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Reflective-role model for diagnosing the social maturity of subjects of the educational process

LARISA GAPONENKO. **Reflective-role model for diagnosing the social maturity of subjects of the educational process.** *The author's approach in measuring social maturity according to the reflexive-role model is offered. The conditionality of the main components of this model is proved, the interrelationships of reflection types with role positions in accord with the correspondence of social maturity / immaturity are determined. Based on the empirical material, the author tests the model proposed and identifies three levels of reflection: a positive reflection, introspection and quasi-reflection in accordance with the role positions.*

Key words: reflection, introspection, quasi-reflection, reflexive-role model, social maturity, role positions.

Problem statement. Thanks to reflective philosophy, modern psychological publications clearly convince of the formation of a new level of knowledge about the types of reflection, its potential and ability



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to act as a diagnostic tool (D.O. Leontiev, I.M. Osin [4], J.P. Tangney, R.F. Baumeister & A.L. Boone, [10]). There is an increase in the number of interdisciplinary research to improve a variety of reflexive abilities – observation, memory, analysis, thinking, activity, partnership, restructuring of rigid consciousness, rejection of persistent stereotypes of behavior and more. From among the modern researches referring to neurobiological results of a brain functioning, abrupt dynamics of formation of reflexive consciousness which has received the name “metabrain” (M.A. Csikszentmihalyi [7]) opens.

Nowadays, there are many test methods which assess the level of the subject’s reflexive consciousness, social maturity, emotional intelligence, sanogenic thinking, avoidance of conflicting role positions by using the analysis of verbal responses (A.Yu. Gilman, 2015; P.P. Hornostai, 2011; O.V. Lozarenko, 2019; E.L. Nosenko, 2019; I.M. Semenov, 2008 and others). Like all verbal tests, they have certain shortcomings, the main of which is that the tests are based on assessing the content of responses with predictable signs of social maturity. In our study, we propose to use a reflexive-role model, based on which there is a possibility of double measurement according to one method due to the connotation of reflexive analysis of role positions, both conscious and unconscious. Thus, according to the leading domestic principle (unity of internal and external properties), we have the opportunity to consider the psyche as a whole and functionally active one. We believe that this approach is gaining relevance in connection with the practical tasks that need to be given to a person, especially in a crisis and stressful situation.

The aim of the research is to theoretically substantiate and empirically clarify the reflexive-role conception of determining the reflexive properties with social maturity.

Analysis of researches and current publications. The analysis of reflection as a mechanism for generating human potential is considered at the level of changing the paradigms of modernism (belief in objective knowledge, in science, the so-called “educational model of knowledge”) to postmodernism. In this way, the search for improvement of new knowledge, organization of social learning, effective means of social relations, establishing partnerships in positions of trust, openness, reframing, which are modeled through a reflexive angle is accomplished (Sol Jifke, M. Merel van der Wal, 2018). The search for a new philosophy of “charitable world” and “charitable man” is made (I.P. Manokha, 2002); the human factor and potentials of effective professional activity are

determined (R. Blake, 1990; O.A. Karpov, 2014; T.O. Klimontova, 2014); philosophical and psychological analysis of the reflexive personality is carried out (M.K. Mamardashvili, 1996; V.V. Levchenko V, A.V. Karpov, 2014; V.D. Shadrikov, 2009); predictors of reflexive traits in conjunction with the role positions of team management are considered (David B. Baker, 2012; Peter McIlveen, Donna Schultheiss 2012; D. Tjosvold, C. Hui & Z. Yu, 2002; Schippers, 2002). The works on philosophical and psychological analysis of the reflexive personality were necessary for our research (M.K. Mamardashvili, 1996; V.V. Levchenko V, A.V. Karpov, 2014; V.D. Shadrikov, 2009); understanding the reflexive traits in conjunction with practical actions and role behaviors (David B. Baker, 2012; Peter McIlveen, Donna Schultheiss 2012; D. Tjosvold, C. Hui & Z. Yu, 2002; Schippers M.C., West M.A. and Dawson J.F.). The provisions of the collective reflexivity, due to which the effective functioning of the team is realized and predictors of innovative creativity are identified (S. Pascale, C. Michaéla, A. Wes, 2020) were taken into account.

The main material. The concept of “maturity” is considered to be the highest level of self-realization of an individual in his life. The development of social maturity involves the ability to adapt quickly, the quality of social function, the ability to be useful for the development of society. In the reflexive-role model, we consider social maturity as follows:

1) social maturity is externally individual manifestation of sets of *role positions* which have the ability to *reflect* the social field of their stay, to *plan* communication contacts; to *adapt* in a real situation;

2) social maturity is an intrinsic individual mental characteristic of reflexive assessment of the own “Ego”, reflexive analysis of the correspondence of the imagined “Ego” and the real “Ego”, reflexive coordination of role positions that reflect freedom of choice, love, creativity, openness, reflective consciousness, partnership, mental health;

3) social maturity is a meta-individual reality, the meta-reflexive action for the benefit of other people.

The reflexive-role model has the following feature. On the one hand, reflection acts as a regulating mechanism of self-knowledge (G. Allport, 2002), a motivating urge for self-actualization (A. Maslow, 1971), for psychocorrection (I. Weiner, 2002), and on the other hand, inner contemplation is a “headache for evil thoughts”, it is a “chewing gum” of unresolved issues. Predictors of obsession thoughts (rumination) arise from the reasons of sensitivity to conflict stimuli (V.K. Vilyunas, 1990; A.V. Karpova, 2014, E.L. Nosenko, 2017; Semichenko, 1989). The semantic

field of status, structure, internal connections were modeled according to the work of O.V. Kardashchuk [1]. Theoretical positions of reflexivity and methods of its diagnosis were oriented by the works of A.V. Karpov [2], [3]. Methodological approaches to modeling the theoretical model to explain mental properties were based on the provisions of I.P. Manokha [6].

The reflexive-role model was based on the differential diagnosis of types of reflection – positive reflection, introspection and quasi-reflection, which was developed by D.O. Leontiev and I.M. Osin [4]. To conduct an empirical study, we theoretically identified three criteria for the reflexive-role behavior:

Positive reflection is characterized by social values, the ability to correct socio-value role behavior, the dominance of humanistic orientation of the “Ego”, by partnership with others in such role positions as “Adult”, “Responsible”, “Friendly”, “Reliable”, “Open”, “Loving”, “Creative”, “Sociable”, “Inspirational”, “Optimistic”, “Thoughtful”, “Intellectual”, “Willing”, “Worker”.

Introspective reflection (negative) is characterized by excessive dependence on others, manifestations of support urges, fear of rejection, of being alone, reliance on authority, helping others in any activity, insecurity in the own potential, in biased destructive attitudes, high levels of sensitivity to conflict incentives, heightened sensitivity to criticism, accusing others of failures, feeling the own “Ego”, in constant role positions “Child”, “Insecure”, “Dependent”, “Silly”, “Uninitiative”, “Subordinate”, “Conformist”, “Offending”, “Non-targeting”, “Avoiding”, “Helpless”, “Irrational”.

Quasi-reflection (negative) is characterized by egocentric orientation to satisfy one’s own needs, inability to compare oneself with others, hyperbolization of one’s own attractiveness, manipulation of other people’s thoughts, speculation of conjectures, conformism, leveling of others’ achievements, inability to solve one’s own problems and accusing others of the failures, the connotations of which are defined in the role positions “Ignoring”, “Manipulator”, “Conformist”, “Egoist”.

These criteria were considered in the semantic field, which allowed to determine the integrity of the reflexive-role features in the sign symbols: “+” – positive reflection; “+/-” – introspection; “-” quasi-reflection (Q). This approach allowed the use of standardized tests, to interpret the semantic space. To carry out the diagnosis the following techniques were used.

Sampling. The empirical study involved first-year students – 75 people (55 women, 25 men) and bachelor students – 43 people (38 women,

5 men), studying in the field of 053 "Psychology". The age of the subjects ranged from 17 to 34 years. The research base is the Psychological and Pedagogical Department of Kryvyi Rih State Pedagogical University (the city of Kryvyi Rih).

Procedure. All respondents expressed voluntariness (forms of written consent were used). Respondents in the Internet survey filled in the answers to the tests anonymously. The signature of test answers was used by a pseudonym, their surnames appeared only on the forms of informative agreement.

Diagnostic tools:

1. *Multidimensional scale of perception of social support (MSPSS) D. Zimet (adapted by V. Yaltonsky, N. Syrota).* The technique allows to identify signs of subjectivity / objectivity in solving personal difficulties according to 12-point rating. The strategy of determining the social "source" is evaluated: subjective control ("+") of the own actions; reference to another object ("-"). The frequency of subjective control is calculated in points – more than 8 points equals to a systemic manifestation, less than 7 points equals to an intermediate course.

2. *Test-questionnaire of personal maturity by Yu. Z. Gilbukh.* The test is one of the first Ukrainian tests to be standardized. This test has 5 scales in each of which either the manifestation or absence of the selected properties in the test is determined: 1) motivational socio-value orientation; 2) attitude to the own "Ego"; 3) social duty; 4) life stand; 5) the ability to psychological intimacy with another person. Distribution according to the semantic field: from +99 to +50 – reflexive level of social maturity in the role positions "Responsible", "Friendly", "Reliable", "Open", "Loving", "Creative", "Inspirational", "Optimistic", "Thoughtful", "Intellectual", "Willing", "Worker"; from +49 to +25 – introspective level of socialization of a person in the role positions "Avoiding", "Helpless", "Child", "Irrational" (+/-); from +24 and -55 – *quasi-reflexive level* (antisocial orientation) in the role positions "Ignoring", "Manipulator", "Conformist". "Dependent" (-), "Child (capricious)", "Egoist".

3. *Questionnaire of the reflexivity development level (QRDL) (A.V. Karpova),* which determined three modes: 1) emotional conditioning of mental processes and motivations; 2) mental properties; 3) behavioral actions that make it possible to recognize the role repertoire of the respondent. Interpretation: from 140 to 162 points – *reflexive level* of socialization of a person in role positions: "Adult", "Responsible", "Friendly", "Reliable", "Open", "Loving", "Creative", "Sociable", "Inspirational", "Optimistic",

"Thoughtful", "Intellectual", "Willing", "Worker"; from 122 to 139 points – *introspective level* of socialization of the person in role positions: "Child", "Insecure", "Dependent", "Silly", "Non-initiative", "Subordinate", "Conformist", "Offensive", "Non-targeting", "Avoiding", "Helpless", "Irrational", "Silent"; from 93 to 121 points – *quasi-reflexive level* in role-playing "Ignoring", "Manipulator", "Conformist", "Egoist".

Statistical processing and graphical presentation of the empirical material results was carried out using the statistical program SPSS Statistics (version 19.0).

According to the test "Multidimensional scale of perception of social support (MSPSS)" by D. Zimet (adapted by V. Yaltonsky, N. Syrota) the frequency of responses ($r = 0.74$, $p \leq 0.1$) is set, which allows to distribute respondents according to levels of socialization. Attention is drawn to bachelors who maintain stable role positions "Child", "Insecure", "Dependent", "Stranger", "Uninitiative", "Subordinate", "Conformist", "Offending", "Non-targeting", "Avoiding", "Helpless", "Irrational". For example, "I'm afraid to make my own decisions", "I always listen to someone". A friend said "I advise you to do like this" I do so, and then I regret it".

According to the *level of introspective* socialization in the emotional-motivational, cognitive sphere, role positions, we were able to identify anxiety, the need for a leader, despair of their potential, a painful perception of social instability. The level of quasi-reflexive socialization clearly traces the indicators of egocentrism, opposition to subjective control and self-development, a sense of self-sufficiency, a tendency to be superior to people.

Intermediate levels indicate vaguely formed structural social values, lack of awareness of the emotional and motivational fact of pathogenic thinking, thoughts, ideas, which determine the feeling of pathogenic role in the imagery "Envy", "Shame", "Fear", "Jealousy". The dynamics of distribution of socialization levels of the first and fourth year respondents is presented in Fig.1

According to the personal maturity questionnaire of Yu. Z. Hilbukh, the frequency of answers ($r = 0.573$, $p \leq 0.5$) was established. This allows us to distribute the respondents according to the levels of formation of social maturity. The respondents defined reflexive-role positions according to the defined criteria: "reflection – introspection" 5.66% for freshmen and 9.3% for bachelors (8.5 for women, and a slight increase in scores for men): for male freshmen this figure is 6.06, bachelors 9.3. Quasi-reflection

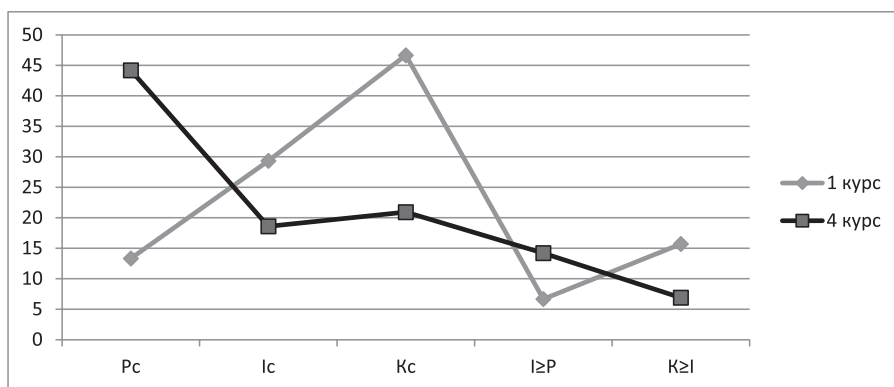


Fig. 2.1. Determinants of reflection types in socialization according to the method “Multidimensional scale of perception of social support (MSPSS)” by D. Zimeta (adapted by V. Yaltonsky, N. Syrota)

+ introspection was 4.0 points for freshmen women and men, 3.9 for women bachelors and 4.9 for men. Introspection for freshmen is much higher than for bachelors – 35.23, for men this figure is lower, it is 22.54, for female bachelors – 29.34, for men – 26.82.

According to the method by A. Karpov, the indicators that we obtained from the previous study confirm the following (table 1).

It was determined that only 14.6% of respondents-freshmen have

Table 1.
Frequency of reflection types manifestation

Types of reflection / frequency of manifestation	Emotional focus spheres			Orientation of motivation		Role positions	
	Types of reflection	quantity	points	quantity	points	quantity	points
Levels of formation of social orientation in correlation with types of reflection	Rs	12	15,83	9	12,9	4	16,77
	Ri	8	14,73	11	11,02	3	11,98
	Ii	10	11,01	8	12,23	6	5,08
Levels of nonformation of stable social maturity in the correlation of reflection	Qs	8	7,62	6	5,08	7	6,93
	Riu	6	5,08	5	4,73	9	7,62
	AKR	5	3,08	3	1,98	3	1,98
In total (N=118)		49		42		27	

Note: RS – systemic reflection; Is – systemic introspection; Qs – systemic quasi-reflection; Riu – intermediate unformed reflection; Ii – intermediate introspection; AKR – all kinds of reflection.

a systemic manifestation of reflection, a low level of reflexivity with an advantage of introspection was found for 32.5% and a low level of reflexivity with a predominance of quasi-reflexivity was found for 52.9% of respondents. Bachelors have much better results: they have the ability to control subjectively, they are able to determine the meaning of life values in the future profession. Reflexive thinking determines the ability of communicative interaction ($p \leq 0.05$). Frequency analysis confirmed that bachelors have a full filling with the categorical features of the desired image "Psychologist" and identify the desired image with their own self.

Attention is drawn to those bachelors who remain at the same level of introspection and quasi-reflection. Such students note signs of antisocial orientation. For example: "... I tend to think that I am successful, even when I disappoint my friend with my behavior. He is a friend and will forgive everything". The second example: "I have no desire to change myself, let a friend change himself, then everything will be fine. He is a man...". Thus, respondents who are focused on social norms have a certain pattern that corresponds to their semantic purpose of life. Frequency of using reflexive-role positions in problem solving ($U = 6354$; $p < 0.001$). Individuals with negative reflection (introspection) are more focused on help from the environment (parents, friends), hope for luck, good luck, support and the least shown activity, subjective position (from 16.63 ± 0.42 to 13.54 ± 0.39), the average values of the coping strategy of distancing ($U = 8745$; $p < 0.001$).

Conclusions.

1. The presented theoretical reflexive-role model and its experimental analysis prove that the conceptual integration of reflection as a personal property of the subject correlates with the manifestations of social-value role positions, just "Adult", "Responsible", "Friendly", "Reliable", "Open", "Loving", "Creative", "Sociable", "Inspirational", "Optimistic", "Thoughtful", "Intellectual", "Willing", "Hardworking".

2. Certain criteria for measuring social maturity / social immaturity were considered in the semantic field, which made it possible to determine another level of negative reflection, namely introspection in the connotation of role positions "Child", "Uncertain", "Dependent", "Silly", "Uninitiative", "Subordinate", "Conformist", "Offending", "Non-targeting", "Avoiding", "Helpless", "Irrational" and quasi-reflections in the connotation "Ignoring", "Manipulator", "Conformist", "Egoist".

3. Taking into account the leading principle of domestic psychology – the unity of internal and external in the determination of mental, the work identifies and substantiates a fundamentally new approach – the

operationalization of the internal properties of reflexive mechanisms in external manifestations of role behavior.

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Abstracts

ЛАРИСА ГАПОНЕНКО. Рефлексивно-рольова модель діагностування соціальної зрілості суб'єктів освітнього процесу. Пропонується авторський підхід у вимірі соціальної зрілості за рефлексивно-рольовою моделлю. Доведена зумовленість головних складових цієї моделі, визначені взаємні зв'язки видів рефлексії з рольовими позиціями на відповідність соціальної зрілості / незрілості. На емпіричному матеріалі автор апробує запропоновану модель, визначає три рівня прояву рефлексії – це позитивна рефлексія, інтроспекція та квазірефлексія у конотації рольових позицій.

Ключові слова: рефлексія, інтроспекція, квазірефлексія, рефлексивно-рольова модель, соціальна зрілість, рольові позиції.

ЛАРИСА ГАПОНЕНКО. Рефлексивно-ролевая модель диагностирования социальной зрелости субъектов образовательного процесса. *Предлагается авторский подход в измерении социальной зрелости за рефлексивно-ролевой моделью. Доказана обусловленность главных составляющих этой модели, определены взаимные связи видов рефлексии с ролевыми позициями на соответствие социальной зрелости / не зрелости. На эмпирическом материале автор апробирует предложенную модель, определяет три уровня проявления рефлексии – это положительная рефлексия, интроспекция и квазирефлексия в соответствии с ролевыми позициями.*

Ключевые слова: рефлексия, интроспекция, квазирефлексия, рефлексивно-ролевая модель, социальная зрелость, ролевые позиции.

ŁARYSA HAPONENKO. Refleksyjno-rolowy model diagnozowania dojrzałości społecznej podmiotów procesu edukacyjnego. *Przedstawiono autorskie podejście do pomiaru dojrzałości społecznej według modelu refleksyjno-rolowego. Udowodniono warunkowość głównych składowych tego modelu, określono wzajemne powiązania typów refleksji z pozycjami ról na temat zgodności dojrzałości/niedojrzałości społecznej. Na materiale empirycznym autorka апробирует zaproponowany model, identyfikuje trzy poziomy przejawu refleksji – refleksję pozytywną, introspekcję i quasi-refleksję w konotacji rolowania pozycji.*

Słowa kluczowe: refleksja, introspekcja, quasi-refleksja, model refleksyjno-rolowy, dojrzałość społeczna, rolowanie pozycji.