intellectual abilities and learning achievements, but all respondents with intellectual disabilities had weak strength and low mobility of their nervous processes, that is, inhibition predominates over excitation.

4. Some pupils are characterized by renewal of mental working capacity after long-term inhibition of nerve processes, but all studied pupils from the special-need school are characterized by 2-3 time decline of working capacity after the initial rather high working capacity. This state of mental working capacity is maintained during subsequent work stages (with slight fluctuations);

## **SUMMARY**

The article presents the research on psychophysiological features of middle-school age pupils with impaired mental development. The need to study the functional characteristics of such adolescents is stipulated by changes that take place at the puberty period and, therefore, such pupils' body ability regarding mental load and working capabilities. The performed experimental study showed that in the majority of the pupils with impaired mental development are characterised by weak strength and low mobility of their neural processes, whereas similar age pupils with mental retardation have weak strength but show slightly higher mobility of their nerve processes. The experimental results have showed the age dependence of the fatigue coefficient and workability duration, which is explained by the nervous system capability to self-regulation and development. Mobility of nerve processes of the pupils with impaired mental development remains low, so special organization of

educational processed is required to increase their mental working capability.

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## PECULIARITIES OF DIGISEXUALITY AMONG MODERN UKRAINIAN MEN

Zhydko M. E.

### INTRODUCTION

According to R. Kurzweil law of accelerating returns, the development of technologies happens exponentially. Many experts predicted that most likely under 2030-2045 it would lead to the moment of technological singularity, the historical point in the development of civilization after which the technical progress would be fast, complex and inaccessible for understanding. Even today one can observe that rather radical changes in the mental functioning of a man (specific violations of cognitive processes, emotions, mechanisms of self-regulation, axiological sphere of personality, relationship) are associated with the exponential development of technologies, united by the general notion of digital dementia<sup>1</sup>. Researchers studying the impact of the digital world on the human psyche, refer to the significant differences between generations of "digital from birth" and "digital migrants"<sup>2</sup>. This inevitably influences the sphere of sexual relations, transforming it into a fairly new phenomenology of digisexuality<sup>3</sup>. One of the most famous and studied phenomena is the decline in traditional (from here on out we will use biosociopsychological characteristic for it) sexual activity of men. Thus, the research in National Opinion Research Center (NORC) at the University of Chicago noted American young men with less sexual activity<sup>4</sup>. Since 1972, the General Social Survey has been monitoring data about several thousand people. It was revealed that 23% of adults had no sex in the previous year (this number doubled in the last 10 years) and the

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<sup>1</sup>Стрельникова Л. Цифровое слабоумие. *Химия и жизнь*. 2014. № 12. URL: <https://www.hij.ru/read/articles/view/5210/>

<sup>2</sup>Смолл Г., Ворган Г. Мозг он-лайн. Человек в эпоху Интернета. Москва: КоЛибри, 2011. 352 с.

<sup>3</sup>Пази М. Цифровая любовь. *«Русский репортер»* 2019. № 3 (467) URL: [https://expert.ru/russian\\_reporter/2019/03/tsifrovaya-lyubov/](https://expert.ru/russian_reporter/2019/03/tsifrovaya-lyubov/)

<sup>4</sup> Seks-kileri: shcho "vbivae" bazhannya u molodih cholovikiv // BBC News /Ukraine from 01.05.2019. Available at: <https://www.bbc.com/ukrainian/features-48020711>

number of men among them was "much more than expected". The study showed that the proportion of men under the age of 30 who had no sex in the past year has tripled to 28% since 2008 (it is much higher than the growth rate among women of the same age group – 8%). Data from personal interviews also showed that more than half of American adults aged 18 to 34 (51%) did not have a permanent partner (33% in 2004). However, S. Forrest (Institute for Health and Society, Newcastle University) told BBC Three that although the US analysis was reliable and based on a large set of data, this did not necessarily indicate a similar trend among the inhabitants of Albion. "I'm not sure that we can talk about a similar trend in the UK. At least, it is true according to the National Survey of Sexual Attitudes and Lifestyles (NATSAL) held every ten years. But by 2020, we will get the results of another study, so we are curious if the US experience will be reflected in the future of our country". Even nowadays, there is geography of digisexuality<sup>5</sup>. Due to the fact that Ukraine more recently joined the global digital world, domestic research on digital dementia is almost non-existent; research in digisexuality (with the exception of juridical, religious and cinematic aspects<sup>6</sup>) is absent. Meanwhile, psychotherapeutic practice shows that despite the liberalization of attitudes towards atypical sexual practices and the growth of various opportunities for sexual contacts in Ukraine there is a similar decrease in sexual activity.

The purpose of our analysis is to study the porno content used by Ukrainian men because pornography (especially on-line)<sup>7</sup> is one of the main "killers" of male sexuality and men in connection with rather strong masculine stereotypes form the most closed research group<sup>8</sup>.

Given the pornography as a rather new field for domestic psychological research, we consider it necessary to bring psychological differentiation of erotica and pornography. Erotica in the broadest sense

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<sup>5</sup> Nash, Catherine, Gorman-Murray, Andrew (Eds.) *The Geographies of Digital Sexuality* Palgrave. Macmillan, 2019. XV, p. 286.

<sup>6</sup> *Право, релігія, кіно / Д. О. Вовк та ін. ; за заг. ред.: Д. О. Вовк, О. П. Євсєєва.* Харків: ТОВ «Видавництво „Права людини“», 2018. 184 с.

<sup>7</sup> Зимбардо Ф., Коломбе Н. *Мужчина в отрыве: игры, порно и потеря идентичности.* Москва: Альпина Паблишер, 2017. 344 с.

<sup>8</sup> Maltz W., Maltz L. *The Porn Trap: The Essential Guide to Overcoming Problems Caused by Pornography.* HarperCollins, New York. 2008.

<sup>9</sup> Spink A., Jansen B.J. *Web Search: Public Searching of the Web.* Berlin: Springer-Verlag, 2004.

of the term is commonly referred to as all sexual feelings, fantasies and experiences, as well as stimuli (visual, audiological, kinesthetic, olfactory, taste, etc.) that cause them. Traditionally erotic materials differ on the following grounds: 1) content, that is, what exactly sexual needs or actions they satisfy, stimulate or depict (hetero- or homosexual, sadomasochistic, etc.); 2) the degree of their frankness and detalization (the so-called rigid erotica includes a detailed image of the genitals or sexual intercourse, whereas soft erotica tempts and hints at sexual acts more than shows them); 3) ethical and aesthetic level. In addition, the difference between erotica and pornography always depends on the cultural-historical context and the level of personal development of the subject.

Table 1 demonstrates generalized differential and diagnostic criteria for the delimitation of erotica and pornography highlighted in one of our previous works<sup>9</sup>.

Table 1

**Differential and diagnostic criteria of psychological differences between erotica and pornography**

<b>Erotica</b>	<b>Pornography</b>
Syncretically, holistically depicts a man in complete diversity and richness of his experiences	Analytical, fixes attention on certain points of gender relations, taking them out of the living context and reducing sexuality to coitus and its technique
Non-utilitarian, self-worth exploring of human world, opening new dimension in it	Rigidly functional, causes predetermined specific reactions
Individual and unique both in subject and in execution	Dealing with de-individualized, massive standards and stereotypes
Builds its world according to laws of aesthetics, inspires sexuality	Makes everything about physiology, dehumanizing man and his world
Often violates usual norms of decency for and because of the fact	Violations of social conventions – an end in itself; it destroys the ban

<sup>9</sup>Кочарян А.С., Жидко М.Е. Психосексуальное развитие человека. Формирование мужского гендера. Харьков. НАУ «ХАИ», 2005. 91 с.

<b>Erotica</b>	<b>Pornography</b>
that opens new depths of human existence, not yet understood and not accepted by mass consciousness	and moreover speculates on the lack of novelty
Bears ethical values and violates the rules of public morality	Denies both moral and morality, making a person the object of commercial or ideological manipulation
Means of free self-expression	Part of the entertainment industry, production, aimed at profit making

However, one should take into account that we still have no unambiguous and / or validated scientific point of view on the effects of erotic materials on sexual behavior. Yes, there exist three theories about such influence. First, *the theory of imitation*, argues that the demonstration of emotionally attractive and exciting sexual patterns provokes inheritance, thereby increases the likelihood in spread of such behavior. *The theory of catharsis*, by contrast, believes that erotic materials act as protector, allowing a person to defuse the depressed sexual desire and thus reducing the likelihood of the implementation of socially unacceptable desires. *Zero theory* believes that sexual behavior of an individual develops in his own script and depends little on external influences, so erotic materials play a secondary role. The following data traditionally serve as sources for validation of every theory: 1) social statistics about change in sexual behavior of people, and especially the dynamics of sexual crimes in those countries where the prohibition of pornography has been abolished; 2) criminological data about people who committed certain sexual crimes; 3) statistics about lovers and intensive consumers of commercial erotica and pornography; 4) experimental psychological studies which check the direct influence of certain sexually-erotic materials on the settings and behavior of the subjects. However, none of these sources alone is sufficient.

In addition, it must be taken into account that erotica and pornography are traditionally marginal social and psychological phenomena. S. Cohen writes: "Societies are prone to periods of moral panic now and then. Some circumstances, phenomenon, person or group of people start to be considered threatening for common social values

and interests; the media depicts them in a stylized and stereotyped way; moral barricades are filled by publishers, bishops, politicians and other faithful people; officially recognized experts announce diagnoses and recommendations; special means of combat are produced or more often used; after that the phenomenon disappears, suppresses or worsens ... The panic may decrease or it can be forgotten, but sometimes it has serious and long-lasting consequences to cause changes in legal and social policy, or even in the way societies consider themselves". To have the next wave of moral panic emerged, three conditions are needed: 1) the situation of social crisis; 2) a social group or organization ready and able to provoke public indignation and direct it to the desired address; 3) stigmatized groups or phenomena that can be easily turned into scapegoat.

In our view, all these conditions have been created in Ukrainian society (primarily due to the hybrid war and radical nationalist groups) to stimulate further shift in male sexuality to the digital area. Analyzing the structure of pornographic content we can detect not only cultural taboo areas but also those unconscious conflicts that occur in non-digital sexuality.

### **1. Digital dependence and digisexuality**

The concept of digisexuality (digisexuals) was proposed for the first time in 2016 in the article by the director of the Center for Professional and Applied Ethics at the University of Manitoba in Winnipeg (Canada), assistant professor Nile MacArthur in the Journal of Sexual and Relationship Therapy. Investigating the immediate implications of the introduction for immersive technologies (that is, those that provide the effect of full presence in the virtual environment) he invoked in this concept a new sexual identity associated with the use for sexual interactions (both between people and between man and various products of artificial intellect, for example, sex androids) of digital technology. His quotation was widespread in the media of the post-Soviet informational space. According to it "one can confidently say that the era of three-dimensional virtual sex has come. As these technologies evolve, their use will grow and a lot of people start to identify themselves as "digisexuals" – those whose main sexual identity is perceived through the use of technology ... Many of them will realize that the experience with this technology will become an integral part of

the sexual identity, and some will prefer it over direct sexual intercourse with people”<sup>10</sup>.

Another expert, assistant professor at University of Wisconsin-Stout (USA) Markie Twist has identified two waves of digisexuality. "The first wave prefers sex through technology, but with the participation of live people: online pornography, sexting, etc. I would say that the second wave of digisexuals will choose immersive sexual encounters, partners like sex-bots and sex in virtual reality”<sup>11</sup>.

Famous British futurist I. Pearson is convinced that over the next decade, the majority of the population in developed countries will initiate the process of replacing "live" sexual partners with artificial ones. According to his forecasts, by 2030, almost every mature inhabitant of the Earth will have some form of experience in digital sex, and by 2035 "smart" digital-sex "toys" will be found in most homes. The main motivators of such changes will be comfort and pleasure: thanks to more functional than the human brain, artificial intelligence, sex androids will be able to offer the consumer a "personality that can be customized with the emotional luggage he wants," and therefore sex with a digital-robot "will become easier, safer, more frequent and much more enjoyable". In 2017, the BBC Three created a documentary film "The Virtual Reality Virgin" which demonstrated the prototype of such an android. Matt McMullen, whose company is working on the creation of digisexual products, describes the advantages: "A customer can create a doll with some personality: depending on his wish it can be smart or not, shy or not”<sup>12</sup>. The Android Love Doll model has 50 sexy stories, and the Harmony doll from Abyss Creations is synchronized with an application that learns while communicating with the user. Over the next decade, the company hopes to launch a living version of its dolls on the market. So far, the natural limitation for the proliferation of digital-sex products is a fairly high price: today, moving and talking models cost about \$ 20,000, but eventually, technology will inevitably become

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<sup>10</sup> Young S. Digisexuals: number of people who prefer sex with robots to surge, find experts / Independent, 30/10/2017. URL: <https://www.independent.co.uk/life-style/digisexuals-robot-sex-preferences-university-manitoba-canada-identity-a8084096.html>

<sup>11</sup> Журенков К. О дивный, новый секс! Цифросексуалы – кто они? *Журнал «Огонек»*. 2017 № 51 С. 38. URL: <https://www.kommersant.ru/doc/3501080>

<sup>12</sup> Курпатов А. Четвертая мировая война. Будущее уже рядом. Москва: Академия Смысла, 2018. 335 с.



cheaper. For example, now it will cost you about \$ 10,000 to buy Frigid Farrah robot, which allows men to simulate rape. BMJ Sexual & Reproductive Health magazine unveiled a British study that 40% of men were about to buy sex robot in the next five years, and 49% of men were ready to get involved with "hyper-realistic" sex doll.

David Linden, professor of neurobiology at Johns Hopkins University believes that "many people secretly love the idea of somehow being free from the constraint of needing another person to experience the heights of sexual excitement. But they shouldn't get their hopes up: The state of the art in erotic gadgetry is still very crude. [...] Sex robot of the future may have a form of a dense suit with its built-in blue LEDs. [...] Instead of using sensory organs naturally, as a sex robot would do, neural virtual reality will simulate this experience by artificially activating nerve cells"<sup>13</sup>. The porn industry is at the forefront of modern business (which is associated with high and fast revenues). So, the well-known Japanese company has already created an appropriate "sex simulator", which consists of the Oculus Rift virtual reality shaft, a special fitting suit that stimulates the necessary areas and body parts, as well as an artificial female breasts with feedback and Tenga mechanical masturbator. The total price is about \$ 400.

Digisexism inevitably affects the transformation of marriage and family relations. The intimate space has changed significantly: dating occurs in specialized software applications<sup>14</sup>, married couples now share a bed with a variety of gadgets<sup>15</sup>. Gradually, digisexuality is being converted from a marginal phenomenon into one of the trend elements in mass culture. A popular science fiction book (which was quickly filmed) "She" tells about a lonely man falling in love with a digital intelligence while "Blade Runner 2049" talks about similar digital relations between the protagonist and machine intelligence. The less popular movie "Lars and the Real Girl" shows a man in love with a sex doll. A number of top serials somehow touch the topic of digisexuality: "Black Mirror," "The World of the Wild West," "Altered Carbon", "Love, Death and Robots" and so on. And according to media reports in April 2017 a Chinese

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<sup>13</sup> Линден Д. Мозг и удовольствия. Москва: Эксмо, 2012. 288 с.

<sup>14</sup> Калинина Е., Зонхоева Л. Секс будущего: что нас ждет в эпоху digital. URL: <https://adindex.ru/publication/opinion/internet/2015/09/10/127814.phtml>

<sup>15</sup> Hafner K. Laptop slides into bed in love triangle. The New York Times. August 24, 2006.

specialist in advanced technology Zhen Jiajia married a self-created woman-robot In-In.

Of all phenomena in digisexuality the most analyzed is the dependence on digital pornographic content which is probably due, firstly, to the first wave of digital secrecy, and, secondly, high Internet availability makes inevitable "sexually oriented" activity at work. The more time they spent on porn sites, the lower was productivity. This was evidenced by the 2006 study with over 3,400 volunteers<sup>16</sup>. It turned out that 41% of them were reprimanded for using a working computer not for work but pornography.

According to neurophysiological studies the images with sexual themes serve as a signal for the release of dopamine (similar to neurochemical processes in the brain of a drug addict who has just taken a dose of a psychoactive substance). Sexually addicted person is able to look half the night for content that does this way. The prefrontal cortex of such people is switched to the search, storage and extraction for information that can quell the insatiable brain and it always requires a new dose of dopamine<sup>17</sup>.

In this sense, the dependence on digital porn content is fixative but differs from sexual obsessions by the fact that instead of the process of imagination (which, due to the creativity and complexity of the problem, develops involuntarily and promotes the evolution of other cognitive functions) it uses ready-made artificial images and scripts generated by machine intelligence for individual customer queries based on analysis (which is not understood in many cases). To understand this one should refer to the sphere of male sexual fantasies.

## **2. The sphere of male sexual fantasies**

The history of art shows that a person with an exceptional characteristic is able not only to respond to erotic images, but also to create them, embodying the imagination since ancient times. In some ways one can say that the ability to fantasize sexually is one of the highest functions a person has ever developed.

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<sup>16</sup> Cooper A., Safir M. P., Rosenmann A. Workplace worries: A preliminary look at online sexual activities at the office – emerging issues for clinicians and employers. *Cyberpsychology & Behavior* 2006: 9:22-29.

<sup>17</sup> Smoll G., Vorgan G. *Mozg on-lajn. Chelovek v epohu Interneta.* – M.: KoLibri, 2011. – 352 p.

As shown in our previous work<sup>18</sup> sexual fantasies occupy a relatively large range on the general continuum of human dreams. The time people devote to such fantasies often exceeds the time allocated to other activities, and is characterized by the following dynamics: from the early childhood it is constantly increasing – in adolescents it is an average of 17% of the total time, aged 18 to For 20 years it reaches 20%, and then falls to 8% between 28 and 35 years and up to 1% and less after 65 years. At the same time, the question about the effect in extent of hormonal shifts, the socio-sign influence of the environment and the psychodynamic processes occurring in these periods remains open.

Both men and women can combine sexual fantasies with different types of sexual activity. On this basis, there are masturbatory fantasies (71% men and 72% women), coital fantasies (30% men and women), and, in fact, erotic fantasies.

Barkley's research has shown that female fantasies were mostly emotional, romantic, while female fantasies were similar to the content of pornographic books full of sexual details with a minimum of emotions. Crepo's later work demonstrated that sexual fantasies of women had, first and foremost, exhibitionist, narcissistic (when a woman imagines that she has a great sexual attractiveness), as well as masochistic nature (for example, that she is under aggression of one or more sexual partners).

Male range is much wider. Yes, they are characterized by fetishistic fantasies (associated with clothing and accessories for women) or fantasy of conquest (when the subject commands, seduces or forces someone to sexual intercourse). Men also have fantasies about partner substitution (when the subject represents an intercourse with a new partner, who can act as a former partner (an old friend or girlfriend) and simply a stranger to whom a desire arises, for example, celebrity, neighbor, relative, a teacher, a salesman, or just a fictional figure, an imaginary ideal), group sex, observation, and fantasies of orogenital (fealty, cunnilingus, or oral ejaculation) and initialization type (defilement of girls).

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<sup>18</sup> Жидко М. Е. Сексуальные фантазии: гендерные, возрастные особенности и их взаимосвязь с психосексуальным поведением. *Вісник Харківського університету. Серія Психологія*. 1999. Вип. 432. С. 91-97

Initially, this was due to the congenital psycho-physiological differences between the sexes, but further research, in particular the transformation of female relationships into sexual fantasies due to changes in their rights and awareness in the field of sex, allowed to justify the view that this was more due to generally accepted stereotype of sexual relations, where the leading role was given to a man. It has thus been shown that the distinction between specific male and female sexual fantasies depends on the context in which they were perceived.

Homosexual imaginations are noted in individuals of both sexes – about 7% of men and 11% of women. The same can be said about imaginations, when the subject fantasizes that he has been under sexual violence, or fantasies that despise the generally accepted social, moral or religious norms, for example, when a woman identifies herself with a prostitute or a harlot, and a man turns her in the object of "sexual exploitation". In the famous researches, Masters and Johnson<sup>19</sup>, studied a small sample of heterosexual, homosexual and bisexual women and men and found that the level of sexual fantasies was the lowest in bisexual men, and the highest in lesbians. Other studies have also shown that lesbians had usual woman as the main subject of sexual fantasies but in unusual situation, when heterosexual females often possessed a stranger in their fantasies. Heterosexual men usually build their fantasies around a particular woman, but not their usual partner. The most common theme of imagination for homosexual women and men is active coercion. Men fantasize about using physical power when lesbians often have psychological pressure.

It was found that sexual fantasies appeared in an extremely wide range of conditions and circumstances and could be either arbitrary or involuntary phenomena. Often, the sources of fantasies are well-known situations and events (for example, previously read book, movie or a real event): their content may vary depending on the situation, but the individual himself in all cases plays a major role. The nuclear or central masturbation fantasy is also important because it manifests itself in the

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<sup>19</sup>Мастерс У., Джонсон В., Колодны Р. Мастерс и Джонсон о любви и сексе. В 2-х частях, часть 1 / пер. с англ. Н.М.Пивоваренок и др. Санкт-Петербург: СП "Ретур", 1991. 264 с.

fact that the individual constantly fantasizes on the same topic, but there is no connection between the subjects and actors<sup>20</sup>.

In 2018, a survey of more than 4,000 men and women was presented by Justin Lehmiller, a psychiatrist at Harvard University<sup>21</sup>. According to it there were identified seven most common sexual fantasies. The rating has headed the sex of three and about 89% of the participants in the study informed about it. At the same time, respondents in relationships or marriage admitted that they would like to embody fantasy in life with the participation of their loved one. The second place got BDSM-practice (65%). The top three was closed by sexual diversity: members in marriage or serious relationships noted that they were dreaming about sex with an unfamiliar person. The fourth place received the fantasy about sex in a public place. At the same time, women dreamed about this more often than men, wishing sex in an elevator, office or park. On the fifth position in the rating there appeared free relationships, in particular, the fantasy about sexing another person with the consent of the partner. In addition, 58% of respondents admitted that they were excited by fantasies about sex of their partner with another person. Homosexual sex rounded out the top list. According to J. Lehmiller, despite the fact that the participants in his study positioned themselves heterosexual, they often dreamed about lovemaking with a person of the same sex. In particular, 59% of women admitted that they dreamed of having sex with a woman, while 26% of men reported that they had fantasies about sex with a man. They also fantasized about sex with transsexuals and transvestites.

In the same year, the results of studying the sexual fantasies among Ukrainians were unveiled<sup>22</sup>. 1000 respondents aged 21 to 45 participated in the off-line survey. The focus group included young married couples, married for more than three years families, and young

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<sup>20</sup> Davidson K., Hoffman Sr. and Linda E. J. Sexual Fantasies and Sexual Satisfaction: An Empirical Analysis of Erotic Thought// The Journal of Sex Research Vol. 22, No. 2 (May, 1986), pp. 184-205.

<sup>21</sup> Young S. The seven most common sexual fantasies, revealed / Independent, 09/08/2018. URL: <https://www.independent.co.uk/life-style/common-sexual-fantasies-threesomes-bdsm-public-american-a8438566.html>

<sup>22</sup> Сексологи назвали ТОП-7 эротических фантазий украинцев. Украина. Cosmopolitan. 2018. URL: <https://www.cosmo.com.ua/seksologi-nazvali-top-7-eroticheskikh-fantaziy-ukraincev/>

people without a permanent couple. Sexual fantasies were conventionally divided into two categories: "vanilla" – for embodiment of romantic and gentle desires of the partner, and BDSM – for fans to dominate and submit. From our point of view, this can be interpreted as a split of sexuality. The first category included the most common role-playing game "student – teacher". A woman desired to live in luxury, to be a queen in her castle, and men – to please their beloved one. It built the basis for the emergence of "royal fantasy". And in turn, the wish of a woman to become better, to show superiority over competitors to her "sultan" formed the desire of Ukrainian couples to be in the harem. One of the brightest vanilla fantasies is the doctor's appointment. According to a study, about 50% of women get a spark from the idea of hard sex. It is also worth to note "gothic stories" with a reference to vampires and the film triumph "Twilight" among the varieties of the second category fantasies.

Until now, there is no single point of view on why some fantasies are the best and why people feel happy to come back to them. If in some cases all the charm of such a fantasy is the ability to make a person get pleasure from sexual excitement, then in other situations, one can become excited from the very role of "director", which is subject to everything: act, actors, and story, and it already indicates that fantasy is used as a means for solving other sexual difficulty. In many experiences, due to the complexity of such imagination, it is better to use it alone than during sexual intercourse with a partner. That is why it can be said that sexual fantasy has both positive and negative role in relation to normal development of personality by dissociating and eroticizing intrapersonal conflicts.

It is worth to note that the study of sexual fantasies by the Masters and Johnson Institute showed that most women, who were dreaming about unusual sexual practices such as rape, incest, sex with animals, sadomasochism would not want to endure such situations at all in reality. Unlike women, men were more courageous. About two-thirds of the respondents who had similar imaginations stated that they would not mind to live with certain circumstances.

The in-depth study by psychiatrists E. Hariton and J. Singer of the sexual fantasies among married women during sexual intercourse with their husbands showed that in fact most people with repetitive now and

then fantasies did not feel the desire or the need to really experience them<sup>23</sup>.

Studies also show that for many people implementing sexual fantasies is unsatisfactory, as some "erotic" value of fantasy gets, however, almost completely lost.

Accordingly, the question of functions for sexual fantasies arises. The following functions are distinguished in the literature: 1) cognitive; 2) stimulating; 3) training; 4) creative; 5) compensatory; 6) replacing. And if the first four discrepancies are practically not observed, the consideration of the latter two puts a number of questions for the researchers, first of all, the question of why "a person is not very inclined to love, especially when he is making love."

In the Freud's thinking, sexual fantasies reflect the existence of a conflict between suppressed infantile impulses and family or social prohibition. Thus, they distort "normal sexual goals" along with other sexual perversions. Developing these ideas, R. Stoller believes that "daydreams in abridged form reflect the primary attitudes of the whole childhood and try to free people from frustrations, traumas and conflicts that took place in a childhood"<sup>24</sup>, and it gives them the opportunity to hurt the object of erotic fantasies at least in imagination. From his point of view, sexual fantasies of a man are his personal pornography, a revenge for suffering.

Avod Offit develops a slightly different approach. In his opinion, if reality and fantasy are in harmony with each other, then this indicates the "integrity of the individual" and psychological unity. If fantasy is too far from reality, then it points to potential psychological problems. Ultimately, A. Offit views sexual fantasies as "a miserable similarity to that complicated complex of joy and grief that is necessary for the love of a real person."

In a work entitled "Why We Should Not Perceive Sexual Fantasies," Bernard Apfelbaum defines imagination as "separate parts of

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<sup>23</sup> Hariton E. B., Singer J. L. Women's fantasies during sexual intercourse: Normative and theoretical implications. *Journal of Consulting and Clinical Psychology*, 42(3), 1974. P. 313-322.

<sup>24</sup> Столлер Р.Дж. Перверсия: эротическая форма ненависти. / пер. с англ. С.Ф. Сироткина. Ижевск : ERGO, 2016. 220 с.

us that signal about their desire to come back"<sup>25</sup>. He is convinced that sexual fantasies come from dissatisfaction with the existing reality and very often cause conflicts between partners. For example, if one of the partners sees that the reason for the sexual excitement of another is not he, but fantasy, then of course he feels disadvantaged and this emotion blocks his sexual response (although he admits that fantasy and attraction are different things). B. Apfelbaum also believes that if partners do not share their imaginations with each other, this reduces the trust and intimacy of relationships. According to him, "sexual fantasies always tell us what we need to do to strengthen our relationships".

### **3. Structural features of pornocontent consumed by Ukrainian men**

PornHub is one of the largest (it will take one almost 1 million hours or 115 years to watch all 4.8 million videos) and the most popular (almost 92 million people access it every day, which is equal to the total population of Poland, Australia and Canada) porn site. According to its statistics during the 2018 Ukraine has risen to 11 places and ranked 16th, entering the top 20 countries, whose traffic accounts for up to 80% of Pornhub daily traffic (see Figure 1). Ukraine is on the 21st place according to time spent on the site (see Figure 2), entering the top 5. Regarding this event, the site added a dash with an extensive analysis of the requests by Ukrainian users.

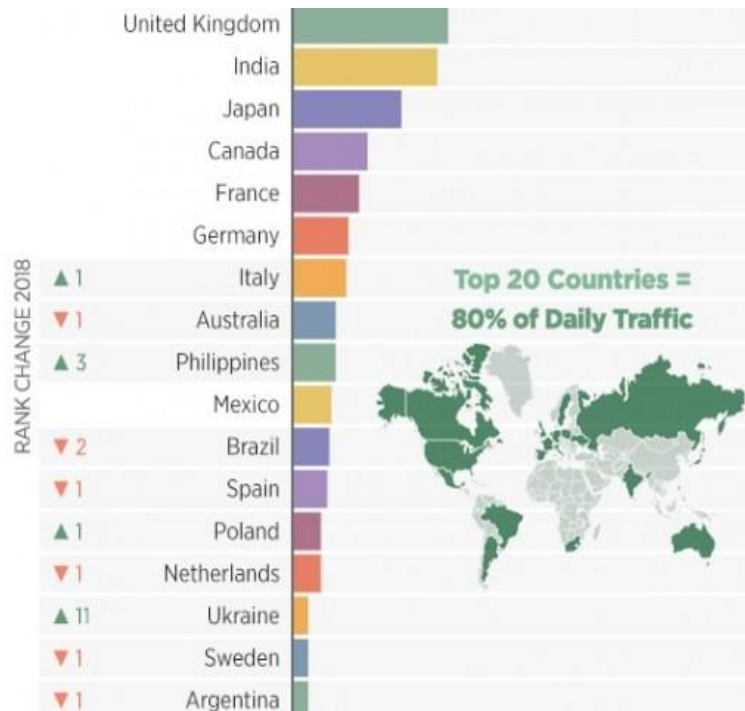
From a technological point of view, this is a global side effect of increasing the total number for online content consumers (in 2018, the site was visited 33.5 billion times). In addition, it must be understood that Pornhub is not just a porn site, but an entire marketing corporation, which runs a fairly active legal advertising campaign with huge budget.

Unfortunately, the fact of Ukraine's entry into the top 20 was very actively used in the information hybrid war as an interpretation regarding the connection with the introduction for the 4-G technology early in the year (compared to 2017, the use of the smartphone for access to Pornhub increased by 40% , see Figure 3) and a variety of comparisons with Russia.

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<sup>25</sup>Мастерс У., Джонсон В., Колодны Р. Мастерс и Джонсон о любви и сексе. В 2-х частях, часть 1 / пер. с англ. Н.М.Пивоваренок и др. Санкт-Петербург: СП "Ретур", 1991. 264 с.



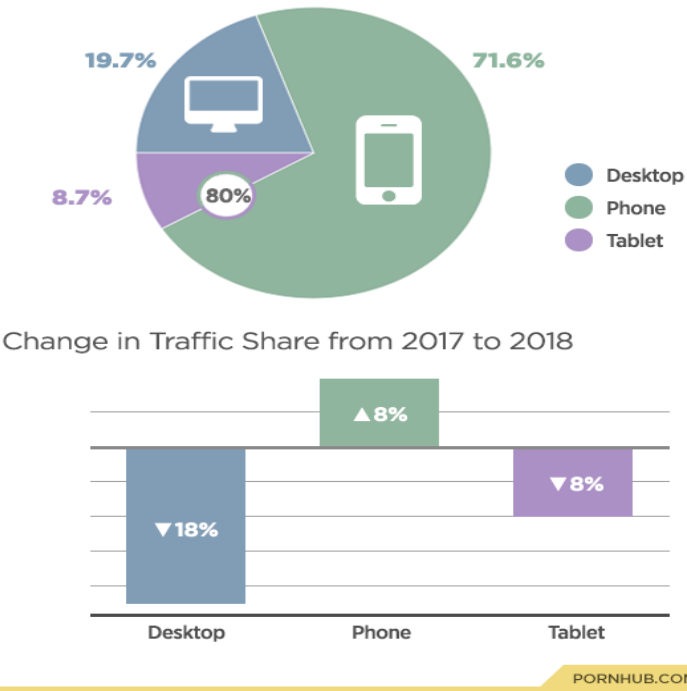


**Fig. 1. Comparative rating of the host countries in Pornhub traffic on the basis of 2018**



**Fig. 2. Comparative analysis of the time spent on Pornhub according to results of 2018**

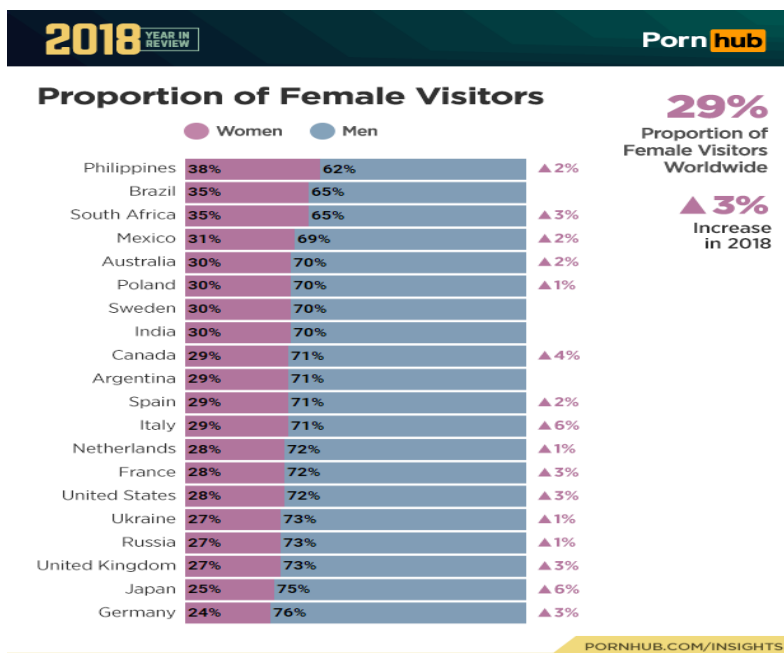
**Traffic by Phone, Desktop & Tablet**



**Fig. 3. Comparative analysis of technological devices, using the PornHub content in the world of 2018**

Objective socio-psychological understanding of what exactly, why and whereto Ukrainian men (73%) and women (27%) are looking (gender distribution of users is present in Figure 4) during military aggression and rather complex political-economic transformations of society. In our opinion, it allows to highlight the psychological peculiarities and the underlying processes that take place in the area of gender and sexual changes towards digisexuality, which, unfortunately, remain without attention of researchers.

As you can see, the most commonly used words were "anime", "sex", "bdsm", "orgasm", "russian", and five most popular categories were "Hentai", "Milf", "Anal", "Cartoon", "Mature". The top looking at pornographic actors was recorded among Ukrainians and included popular Internet people who have already turned into memos – Alex Grey and Elsa Jean. For comparison, the world's most popular requests for 2018 were "Stormy Daniels" (largely due to the political scandal associated with US President Donald Trump), "Fortnite" (popular game), "4K", "Romantic", "Trans".



**Fig. 4. Gender distribution of Pornhub traffic users in the world of 2018**

Figure 5 shows a summary analysis of the requests by Ukrainian users.



**Fig. 5. Summary of searches by Ukrainian users of PornHub traffic in 2018**

To analyze the dynamics, we give data for 2016-2017 (see Figure 6).



**Fig. 6. Summary of PornHub most common requests among users in 2016-2017**

As you can see, over the past three years, mature women and sexual practices of power and violence dominate in request. From our point of view, this is connected with the post-Soviet phenomena of "male inflation"<sup>26</sup> and general devaluation of maturity. Soviet culture, built on the patriarchal principle, placed men as the main carriers of psychological maturity. The sign of their maturation was the formation of a steady identification with a strong and mature father. This process began in 3-5 years and finally ended only in adolescence (when the formed identification was transferred to other male figures). Therefore, in order to enter the male (father) world, the boy also had to go through tough masculine filters (street company, place in the school hierarchy, various labor practices, "school of courage" – the army). Accordingly, guys who for various reasons could not be identified with their father or actively began to oppose him, turned into either outsiders or bandits. Today's Ukrainian society faces the fact that the father, as a strong figure, in most cases, is simply absent. Formerly, teenagers were involved in the interests of their parents, shared their values or rejected them. Nowadays, the problem of conflict between parents and children is weakened in proportion to the growth of the weakness of parents. The youth culture (included children and teenage "shadow" masculinity

<sup>26</sup>Уайли Дж. В поисках фаллоса: Приап и Инфляция мужского. Санкт-Петербург: БСК, 1996г. 128с.

associated with the themes of castration and inflation) has become so powerful and wide spread. As a result, parents (adults) start to serve it (taking the form of clothing, the manner of communication, interests, etc.). Former, prosocial values of adult life are regarded as non-adaptive. But there appear on the foreground such inflation values as: rivalry, power, authority, aggression, etc. A boy quite simply gets a "social phallus" from the teenage environment, but loses the incentive for further maturation and the acquisition of "psychological phalos". Thus, we can talk not only about male inflation, but also about the devaluation of maturity – the absence or suppression of individual mature structures and meanings with external, behavioral, "adult" facade. Modern Ukrainian users of pornographic content want ambivalent mothers (who will love without dissecting and demands, but take an active, dominant sexual position) and cartoon characters (which solve their infantile conflicts using game and transient space by D.W.Winnikott).

## **CONCLUSIONS**

1. The move of human sexuality into digital space is a global process that began in the 90's of the 20th century in connection with the development of technology and it has already passed several phases. It leads to qualitative and quantitative changes in the characteristics of sexuality (sometimes – very radical), which most researchers consider a fundamentally new form of sexuality – digisexuality. Ukrainian men from the patriarchal Soviet society are inevitably included in it at a pace that provides the level with development and affordability of technologies in the state for ordinary users.

2. Under unclear and contradictory state gender and cultural politics, digisexuality is not only an alternative, but also a competitor for the usual biosociopsychological sexuality. Combined with digital addiction, it leads to the simplification and / or lack of development (level of functioning) of psychological mechanisms for ensuring male sexuality (in particular, the areas of sexual fantasies), which is an integral part for the phenomenon of digital dementia. In addition, cybersexuality affects intimate interpersonal and marriage-family relationships, in the context of which the traditional biosociopsychological sexuality is realized.

3. One of the main instruments for digisexuality is such a marginal social and psychological phenomenon as on-line pornography.

Analyzing the structure of pornographic content, we can identify both cultural taboo areas and those unconscious conflicts that occur in non-digital sexuality, that means a kind of generalized psychological portrait can be formed.

4. Analysis of sexual fantasies among Ukrainians shows that there is a certain split on the romantic and power component, which in our opinion reflects the presence of a large number of infantile aggressive fantasies and psychological difficulties for the establishment and support in deep, long, lasting, stable, and satisfactory relationships. The issue of destructive or constructive influence on this traditional pornographic (cinema, literature, etc.) and digisexual content remains open.

5. When analyzing the dynamics of request among Ukrainian men – users of the largest and most popular electronic porn resource named PornHub (in 2018, Ukraine ranked 16th among the states whose traffic occupies up to 80% of daily one) there was noted that period 2015-2018 showed the structure of male sexual interests which included paraggresive sexual practices (BDSM, anal sex, sexual betrayal in the presence of a family partner, etc.), images and plots associated with adult women (metaphorically – ambivalent mothers) and sex cartoons (milf, mature, cartoon, anime, etc.). From our point of view, this is connected with the post-Soviet phenomena of "male inflation" and the general devaluation of maturity, as well as the long-term prevalence of women's domination in education, training and family life, due to historical circumstances ("negative selection" of men). This is confirmed by already existing data on the male psychosexual formation in the relationship of marital coexistence. In this sense, digisex is the sexual orientation (in the broad sense) that supports and stimulates the infantile sexuality of Ukrainian men.

## **SUMMARY**

The problem of transformation of male sexuality in the context of digital dementia was considered. The psychological differential and diagnostic criteria of dissociation between erotica and pornography, peculiarities in the digital world, their marginality as social-psychological phenomena were demonstrated. There were discussed the special aspects of digisexuality and its connection with digital dependence. The statistics of modern national sexual fantasies and the destructive influence of porno content were analyzed. The structural

features of sexuality among Ukrainian men, in particular the phenomena of male inflation and the devaluation of psychological maturity were revealed based on the statistics of requests by Ukrainian consumers at the largest electronic porn resource PornHub.

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