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1.

PHILOSOPHICAL, SOCIOLOGICAL
AND CULTURAL ASPECTS OF
MAX WEBER' CREATIVITY

FILOZOFICZNE, SOCJOLOGICZNE I
KULTUROWE ASPEKTY
TWÓRCZOŚCI MAKSA WEBERA



**Tamara HOVORUN,
Darina KOSKINA**

Application M. Weber's ideas to understanding sex differences in professional background presentation

Introduction. Statement of the Problem.

German economist, sociologist Max Weber in his book „Protestant Ethic and the Spirit of Capitalism,, (6) considered social stratification as not the cause of economic phenomena, but to a certain extent as a result of influence of certain religion, the availability of expensive education, national traditions of the society and family, which “determines the choice of profession and the future direction of professional activity.” In these cases, of course, there is the following causes ratio: a kind of warehouse mentality, determined by education, in particular the direction of upbringing, which was due to family and society. Using the ideas of Weber in particular the importance “... providing the analysis of both sides of inter causable relationship to the extent, that it is necessary to establish their elements...” in order “to dwell on the anthropological aspect of the problem” we have set the goal to find the

key to understanding sex differences in the presentation of job skills by girls and boys of college age. We provided hypothesis statement of the sociologist that "...even in those areas of life behavior that as if they develop independently of each other, one can easily get the impression that the basis of this are hereditary qualities.." The author acknowledges that "... one of the tasks of future sociological and historical research should be primarily to identify all those influences and casual series, which can be explained as a reaction on the influence of the environment... . Only in this case (if the neurology and psychology come out from their initial stage of development and when these sciences will obtain number of promising directions) we can hope for a satisfactory formulation of the problem..." (6).

The problem of the research was to detect the same and different features in the content of self-presentations of professional capacity bodied by students, especially girls, and to discover sex differences in the representation of their social image. We have suggested that women's vocational and professional affirmation under the influence of gender stereotypes reinforce to a sorting extend negative components of the professional background presentation. The survey was conducted in November-December 2013 on a sample of Ukrainian universities students from central and western regions. Number of surveyed women is 47 persons aged 19 years. Results of the study were compared with similar data obtained on the male's sample, which included 32 respondents.

Methods. "The questionnaire of three types of competence" adapted by Anna Matchak [4], was used to test different kinds of social competence which evaluated a person efficiency in intimate job communication, in typical vocational exposition situations and in social assertive situations.

According to the survey "Man at work" (A. Matchak, A. Yavorovska and others) [3], its aim was to identify internal or external locus of control in professional people career and activity. It was important that people with internal locus have strong motives to self-expression in professional activity that is directly related to money and social status reward for it. It is valued that diagnostic scales include except general locus of control (external and internal) as well such options as a sense of ineffectiveness of anybody labor, dependence on coincidence and help of others, especially authority, vision on causes of successes and defeats in the light of the circumstances, or any other external causes.

Equally important for economic self- presentation forecasting and the culture of job relations is self-confidence of the youth in their own

labor successful performance. For this purpose we used the performance test "Multidimensional self" (by E. Obrayan, S. Epstein), which included the following parameters: self-esteem as a whole, a sense of competence, of being loved, popular, leadership skills (leadership), the degree of self-feeling physical attractiveness, vitality and others [1]. Besides the above mentioned qualities the questionnaire determines such facets as total protection (defense) of self-esteem, moral acceptance of the self (self-acceptance), self-control, identity integration.

Questionnaire "Life attitudes" by Richard Klamut [2] testifies the importance of evaluation one's own values and aims of existence over life time (at present time and future), and in combination with other scales – their determination the life scenarios and its role for the future social affirmation. Test data made it possible to discover the level of coherence as internal consistency of life purposes. Low results showed a lack of desire for self-realization in life span, including vocational space. Conversely, high – discovered diagnostic parameters such as well-defined life attitudes and goals, a sense of life managing in the transition from past to future, the desire to get out of routine life, acceptations of new challenges.

Sex performance differences in self-presentations determined by combining indicators of four tests results helps us to discover social or biologically determined backgrounds of sex differences in the job aspirations, which consequently might explain obvious reasons for different gender behavior, as, for example, sex determined professional education and the claims for various socio-economic positions, vocational status, differentiation behavior in career planning.

Results and discussion. According to the received data by the technique "questionnaire of three types of social competence" Ukrainian female students exhibit a higher level of all kinds of social competence (Fig.1.).

They are also more likely to present successfully their abilities and properties in situations of social exposure, compared with male's sample. As well women demonstrate more high ability and properties to be guided by certain standards of presentation their own professional capacity in the situations of social exposure. Young women are more likely than their peers boys focused on understanding the psychological norms of social interaction, they are better able to solve interpersonal problems in their social interaction, to demonstrate more persistence (assertiveness) in the performance of job duties.

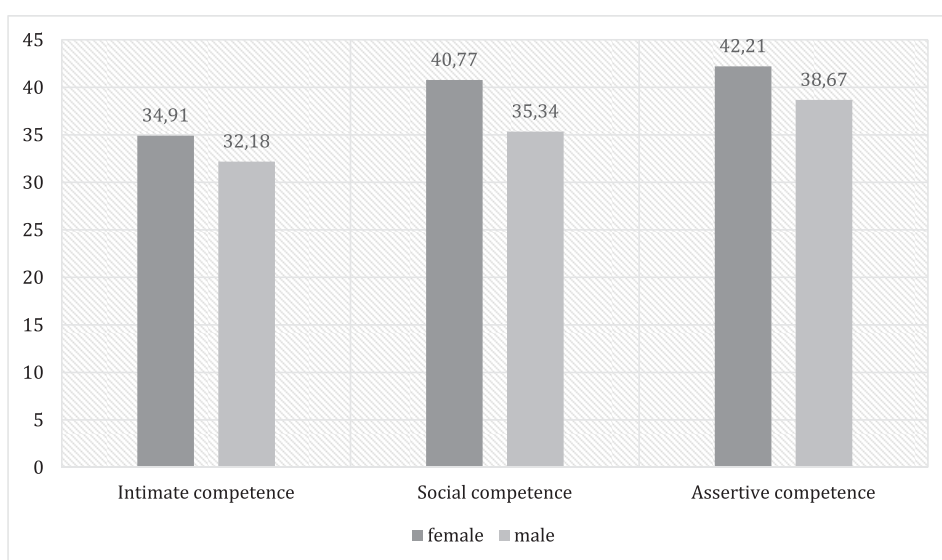


Figure 1. Mean values for the test «three types of social competence»

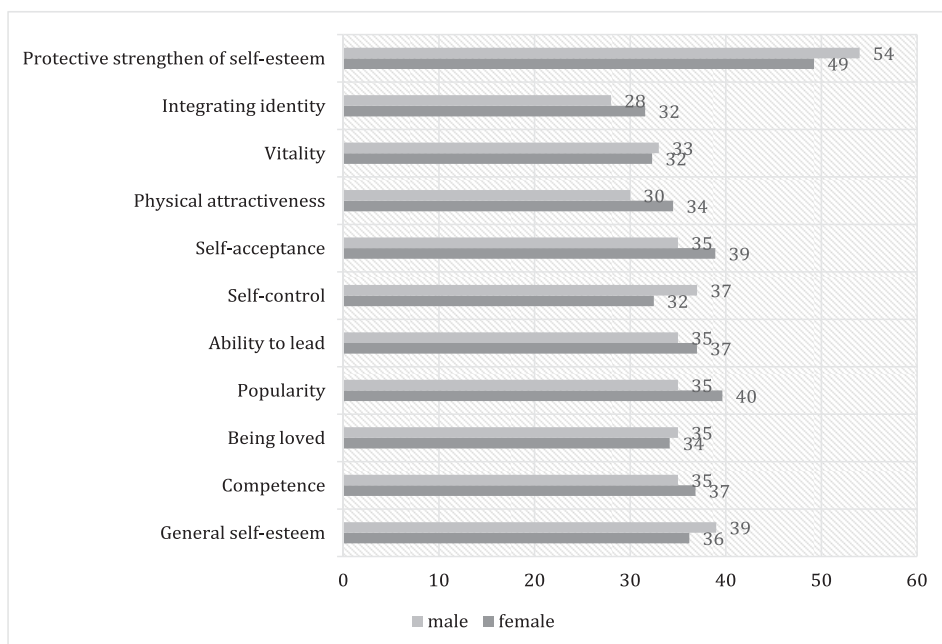


Figure 2. Mean values for performance scales of self-assessment questionnaire

What are the strengths or weaknesses of the self-descriptions discovered by men and women? The indicators demonstrate higher level of female integrative identity in image of the self-compared to male peers. Girls demonstrate higher level of self-moral acceptance as coherence between moral views and factual behavior, higher level of estimation their own physical attractiveness, own popularity and competence. However, the assessment of their capacity for leadership, managing people, the level of self-control as well as general level of self-esteem are more low in comparison to male's sample. This difference might have an explanation, which roots to the female's fear of possible rejection by society, which is more oriented on straight male's image of the vocational successful personality. On the contrary to women men marked contrast to higher levels of self-protective self-estimation, which suggests enhanced attention to different kinds of self-defense. This figure data demonstrates the desire of young men to show themselves in the best light, which can sometimes be accompanied by anger and aggression in a case of misunderstanding or underestimation. Comparison of sex performance within scales (properties) demonstrate the phenomena that the more social factors, as sex stereotypes of social environment, can impact the feature perception by women, the lower its estimation are presented in the content of women's self-estimations and vice versa.

In a similar way might be by interpreted the data obtained by questionnaire "Life existential attitudes" such as women's low parameters in search for purpose in their existence and acceptance of death as the end of the life-creative activities (Fig. 3).

The test results demonstrate performance superiority in women's indicators of life perception as choice responsibility, internal values and goals consistency. Lower results according to the scales existential vacuum and death acceptance affects a number of overcoming gender stereotypes challenges which resulted in strengthening the protection of their own existence (social functioning) by increasing responsibility, internal consistency of values and interests in reaching personal goals and aspirations. The same social and psychological factors can explain the higher female's sample results on existential vacuum scale, indicating a higher level of anxiety, uncertainty in the future proper implementation of their own senses of life.

Men demonstrate more confidence in reaching personal life goals because they are more predictable in traditional gender roles. However the real challenge to gender stereotypes demonstrate female's sample

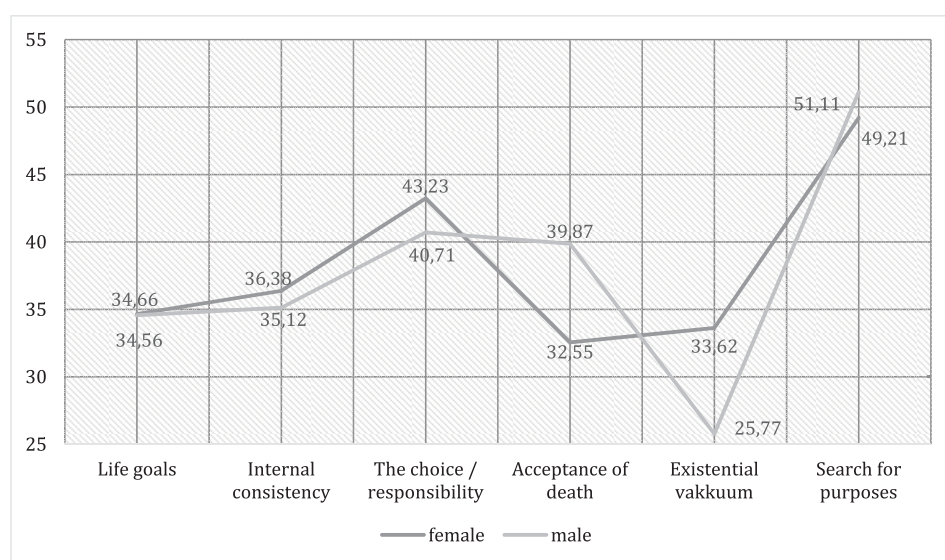


Figure 3. Mean values for questionnaire «Life existential attitudes»

in a scale of responsibility.. This desire to control their own destiny in women sample remains at the level of psychological readiness to defend their rights, although accompanied by increased anxiety for fear not fully realize their personal potential forces.

According to the data of the questionnaire «Man at work» (Figure 4) males demonstrate higher levels of general locus of control as well as subjective personal control in comparison to women. Instead, women demonstrate much higher levels of internal monitoring feeling-controlling job life development (54 to 35), which means their attempt to overcome any barriers on the way to professional fulfillment. Both sexes are not oriented on external circumstances that may destroy the effectiveness of their work. But females are less consider the nessesity of others help in career promotion as well as do not believe in happy fate or influence of other people in reaching own job effectiveness. Thus they need more psychological efforts in defending their own successes and accepting some defeats. According parameters of specific scales, males in professional presentation are more focused on avoiding losses than on achieving successes. Thoughj females are more influenced by external circumstances but never the less they likely do not justify their failures by external factors.

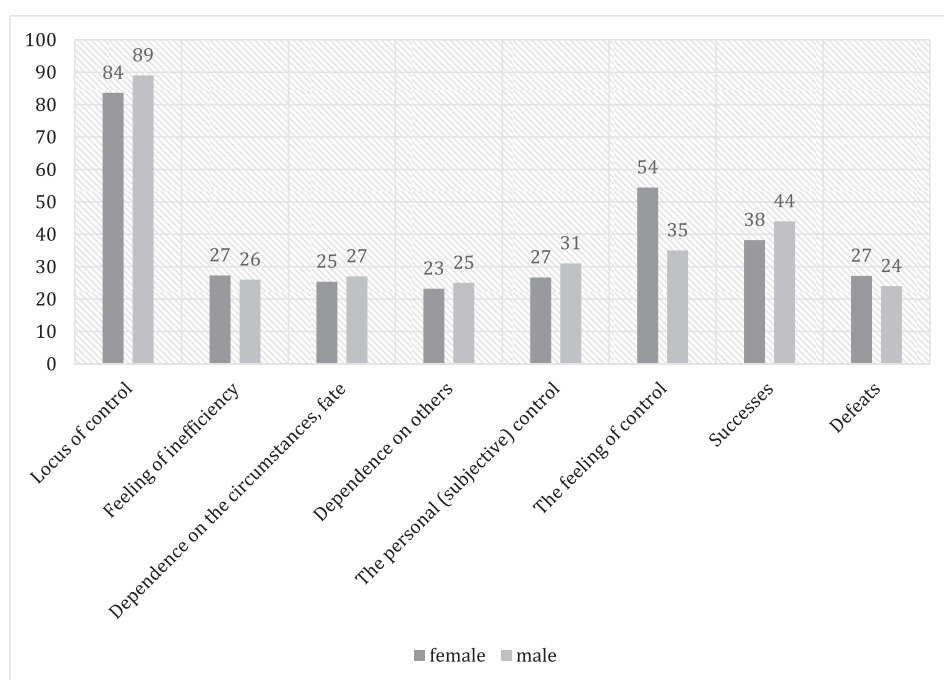


Figure 4. Mean values for questionnaire «Man at work»

Male's data according to scales «level of personal control» and "successes" indicate a higher level of their subjectivity expression in the field of professional achievements. More poor personal control and higher feeling of inefficiency according women's data may indicate their excessive self-criticism concerning their professional presentation .

Conclusions.

The study was aimed for identifying the characteristics of sex differences in students' presentations of their professional work capacity .We compared the content of their professional background presentations by applying the empirical data collected by identical methods tested on male's and female's sample.

The highest data in the presentation of social competence, including its components such as the regulation of informal relations in the workplace, the ability to demonstrate their skills in situations of social exposure and in cases that require persistence in solving problems, were women's performance.

Lower rates in female's self-esteem qualities presentations in comparison to male's sample indicate that women are more dependent on external insures of their competence in leadership qualities and acceptance their job performance behavior in nontraditional social roles as well. Though the general level of female's self-esteem is more lower in comparison to male's coherence in women's self-acceptance is more higher and less defensive as in men's population.

Coherence in the existential values and aim achievement is more higher in comparison to male's sample, which is more self-persuaded in life span fulfillment events and thus acceptance their until death . Women are less satisfied by everyday life values because of vague imagination of their future scenarios of their job activities, which are more been impacted by traditional females roles which contradict their level of social aspirations.

Though the locus of internal control and feeling of self-efficacy in women's sample are lower than in men's population, but they have developed high level of self-controlling and are more oriented.

The more any or other personal vocational qualities are being mediated directly by woman's perception, the less are being mediated by gender stereotypes , the higher her persuasion in own gob qualities and potential abilities for personal achievement which are reflected in **professional background presentation.**

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Abstracts

TAMARA GOWORUN, DARYNA KOSKINA. **Zastosowanie idei M. Webera do badania różnic płciowych w prezentacji kwalifikacji zawodowych przez studentów.** W artykule przedstawiono wyniki badań nad różnicami płciowymi w ocenie możliwości zawodowych ukraińskich studentów. W przedstawionych powyżej badaniach autorki oparły się na idei ekonomicznych konsekwencji stratyfikacji społecznej Maxa Webera. Stwierdzono, że u studentek występuje spadek wskaźników cech osobowościowych i aspiracji zawodowych z powodu silnej presji psychologicznej tradycyjnych stereotypów na ich funkcjonowanie społeczne. **Słowa kluczowe:** autoprezentacja, różnice płci, kompetencje społeczne, poczucie umiejscowienia kontroli, samoocena.

ТАМАРА ГОВОРУН, ДАРИНА КОСЬКІНА. **Застосування ідей М. Вебера до розуміння статевих відмінностей в презентації трудової кваліфікації.** Відповідно до ідей Макса Вебера про економічні наслідки соціальної стратифікації вивчалися статеві відмінності у презентації власної праці спроможності українських студентів. Ми порівнювали оцінки студентами власних соціально-психологічних характеристик здатності успішно

виконувати робочі функції. Комплекс психодіагностичних методів, як-то розміщення локусу контролю в трудових досягненнях та поразках, властивості інтегрованих самооцінок, вимір соціальної компетентності та насичення життя екзистенційними цілями та цінностями дав нам показники гендерних відмінностей в професійних презентаціях. Жіноча вибірка демонструвала зниження показників особистісних властивостей та професійних устремлень через більш сильний психологічний тиск традиційних стереотипів на їхнє соціальне функціонування.

Ключові слова: само презентація, гендерні відмінності, соціальна компетентність, локус контролю, само оцінні судження.

ТАМАРА ГОВОРУН, ДАРИНА КОСЬКИНА. Применение идей Вебера к пониманию половых различий в презентации трудовой квалификации. Согласно идее Макса Вебера об экономических последствиях социальной стратификации изучались половые различия в презентации трудовых возможностей украинских студентов. Мы сравнивали оценки студентами собственных социально-психологических характеристик способности успешно выполнять рабочие функции. Комплекс психодиагностических методов, как то размещение локуса контроля в трудовых достижениях и поражениях, свойства интегрированной самооценки, социальной компетентности и насыщения жизни экзистенциальными целями и ценностями дал нам показатели гендерных различий в профессиональных презентациях. Женская выборка демонстрировала снижение показателей личностных свойств и профессиональных устремлений через более сильное психологическое давление традиционных стереотипов на их социальное функционирование.

Ключевые слова: само презентация, гендерные различия, социальная компетентность, локус контроля, само оценочные суждения

TAMARA HOVORUN, DARINA KOSKINA. Application M. Veber's ideas to understanding sex differences in professional background presentation. According to Max Veber's ideas about economics consequences of social stratification the results of sex differences in professional background presentation of Ukrainian students have been studied. We compared students' estimation their own social-psychological characteristics in ability to perform successfully the work functions. Complex psychological diagnostic methods as control localization in perception their role in work achievements and defeats,

qualities of integrated self-assessment, measuring social competence and saturation of life existential goals and values gave us some indicators of gender differences in professional background presentations. Female's sample entails a reduction of their personal vocational aspirations by more strong psychological pressure of traditional stereotypes on their social functioning.

Key words: *self-presentation, gender differences, social competence, locus of control, self-evaluative judgments.*

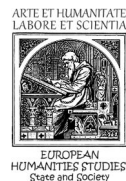
2.

THE PROBLEM OF METHOD IN
PSYCHOLOGY AND HUMANITIES:
THEORETICAL AND HISTORICAL
ASPECTS

PROBLEMY METODY W
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Alexander BREUSENKO-KUZNETSOV

Metaphysical theories of personality and the problem of demarcation of scientific theoretical knowledge

The *main problem* of our interest is specification of the bases for introduction of domestic metaphysical theories of personality into scientific use. The given theories in Soviet as well as in post-Soviet time got neither into foreign, nor in domestic historical reviews. Motivation of such reticence is ostensibly proved «unscientific nature» of the named theories.

The *tasks* that we set are clarification of reasons for accusation of metaphysical theories of personality in their unscientific nature (1), and also determination of measure of correctness of the given accusations (2).

The issue of scientific character of metaphysical theories of personality is a particular case of the question of scientific character of metaphysical theories in general. It is known that the taboo on metaphysical researches refers to the basic postulates of positivism which dominated in the philosophy of science in the 20th century. Within the limits of positivistic philosophical tradition originated the scientistic outlook which exaggerates the role of science in cognition of the world and personality, sees science

as the highest form of the culture capable to replace all other forms. It is characteristic that «scientists and theorists of science act as a united front just like before them did the representatives of church – the one that grants felicity: the truth belongs only to the doctrine of church, all the rest is pagan nonsense» [8, p.128]. Within the limits of scientism the problem of demarcation of scientific and unscientific forms of knowledge has got special – ideological – importance. In fact, only scientific knowledge is recognized as common obligation.

Certainly, the act of scientific theorization has the specificity compared with the act of art creativity, the act of religious-mystical comprehension, etc. The science is a logically structured way of cognition of the world, though it loses in speed and completeness of sensual involvement in the knowledge obtained. The attempts of science to substitute other forms of cultural comprehension is the result of scientistic depreciation of the latter. The depreciation is the result of refusal to understand these or other cultures in their own logic, substitution of their understanding by a «scientific» explanation on principles of modern European rationality and adjustment under ostensibly universal standards of the European democracy. However, as P.Fejerabend noticed, «democratic principles in their modern understanding are incompatible with the sanguineous, isolated cultures not crippled by life» [8, p.131].

About resistance of scientists to reflections regarding their ideology P.Fejerabend writes the following: «the Ideology of scientists is seldom exposed to research. It is either not noticed, or considered to be the absolute truth, or it is included in certain researches in such a manner that any critical analysis inevitably leads to its acknowledgement» [8, p.134]. The only way to separate methodological procedures from scientistic ideological taboo for the scientist is criticism of alien paradigmatic forms of knowledge when the irrational motivation leads to inadequacy: «If the scientist has doubts in his own area of knowledge for a long time, before daring to publish some findings or expressing criticism of the important principle, so to quit with a myth or unscientific cosmology, some ridiculous arguments and a minimum of knowledge are sufficient. Such arguments can be general or special. The general arguments are reduced to the instruction that criticized ideas have been regarded unscientific and consequently unacceptable» [8, p.136]. There is no need to remind that from scientistic academic communities metaphysical theories of personality received criticism of exclusively similar sort.

Dehumanistic character of scientific requirements is shown in the sphere of science itself. Methodologists-positivists apply for a special measure of objectivity of scientific knowledge, that can be reached by empirical check and accompanying critical procedures. They are inclined to eliminate the influence of personality of the scientist on the theory, to consider scientific knowledge as «subjectless», isolated from the creator. To such alienation contributes as inductivism (the view reducing scientific theories to generalization of the facts), and rationalism (which puts rational schemes of explaining empirical data in the foundation of theories) – both approaches do not support originality. For critical rationalist K.Popper, scientific knowledge is «system of theories we work over like masons building a cathedral. The purpose consists in finding such theories which in a view of critical discussion appear most closely to the truth» [6, pp.535-536].

Demarcations of scientific knowledge from unscientific refer to justificationism (prescribing scientific theories to have evidential proof of all statements), probabilism (demanding quite high degree of probability of theories), falsificationism (demanding theories to have an opportunity of their refutation, and from the author – humility and «scientific honesty»). Justificationism in B.Russel's execution demands full empirical justification of the theory («the offer, claiming the final number of events, «is verified» when all these events occur and during any moment are perceived or recollected by any person» [7, p.478]. In K.Popper's falsificationism the essentially falsifiable theory but not yet falsified is admitted scientific. He appeals to «scientific honesty» of scientists which should encourage them to reject any theory which has entered into the contradiction with the facts. This moral maxim is added to the logic of falsification as a reasonable consequence.

About the fact that competition of theories for the domination is regulated by the rules of comparison of theory with facts, T.Kun's ironical metaphor speaks the following: «Verification is similar to natural selection: it keeps the most viable among available alternatives in a competitive historical situation» [1, p.190]. A similar selection is supposed by falsificationism too. T.Kun states that «adjudgment which leads the scientist to refusal of the earlier accepted theory is always based on something greater than comparison of the theory with the world surrounding us. The decision to refuse a paradigm is always simultaneously the decision to accept other paradigm, and a verdict leading to such decision includes both comparison of both paradigms to

the nature, and comparison of paradigms with each other» [1, pp.112-113]. In conditions of competition the hope for impartiality of the competing parties appears rather unsteady.

Requirements of critical rationalism, as we can see, are in the sphere of obligation, instead of describing a real practice of scientific creativity. M. Polani in his theory of «personal knowledge» resolutely «refused an ideal of scientific impartiality. In the exact sciences this false ideal, perhaps, does not bring a big harm... But ... in biology, psychology and sociology its influence appears destructive, deforming all our outlook even behind borders of science itself» [5, p.17]. M. Polani showed that «in every act of cognition there is a passionate contribution of the cognizing personality and that this additive is not the certificate of imperfection, but is essentially a necessary element of knowledge» [5, p.18]. In scientific theorization the maintenance of specific views of the scientist-theorist is far not exhaustively formalizable: «All formal rules of scientific procedure are inevitably ambiguous, for their interpretation will be each time absolutely various depending on the focusing of scientist on specific representations about the nature of things. His chances to reach true and significant results to a critical extent depend on fidelity and depth of these views» [5, p.239]. And further: «The result received by means of mechanical application of strict rules, without a personal involvement of someone, cannot mean anything for anybody. So, refusing a vain pursuit of the formalized scientific method, the concept of an involvement accepts instead of it the personality of a scientist as an active subject responsible for the carrying out and verification of discoveries. Procedure which the scientist follows in his research is certainly methodical, though its methods are only maxims of some art which he applies in conformity with the own original approach to problems chosen» [5, p.317].

While M. Polani stresses personal selectivity of the scientist in perception of the facts, T. Kun speaks about corresponding influence of paradigms: «Operations and measurements are determined by a paradigm much more obviously, rather than a first-hand experience from which they partially occur. The science has no business with all possible laboratory operations. Instead of it, science selects operations relevant from the point of view of comparison of a paradigm to a first-hand experience which this paradigm partially defines» [1, p.168]. According to P. Fejerabend, «there are also such facts which in general cannot be found out without the help of alternatives of the checked theory and which at once appear inaccessible as soon as we exclude alternatives from

consideration» [8, p.170]. However, it is easy to guess, that demarcation diligently spent by critical rationalism between knowledge scientific and unscientific serves the elimination of not only theories inadequate to set rules, but also (implicitly) inconvenient facts. Those that will not be coordinated with critising K. Popper's paradigm demand essentially other type of rationality.

About the fact, how little the representatives of scientific communities reckon with the inconvenient facts, M. Polani also writes the following: «Scientists pretty often ignore the data incompatible with accepted system of scientific knowledge, in hope that finally these data will appear erroneous or not concerning to business. The wise neglect of a similar sort of data prevents scientific laboratories from eternal absorption in vanity of the incoherent and vain efforts directed on the check of erroneous and mere allegations» [5, p.200].

Moving further, it is relevant to recollect that in structure of scientific knowledge three basic levels are traditionally allocated, they are: empirical, theoretical and metatheoretical (the last one includes the philosophical bases of science, a scientific picture of the world, methodological principles, etc.).

The highest form of the organization of scientific knowledge is the scientific theory (from Greek *theoria* – consideration, research, speculation, doctrine). It gives complete representation about essential communications (structural, functional, causal, genetic) and laws of a particular investigated area of reality (a subject field of explanations and interpretations) and represents system of logically interconnected statements as core of which is an idealized object – theoretical model of essential communications of the reality presented by means of certain hypothetical assumptions and idealization.

The theory is in essence the integrity which 1) is based on variety of the empirical facts and 2) is based on the variant metatheoretical basis. When positivistically conceiving experts in science aspire to an ideal of unification of theories, they, certainly, do so with their version of the metatheoretical bases, meaningly denying, or ignoring their real variability. Developing general scientific criteria of an acceptability of theories, they actually create positivistic criteria.

The refusal of positivists to include the philosophical bases in internal structure of a science is not uncommon, the tendency to recognize influence of philosophy on the process of scientific knowledge is «exclusively external». However, metaphysicists (S.L. Frank, G.I. Chelpanov, etc.),

included the philosophical bases in the structure of science as the necessary component, giving theories the world outlook, ontological and gnosiological support. T. Kun occupies an average position between positivists and metaphysicists. He claims the philosophical bases of science cannot always be included in the structure of scientific knowledge, but only during the periods of scientific revolutions when formation of new fundamental theories generates the next paradigms.

In any case, (T. Kun's) «paradigm» as well as «research program » (I. Lakatos) belong to a metatheoretical context with a particular theory inside. The paradigm by T. Kun represents «the conventional sample» where «the normal science» develops, dealing with solving «puzzles» – the problems which are not striving for revolutionary discoveries. Paradigms «are a source of methods, problem situations and the standards of solution accepted by a certain scientific community at certain time» [1, p.142]. The program, according to I. Lakatos, «develops from methodological rules: some of them are the rules specifying what ways of research need to be avoided (negative heuristics), others are the rules specifying, what ways should be chosen and how they should be gone (positive heuristics)» [2, p.322].

Obvious domination of some paradigm (or the research program) is characteristic for natural and the exact sciences during each period of time, humanitarian sciences are essentially multiparadigmatic: there is not a consecutive change of paradigms in them, but coexistence within the limits of dialogue of cultures. Positivists reckon such a feature on the account of underdevelopment of humanitarian knowledge.

Development of the general criteria of scientific character for various paradigms faces a problem of «incommensurability» (T. Kun, P. Fejerabend) of their versions of scientific experience. That is why «the fair competition» of theories proceeds not in the logic field, but in the field of rhetoric, ideology and social psychology. Frequently «research programs perish not because of the impact of arguments, but because their defenders perish in the struggle for survival» [8, p.319]. And «the argumentation is capable to detain the development of science, while cunning is necessary for its progress» [8, p.316]. Irrational ways of supporting the theory are needed because of inflexibility of rational criteria: «the Theory appears under a threat because verification either contains not analyzed impressions which only partly correspond to external processes, or is expressed in terms of the out-of-date views, or estimated by means of the auxiliary sciences which have lagged behind

in the development» [8, p.198].

In history of science, as P. Fejerabend shows, «principles of critical rationalism (taking falsifications seriously; demanding growth of the content, avoiding ad hoc hypotheses; «being fair» whatever it takes, etc.) and, accordingly, principles of logic empiricism (being exact; basing our theories on measurements; avoiding uncertain and unstable ideas, etc.) give inadequate understanding of the past development of science and create obstacles for its development in the future » [8, p.295]. Along with the logic side of falsificationism, it is possible to see rhetorical, predisposed for «intimidation of timid opponents» by loud slogans. And P. Fejerabend offers «solving argument against any method supporting uniformity, – empirical or any another ... any such method is a method of a deceit: It supports ignorant conformism, and speaks about the truth; conducts to damage of spiritual abilities, to easing force of imagination, and speaks about deep understanding; destroys the most valuable gift of youth – enormous force of imagination, and speaks about learning» [8, p.177].

Polemics of scientism and antis scientism is marked by efforts as dispute of rationalism and irrationalism, but at the same time it is dispute of logicism and historicism, ideological totalitarianism and pluralism, orientations to obligation and to reality. In T. Kun and I. Lakatos's polemic about the reasons of change of paradigms it is easy to notice basic distinction of approaches: T. Kun after M. Polani stresses a socially-psychological level of consideration of scientific revolutions, and I. Lakatos after K. Popperom – logic level (only he sees “internal” history of science in it, and all other refers to «external»). By doing so, I. Lakatos leaves the “irrational” bases of change of paradigms and ideological loading of ostensibly impartial scientistic methodological schemes outside the basic zone of consideration.

Colliding of theories and research programs in competitive struggle for existence on the bases of falsificationism leads to monopolization of scientistic outlooks, and as consequence, to dehumanization of a scientific life, to narrowing a field of researches, to stagnation. Alternatively, P. Fejerabend offered a principle of «methodological pluralism» or the «anarchism» assuming preservation in a field of a science – as in a valuable resource – also the theoretical constructions which have been not confirmed by the facts. This way of movement of science is counter-inductive. «The knowledge understood in this way is not a number of the consistent theories which are coming nearer to some ideal concept. It is not a gradual approach to the truth, and represents an increasing ocean

of mutually incompatible, more likely (perhaps, even incommensurable) alternatives in which each separate theory, the fairy tale or a myth are the parts of one set, inducing each other to more careful development ... The task of the scientist ... consists in «doing the weak stronger» as sophists said, and by doing so, «to support movement of the whole» [8, pp.161-162].

It is obvious that while in natural sciences the idea of methodological pluralism can be challenged, in humanitarian sciences following it has no reasonable alternative. The mental world of the person and the forms of his creativity, accessible, are too wide to be captured by frameworks of one theory.

The scientific psychology historically originated in the act of denying metaphysics as a sole form of existence of psychological knowledge. It happened exactly at the beginning of the epoch of Scientism and was marked by introduction of a method of experiment. It is not surprising that positivism formed philosophical methodology of experimental tradition in psychological science. Transformation of psychology into a positive (natural) science became for some time an ideal of its construction. It is paradoxical, because realization of the given ideal is impossible in principle, as the object of psychology (a mental reality) is outside the subject domain of natural sciences.

Introduction of a method of the experiment borrowed from physiology and hastily adapted for solving psychological problems, became for psychology a powerful inoculation of natural-science methodological schemes. Together with schemes the world outlook forms connected with them were borrowed – the ideas which historically go back to that understanding of scientific experience which was generated during an epoch of baroque (the 17th century) . The form of cognitive crisis specific to this epoch – «crisis of the law and experience» (I.P. Manokha) – corresponds to its basic content. That was the epoch of scientific revolution, institutionalization of science as an original way of cognition and transformation of the world. As science during that epoch found authority owing to the practical utility, institutionalizing science was more and more «turning to technics». Because of it, as writes I.P. Manokha, «the idea of experience as most effective and productive basis for formation of the person's vision of the world and corresponding ways of his interaction with the world is essentially getting poorer, as the focus is on the direct, real-practical experience while metaphysical experience, experience of intellectual comprehension of the reality remains behind

the side of “practicality” so, utility and necessity» [3, p.21]. And further: «Speaking about the crisis of experience means narrowing the concept of experience only to one of possible levels of realization. This fact looks especially amazing when it is considered on a background of a cultural-historical situation as a whole: the epoch which made great discovery of essence and opportunities of experience, narrowed it up to the most comprehensible, generalized and simplified forms» [3, p.21].

Many prejudices of the epoch of baroque since then have generated in each methodological crisis of the European science: mythologization of the law (which «it is not known why, but exists and operates» [3, p.22]); the simplified understanding of experience; the tendentious statement of naturalness of decentralized visions of space; persuasive belief in mechanical determinism which in psychology finds features of reflexological reduction of the mental phenomena, etc.

It should be noticed that the given prejudices of baroque have been for the first time reflected not today. Many authors of metaphysical theories of personality were specially engaged in their refutation. They did it during the moment when for the psychology, allocated in a separate science, the crisis of 17th century was reproduced. From that newly appeared crisis of experience, according to D.S. Merezhkovsky's impressions, all domestic culture found new quality: «Unprecedented development of skilled knowledge has imposed original pressure on intellectual order of the modern person, has generated insuperable, instinctive mistrust to creative ability of spirit, to our internal, ideal world. The special sober mood of laboratories, scientific cabinets and medical clinics is penetrating into poetry, in religion, in love, in the attitude to death and to life. It is, if possible to say so, a smell and colour of the 19th century. At the same time the continuous, lasting for three centuries work of denying and destruction of former ideals could not but leave an indelible trace in people. The boundless grief and bitterness of cognition captivates our souls with feelings of boundless intellectual freedom, freedom unique, extraordinary, not so far experienced in one of the previous centuries» [4, p.173]. In «laboratory-clinical» scenery people became «as gods». Their authority, however, was based upon temptation from «a demon of scientific progress», and, as usual, demanded the oath: not to have other Lord, except for the idol of Science, piously to honour myths and rituals of the XVII-th century, etc. And when the ideal of construction of the Babel tower in the psychological science backsliding from philosophy only had started to appear, sound voices of psychologists-metaphysicists

discording with the general mood started to be heard. In «scientific» outlook not all is equally scientific, specified L.M. Lopatin. «There is no objective psychology and it cannot exist, there is only objective method in psychology», showed G.I. Chelpanov. The metaphysical speculation itself is also a sort of experience, proved N.A. Berdyaev, I.A. Ilin, etc. Their opponents, however, were ready not to deny, but to knock down with the numerical superiority the truths inconvenient for them.

The victory of positivism over history of psychology was of a temporary character. Presently, experimental orientation in scientific psychology coexists with clinical. Their adherents form as though two camps, being in antagonism. The experimental psychology adheres to positivistic outlook. Its strong parties are strict evidentialness, the tendency to establishment of objective truths which are not subject to individual research arbitrariness. But experimenting is a labour-consuming way with little space for a share of scientific intuition and imagination and conclusions of research works at times amaze with their particular character and practical futility. Other position has developed in the clinically-focused psychology where it is possible to meet pluralism of methodologies even the very exotic ones. The many-sided heritage of metaphysical psychology of the last centuries has been kept and applied by clinical tradition to healing human souls. Both traditions have met on the general floor of psychology of personality. The experimental psychology has come to studying personality, preliminary having been at the end of its resource of studying elementary mental phenomena, and only on this basis has dared to rise to the generalizations of a highest level covering all individual mentality. The clinical tradition was initially interested in personality, in fact its representatives worked with complete personalities and tried to catch uniqueness in each personality (let it be the uniqueness of problems).

Conclusions. We made sure that representation about unscientific nature of metaphysical theories of personality entirely and completely belongs to ideology of scientism and submits to the “demarcation” logics in narrow frameworks of positivistic outlook.

As the monopolism of positivistic methodology in psychology is a temporary phenomenon, and in the field of psychology of personality it is not realized, the refusal to metaphysical theories of personality in their right to scientific character lies within the plane of historical fortuity.

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Abstracts

ALEKSANDR BREUSENKO-KUZNECOW. **Metafizyczne teorie osobowości a problem demarkacji naukowej wiedzy teoretycznej.**

Artykuł poświęcony jest uzasadnieniu możliwości wprowadzenia naukowe wykorzystanie krajowych metafizycznej teorii osobowości. Określa przyczyny oskarżenia o metafizycznej teorii osobowości w tle nienaukowe. Jest określana przez środek uzasadnienie pozytywistycznej rozgraniczenie wiedzy.

Słowa kluczowe: metafizyczne psychologii, teorii osobowości, wiedzy naukowej.

ОЛЕКСАНДР БРЕУСЕНКО-КУЗНЕЦОВ. **Метафізичні теорії особистості і проблема демаркації наукових теоретичних знань.** Статтю присвячено обґрунтуванню можливості введення у науковий вжиток вітчизняних метафізичних теорій особистості. Виявляються причини обвинувачень метафізических теорій особистості у ненауковості. Визначається міра виправданості позитивістських демаркацій знання.

Ключові слова: метафізична психологія, теорії особистості, наукове знання

АЛЕКСАНДР БРЕУСЕНКО-КУЗНЕЦОВ. **Метафізические теории личности и проблема демаркации научно-теоретических знаний.** Статья посвящена обоснованию возможности введения в научный обиход отечественных метафизических теорий личности. Выявляются причины обвинений метафизических теорий личности в ненаучности. Определяется мера оправданности

позитивистских демаркаций знания.

Ключевые слова: метафизическая психология, теории личности, научное знание

ALEXANDER BREUSENKO-KUZNETSOV. **Metaphysical theories of personality and the problem of demarcation of scientific theoretical knowledge.** *The article is devoted to substantiation of the opportunity of introduction of domestic metaphysical theories of personality in scientific use. The reasons of accusation of metaphysical theories of personality in their unscientific nature are revealed. The measure of correctness of positivistic demarcations of knowledge is determined.*

Key words: metaphysical psychology, theory of personality, scientific knowledge



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Self-realization as personal Self-disclosure

The concept of self-disclosure was introduced by one of the humanistic psychologists S.Jourard and firstly used to define the basis of psychotherapeutical process. Thus, it's predictable that the concept was dewly studied in the course of therapeutical process, because by means of self-disclosure therapist can build the nessecary contact with his client and create some level of mutual trust. According to S.Jourard self-disclosure means "to make oneself transparent to others by means of creating bonds with them", thus it happens when we tell others things which help them to see that we are unique personalities [18].

The problem of self-disclosure appeared in psychological discourse in 60ties after the works of S.Jourard «The Transparent Self» (1964-71), «Disclosing Man to Himself» (1968); «Self-Disclosure» (1971), were published. But main part of researches appeared in the beginning of XXI century, and analysis of self-disclosure was made by J. Berg, V. Derlega, P. Lasakow, D. Myers, I. Kon, N. Amjaga, T. Skrypkina, I. Shkuratova, O.

Zinchenko, N. Perepelytsja & others. Researchers analysed the role of self-disclosure in psychotherapeutical process, the concept of self-disclosure by itself, its' difference with selfpresentation, its' peculiarities, types, functions, strategies and many other aspects. Still there's no common interpretation of the concept itself and due to the fact that major part of researches are based on the questionnaire of S. Jourard, that's why their results are very alike.

As it's stated in psychotherapeutical encyclopedia, main modern approaches to self-disclosure studies can be classified into 4 categories: 1) the essence of self-disclosure; 2) personal features of those with self-disclosure; 3) peculiarities of self-disclosure; 4) situational peculiarities of self-disclosure process [17].

Psychotherapeutical studies of self-disclosure can lead us to following ideas: informational disclosure increases proportionally as relations grow closer; it also increases as relations become less indefinite; disclosure have to be mutual; informational disclosure happens gradually and symmetrically; perceived sympathy incites rather positive than negative self-disclosure; positive informational disclosure doesn't mean the growing closeness in relations, though negative informational disclosure influences this closeness directly; relations and disclosure are not connected directly and realtions grow warmer with moderate informational disclosure [18].

Nowadays there are many definitions of self-disclosure, contents of which depend on individual interpretation of the phenomenon, its' features and types defined by researcher, – thus we can state that subject of self-disclosure still is on a stage of active research, and the concept itself – on the stage of further studies.

As, O.Zinchenko states, self-disclosure is “a complicated sociopsychological phenomenon, which appears to be direct or indirect statement of personal information of different level made by subject to one or more recipients” [6], thus he stresses that person has to take an active position in regulating one's own relations with others, placing them closer or further according to the amount of information on his inner ideas, to entrust them with. The dictionary of psychological terms interpretes self-disclosure as “a process of willing and conscious disclosure of true, important, personal, and previously unknown information to others” [4]. As for us we consider definition given by I.Kon to be more appropriate to the case of our study, according to which, self-disclosure is “conscious and willing disclosure of one's one self, one's subjective states, secrets and

intentions to another person" [6].

Main features of self-disclosure can be divided into two groups: stable – those, which are constituents of person's self; and situational – among which are self's volume (depth, width, ampleness), contents, differences and selectivity: defined by social role of the recipient towards communicator [6], longitude, interrelation of positive and negative information about oneself, subjective adequacy and complacence [16].

According to S.Jourard, the level of self-disclosure can change from the informing others on one's demographic data up to the utmost disclosure [6]. Level of self-disclosure increases with those of relations' closeness and their prospective of duration, so that more personally important information can be disclosed.

Researchers have managed to analyze the role of self-disclosure: achievement of consensus, effective interpersonal interactions, regulation of distance and sign of relations; and the most personally important functions of self-disclosure among which are promotion of personal growth (changes of different aspects of one's self), self-awareness, self-knowledge, personal identification, maintenance of mental health; satisfaction of emotional needs and regulation of interpersonal relations and social control due to feedback.

Another important question is the problem of existing interconnection between self-disclosure and self-presentation. There's still no common opinion: some scientists suppose that these concepts are almost identical (sometimes – involuntary); others define one concept in terms of the other, or as a part of the other (for example, self-presentation defined by R. Baumeister and A. Steinhilber – is a kind of self-disclosure in interpersonal communication in course of demonstrating one's thoughts, character, values, beliefs, etc. [7], unconscious process which reveals the social nature of a person and the need to be appreciated by others – this type of self-disclosure stresses on two points: person, who discloses and material, which is disclosed; V. Derliga and G. Grzelak suppose that self-revelation – is a peculiar kind of self-disclosure, which can be characterized by a more precise choice of personal information, which is disclosed; B.Schlenker states that concept of "self-revelation" should be used to describe the cases when subject plans to supplant the needed impression on other people's minds, and his plan is most important; and he insists on using term "self-disclosure" - when person doesn't care so much about creating the needed impression [6]). And I. Shkuratova writes that "presenting oneself as a person (which is necessary for development

of lasting and successful relations), one has to be open and sincere to the utmost point, so that partner might be able to understand and evaluate him correctly" [16].

Vast majority of researchers do their best to find out all possible differences between the concepts. Still another and close to our view definition is proposed by O. Kapustjuk, according to which "selfpresentation is not limited to sporadic acte of representing one's superficial and external self, but includes immanent constituents of internal self", thus by "its' psychological contents stands for the most important means of person's asserting his or her existential essence, to present oneself as an individuality with unique nature" [7]. To our mind, self-presentation is not identical to self-disclosure, but of course self-presentation even involuntarily includes some moiety of self-disclosure – contents, which "betrays a person", when he wants to play someone else. Thus, any communication, even in cases when it is needed to make some impression and present oneself in the best possible way, has to have at least some particle of self-disclosure. Even the process of self-presentation is some kind of a personal disclosure.

Self-disclosure appears in interpersonal relations and is the basis of their changes. As L. Bukster and B. Montgomery state that personal relations appear when both partners decline their personal autonomy and preserve their own identity and individuality, still some particles of secrets and spontaneity are needed to "revive" the relations, which don't develop in a linear way: person's wish "to tell everything" cyclically changes for a wish to keep one's secrecy [18]. Effective interpersonal interaction is constructed on the basis of mutual and gradual disclosure of communicators, due to which sincere relations can be formed. As relations become closer, people like to tell more personal information [12, p.409].

Self-disclosure is one of the forms of personal existence and self-disclosure and means of transmitting one's individuality and self to other people [16]; in terms of modern psychology self-disclosure is person's self-realization in interpersonal relations and communication, and considering their role in person's activity and life. Self-actualization – is a process of person's detection, disclosure and development of his or her abilities, talants and potentials, their embodiment, aspiration for growth, advancement, self-sufficiency, self-expression, activation of all bodily possibilities [15]; thus its quite predictable that it has to be fulfilled during the lifetime and in all the spheres, so self-disclosure is a constituent of achieving personal potential and personal self-

realization. We have to say that adequate self-disclosure can assist better self-awareness and self-knowledge which in their turn facilitate self-realization, - S.Jourard stated that "personal growth can be blocked if the person doesn't disclose himself to others" [1], - and each step on the way of further self-development and self-fulfillment are reflected on person's disclosure, because selfactualized person can be characterized not only by self-acceptance and being open to one's own experience, but deeper, trusting relations without efforts to create an impression are intrinsic to it. In this context self-disclosure can be interpreted as personality self-realization in the sphere of live communication. We agree with I. Shkuratova statement that, personality self-disclosure in communication is just a constituent of wider concepts: self-realization and self-expression [16], but would rather propose to consider not only the precise meaning of self-disclosure (as just disclosure of some personal information), but to interpret it in a wider sense – due to the fact that person discloses himself not only through voluntary verbal and nonverbal messages (as psychotherapists noted), but by means of one's behaviour, actions and deeds, too. Thus we can trust the self-disclosure and stories about oneself, told by a person close to us. But meeting the inconsistency of the personal information with person's actions, one can start pondering on which disclosure is real and which isn't: either his subjective messages on one's real experiences, thoughts, values; or those revealed in one's behaviour, personally referent information, emotions depending on aims and values (though at this point a question on the level of subjective self-disclosure arises). Self-disclosure is not just a sincere story about oneself told to a partner (outlook, ideals, wishes, thoughts, interests) on a philosophical or everyday grounds, which facilitates the partner's trust; but rather disclosure of one's internal being and self to another person. That's why self-disclosure don't take just a form of talk or communication, rather they are relations in the context of personality self-realization, because we can perceive person's self better not due to his self-descriptions though it might be very sincere and possessing deeper personal meaning (meeting a person for the first time, how could we know whether it is self-disclosure or self-presentation – "it's more difficult to know that the person was sincere with us, if we don't consider his talking peculiarities" [3]), we rather understand person's true self by the way he or she acts, especially when in acting in hardships and acts consisting of personal sense. The real self-disclosure is self-fulfillment in the world.

According to the idea that ability of self-disclosure is a part and main basis, and feature of self-realized personality, we aim our paper – to analyse the probable existing bond between the features of self-actualized personality (by the questionnaire LiO, adapted by O. Rukavishnikov on the basis of E. Shostrom's POI) and the feeling of being secure in the world ("Scale of basic beliefs" (R. Yanov-Bulman, adapted by O. Kravtsova)), the level of self-monitoring (by M. Snyder's Self-Monitoring Scale)) and other personal characteristics (by "Big Five" inventory). Our sample was made of psychology students of the 3d grade (n=26).

Thus, according to LiO inventory we found: 1) our respondents possess low comparative marks of support and time, which are considered to be basic. Only 23,08% of the respondents show that internal support ratio to be a little bit stronger than support-by-others (their ratio is 1:2,...), which is lower than marks for self-actualized people, so that these students rely more on their internal feelings and motivation, they are more autonomous in their life style, though they remain sensitive to another person's ideas. Remaining quantity of our respondents show lesser support source ratio. And only 7,69% of the respondents show time competence marks close to self-actualized norms (1:4,75), others possess time incompetence, which means lack of active time usage and non-"now-and-here" orientation, lack of reflectory concentration on oneself; though personal growth on acquisition of self-realization and self-fulfillment is grounded on advancement of time competence and internal support. These outcomes are quite predictable, due to the fact that people, who don't live their lives on the principle of "now-and-here" need external support, influence and assistance in problem-solving. 2) the scale of synergy (wholeness) is one of the strongest revealed scales of inventory, here 65,38% show medium marks (which stand for self-actualization). It is followed by spontaneity scale – 57,69% of respondents; they are followed by marks for existential and self-respect scales; least quantity of self-actualized marks are shown by scales of self-acceptance (19,23%), feeling reactivity (23,08%), constructive nature of man (26,92%); rest of the scales – aggression acceptance, capability of contacts and self-actualizing values – are shown on the medium level; we have to note that considering mean group data, items of contact capability, aggression acceptance and feeling reactivity are dominating (61,23; 59,27; 58,81 points), and means of such scales as: nature of man, self-acceptance and spontaneity (53; 53,04; 53,61 points) are lower which is normal for self-actualization.

Our data on inventory of defining security feeling and level of optimistic

understanding of the world, which are witnessing mental stability and success in everyday life our following: major part of respondents (73,08%) believe that people are good, promote the worthiness of one's own self and have a sufficient level of control over situational factors, but analysis of means have shown that "worthiness of self" (which is marked on the medium and high level, 3,86 points); lesser quantity of respondents hope that world is benevolent and is being controlled (65,38%); the smallest group of respondents believe that world is just (46,15, with the lowest point of mean – 3,35 points), that it has sense and that its events are accidental (50%); belief that good is prevailing over evil sides of the world and belief in worthiness of the self are dominating among the basic ones (their means are 3,76 and 3,75 points correspondently).

According to M.Snyder's inventory, major part of our respondents (76,92%) – the medium level of self-monitoring in communication (they are sincere, especially in emotional demonstrations, still they consider the impression they make on others); and 19,23% of the students possess low level of the given index (they are more open and sincere, and possess an ability to self-disclosure in communication).

Analysis of the means of "Big Five" factors proves that the strongest is the factor of "expression" – possessing – 55,77 points in our sample; further follows "extraversion" (54,04 points) and "selfcontrol" (51,92 points); lesser meanings are shown in emotional stability (51,46 points) and affiliation (49.96 points); the strongest factor loading in the first factor is depicted by dominance, with a mean – 11,58 points, and the weakest – search for impressions – 9,77; constituents of the second factor have mostly equal loadings; responsibility is prevailing in the third (11,11 points); emotional lability (11,77 points); and artistry in fifth (11,65 points); thus we come to a conclusion that our respondents are mostly extraverted and inclined to dominating; benevolent to others – treat them with sympathy, respect and understanding, but do not trust; they show predisposition to responsibility and weaker self-control; they are less emotionally stable, but not anxious; they also are expressive and artistic.

Correlational analysis demonstrated a lot of statistically significant bonds, among which we would like to stress on those significant to our subject: thus index of self-oriented support correlates with the absence of behaviour self-control ($r=0,42$), belief that the world is accidental and has meaning in itself ($r=0,43$) ($r=0,40$), the worth of one's own self ($r=0,40$); time competence correlates with worth of one's self ($r=0,45$), belief in world's being controlled ($r=0,45$); spontaneity (S) correlates with belief in

world's being just ($r=0,40$) and having sense ($r=0,43$) and inclination to self-monitoring ($r = 0,44$); capability of intimate contacts (C) correlates with lack of self-criticism and belief in self's worthiness ($r = - 0,41$) ($r = 0,49$); belief in constructive nature of a man (Mc) – correlates with benevolence ($r = 0,41$) and foresight ($r = 0,41$).

Thus, self-disclosure – is a process and product of freewill disclosure of personally significant information to another person, which allows to understand the person's essence. According to humanistic psychological paradigm self-disclosure is a part and basis for personality's self-actualization process. On the way to self-realization students become insistent and precautious, learn to know the worthiness of their own selves, find out the sense and justice of the world. Self-disclosure is related to such constituents of the self-realization as: spontaneity, capability to intimate relations, trust to human nature. Surprising relation of these indices with self-monitoring prompts that self-realizational self-disclosure is immanent to those students, who while communicating with people, are inclined to control the impression they make on them and try to influence it, by means of self-disclosure too.

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Abstracts

JAN CZAPŁAK, GALINA CZUJKO, NATALIA GEJSONIUK. **Samorealizacja jako osobowościowy Ja-dyskurs.** W artykule przeanalizowano fenomen samo ujawnienia jako ważny element efektywnej interakcji interpersonalnej; określono jego związek z autoprezentacją oraz samorealizacją. Wyniki badań empirycznych wskazują, że na drodze do samorealizacji studenci uczą się doceniać swoje Ja, istotę oraz sprawiedliwość świata. Samo ujawnienie powiązane jest także z elementami samorealizacji, między innymi z spontanicznością, zdolnością do tworzenia bliskich relacji, zaufaniem do ludzkiej natury.

Słowa kluczowe: samo ujawnienie, autoprezentacja, samorealizacja.

ЯН ЧАПЛАК, ГАЛИНА ЧУЙКО, НАТАЛІЯ ГЕЙСОНЮК. **Само-реалізація як особистісний Я-дискурс.** У статті проаналізований феномен саморозкриття як важлива складова ефективної міжособистісної взаємодії; визначені його зв'язки із самопрезентацією та самореалізацією особистості. Результати емпіричного дослідження свідчать, що на шляху до самореалізації студенти стають наполегливими і передбачливими, вчатьсЯ цінувати власне Я, сенс і справедливість світу. Із саморозкриттям пов'язані такі складові самореалізації, як спонтанність, здатність до близьких контактів, довіра до природи людини.

Ключові поняття: саморозкриття, самопрезентація, самореалізація.

ЯН ЧАПЛАК, ГАЛИНА ЧУЙКО, НАТАЛІЯ ГЕЙСОНЮК. **Само-реализация как личностный Я-дискурс.** В статье проанализирован феномен самораскрытия как важная составляющая эффективного межличностного взаимодействия; определены его связи с самопрезентацией и самореализацией личности. Результаты эмпирического исследования свидетельствуют, что на пути к самореализации студенты учатся ценить своё Я, смысл и справедливость мира. С самораскрытием связаны такие составляющие самореализации, как спонтанность, способность к близким контактам, доверие к природе человека.

Ключевые слова: самораскрытие, самопрезентация, самореализация.

CHAPLAK JAN, CHUYKO HALYNA, HEISONYUK

NATALIE. **Self-realization as personal Self-disclosure.** *The article analyzes the phenomenon of self-disclosure as an important component of effective interpersonal interaction; determined by its relation to the self-presentation and self-realization. The results of the empiric research indicates that the path to self-realization, students learn to appreciate their SELF, the sense of peace and justice. With self-disclosure associated components such self-realization as the spontaneity, the ability to close contacts, trust in human nature.*

Key words: self-discovery, self-presentation, self-realization.



Hanna HRYSHCHENKO

Influence of inner speech to emotional stress in athletes

At the end of each sport season and after each next competition the expertise of athletes, general degree of training and competitiveness increase jointly with the number of criteria for comparing their performances. This progress sets a high bar for athletes, their coaches and sport psychologists demanding development of new physical and mental exercises. Training only muscles is not enough for success of an athlete; nowadays complex measures are required to ensure stress resistance of a sportsman [3, page 6] in routine exercises and during competitions.

Timeliness: Main problem of modern sports, on my opinion, is inability of a coach to ensure an athlete's actual level of mental and emotional conditions, i.e. to teach athletes how to get themselves into shape of combat poise and how to unlock their potential when required. Competition is perceived by any athlete as a hazardous situation, and in physical aspect hazard is even less perceived, compared to mental one.

Competitions stipulate over-motivation [4, page 112]. First of all and most of all, athletes are concerned for their results. On the second place are level and prestige of competitions, which are factors of great

importance. Third matter is activity itself, performance. The fourth is reaction of surrounding people, other teams, teammates of certain athlete, conclusion of the coach, and the last mentioned is the most valuable. Sometimes athletes who failed in the most prestigious competitions (European and World) after calming words of their coach and feeling coaches' support overcome dissatisfactory results more easily, and even confess that they have feelings like if they had won. Situation could be vice versa, when winner of international competitions bumps up against negative conclusion of the coach. In this case stress does not disappear, and could even increase. Athletes need to know how to correct level of their own emotional stress.

Aim: to define the peculiarities of inner speech for athlete mental condition regulation.

Object: mental regulation in sports.

Subjects: inner speech as a factor for regulating an athlete's mental conditions.

Work provision: inner speech could be an important factor for an athlete's mental conditions regulation and differs depending on athlete's sex and qualification.

Analyzed works by G.D. Babushkin, E. Jackobsone, Y.F. Nazarenko. A.M. Ryabkov, V.N. Smolenshev, I.G. Shutls etc. show the significance of the matter of mental regulation [2, page 67], explained by the following facts:

1. Reasonable share of athletes of different qualification are unable to mobilize themselves in conditions of general activities of competitions.
2. The higher is the athletes' level of mental regulation, the more efficient is competitive activities thereof.
3. Athletes' behavior during competitions and the character of their pre-start and start conditions are defined by the level of development of their mental regulation skills.

Modern psychology considers two aspects of mental regulation:

1. Ability of an athlete to manage his/her own thoughts, feelings, actions;
2. An athlete's activities in use of mental regulation powers at training, competitions, which promote optimal performance of own physical and technical abilities. [5, page 78].

Thus, analysis of the matter of mental regulation in sports allows defining separate directions of developing mental self-regulation skills,

principles, and peculiarities of self-commands used in sports.

Selection: 41 athletes, members of combined team of Ukraine on Taekwon-Do ITF, in the age of 16 – 25 years old, 19 female and 22 male.

Qualification: candidates in masters of sports – 7 make athletes, masters of sports – 14 female and 10 male, masters of sports of international class – 5 female and 6 male.

The research applies the following methods:

- Emotional stress method by Imidadze
- Author's survey "Self-commands"

Aim of the research was to study the influence of inner speech on the level of an athlete's emotional stress. In this connection the author performed several surveys: during training process, before the competitions, during the competitions.

Analyses of the received data:

1. First of all, the selection should be divided into female and male athletes.
2. Average emotional stress indexes of female and male athletes than should be compared.

Indexes of emotional stress of female and male athletes from our selection are described by the tables (Table 1.1, Table 1.2)

The Table 1.1 demonstrates:

First: index of emotional stress of female athletes during the trainings makes = 12.26 and the same index for male athletes is only 11.27, so female athletes have higher level of emotional stress.

The second: indexes of emotional stress before the competitions are 17.95 for female and 13.91 for male athletes; female thus have higher index of emotions stress, they show higher responsibility for competitions and possible results.

Third, indexes of emotional stress for female and male athletes during an event, 11.74 and 11.77 respectively, are almost equal.

Table 1.1.

Average emotional stress indexes of female athletes

Sex	Subject of study	EStraining	EScompetitions	ESafter
Total female	Mean	12.26	17.95	11.74
	N	19	19	19
	Std. Deviation	4.605	3.456	3.603

Table 1.2.
Average emotional stress indexes of male athletes

Sex	Subject of study	EStraining	EScompetitions	ESafter
Total	Mean	11.27	13.91	11.77
male	N	22	22	22
	Std. Deviation	4.267	4.185	3.146

Table 1.3 and Chart 1.1 demonstrate that female athletes before competition more often use self-command “control your mind”, 10 coincidences for 19 women, and male athletes prefer self-command “beat”. Jointly female and male athletes more often use self-command “control your mind”, 16 coincidences for 41 cases.

Such often use of self-command “control your mind” could be explained as follows: in many cases of international competitions even adults athletes with rich experience and perfect physical conditions could lose their head having just entered the competition place. They use self-command “control your mind” to support themselves and tell it aloud to support their teammates, and the coach does the same to control the team.

Table 1.3.
Comparison of the quantity of self-commands used by female and male athletes

Sex * Self-commands Crosstabulation				
Sex	Self-commands			Total
	beat	control your mind	easy	
Female	3	10	6	19
Male	10	6	6	22
Total	13	16	12	41

Tables of coherence we used to see the distribution of self-commands between female and male athletes, and to reveal possible unique cases.

We have chosen all the selected persons and calculated the quality of concisions of their self-commands.

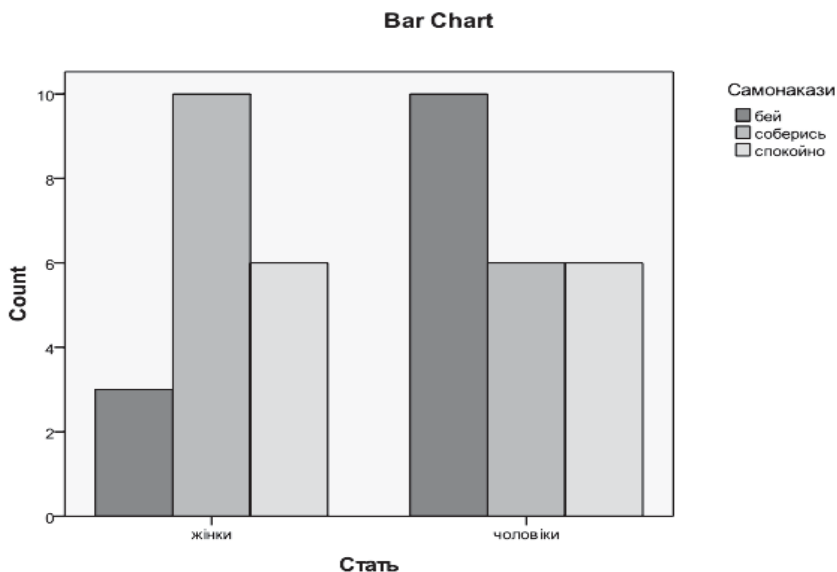


Chart 1.1 Comparison of self-commands used by female and male athletes

Table 1.4.

Comparison of women and men is depending on the level of emotional stress before the competitions.

Sex * Self-commands Crosstabulation				
		Level EC		Total
		Middle Level EC	High Level EC	
Sex	Female	5	14	19
	Male	14	8	22
Total		19	22	41

Table 1.4 shows that the majority of women have high ES level (aged from 16 to 25) in 14 cases out of 19. Men, on contrary, mostly, 14 out of 22, have middle index of ES (under 15).

This is due to more responsible relation of female athletes to the competitions and possible result. This is directly connected with the coach, because female and male athletes are trained by different coaches. The second is less impulsive and demanding, thus stress of female team is higher than the same of male team.

For more reliable result Pearson's index has been used Table 1.5.

Table 1.5.

«Chi-Square Tests» Pearson index "Chi-Square" = 5,711a
Level of significance Asymp. Sig. (2-sided) = 0,01.

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	5.711a	1	.017		
Continuity Correctionb	4.308	1	.038		
Likelihood Ratio	5.876	1	.015		
Fisher's Exact Test				.028	.018
Linear-by-Linear Association	5.571	1	.018		
N of Valid Cases	41				

Conclusions:

1. Variety of functions of inner speech, conditions stimulating occurrence thereof and, especially, defining the importance of self-commands for athletes' arbitrary actions raise the question of possibility and necessity of special development and mental training of inner speech in athletes, especially self-commands, which should promote conscious study of arbitrary actions and successful control thereof in process of sports activities [1, page 61].

2. Researches show that inner speech of athletes is aimed at their activities in the whole range thereof and has different functions [1, page 68], among them: function of synthesis and analysis, connected with athlete's orientation in manner of his / her own motions and circumstances; function of generalization, connected with securing the information collected in process of study technique and defining key moments of doing exercises; it also has functions of regulation and estimation connected with doing motions. It has been discovered, that regulating function of inner speech is expressed in form of words called self-commands, containing the results of certain circumstances consideration and athlete's own command to perform the actions required.
3. Having analyzed the collected data we have made an interesting conclusion: female athletes have higher level of emotional stress before competitions and more often use self-command "control your mind" to mobilize themselves and to increase their ES to the optimal level and finally win better places (the majority of first and price places are won by female team compared to male one).
4. Male athletes before competitions mostly have middle ES levels and use self-commands "beat" and "control your mind". Interesting that male athletes with higher ES level more often use self-command "beat", and in 30% of cases – "easy". May be, due to high ES level they are unable to perform their tasks completely and cool themselves in such manner. High ES level is odd for these 30% of male athletes and they try to decrease it. Those with average ES indexes use self-commands "beat" and "control your mind" to concentrate upon the tasks of current moment and to keep the ES level on this average level, close to those typical for period of trainings and post-competition periods.
5. The research has not revealed any significant differences connected with qualification, but it could be due to insufficient presence of representatives of each qualification in our selection.

Perspectives of the research could be as follows: to define the peculiarities of self-commands depending on qualification; to consider special program of research devoted to development and mental training of different functions of inner speech and athletes skills in application thereof; the possibility of using the results by sports psychologists for better preparation of athletes to competitions.

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Abstracts

ANNA GRYSCHENKO. **Wpływ mowy wewnętrznej na stres emocjonalny u sportowców.** W artykule zaznaczono, że mowa wewnętrzna ma swoje własne cechy w zależności od płci i kwalifikacji. W artykule przedstawiono wewnętrzną mowę jako czynnik regulacji stanu psychicznego sportowca; opisano wyniki badań przeprowadzonych z reprezentacją Ukrainy Taekwon-do podczas treningu, przed i po nim. Wyniki badań wskazują, że funkcja regulująca mowy wewnętrznej przejawia się w postaci słów- samonakazów, które różnią się w zależności od płci. Autorka wnioskuje, że samonakazy sprzyjają świadomemu opanowaniu arbitralnymi działaniami i skutecznemu zarządzaniu nimi w działalności sportowej.

Słowa kluczowe: psychoregulacja, samoregulacji, mowa wewnętrzna, samonakazy, stres emocjonalny.

ГАННА ГРИЩЕНКО. **Вплив внутрішнього мовлення на емоційний стрес у спортсменів.** Внутрішня мова може виступати вагомим фактором у регуляції психічного стану спортсмена і має свої особливості залежно від статі та кваліфікації. Стаття присвячена опису внутрішньої мови як чинника регуляції психічного стану спортсмена. Автор спирається на дані, отримані в результаті дослідження, проведеного зі збірною України з Таеквон-До, на тренуванні, перед і після змагань. Аналізуючи отримані дані, Г. А. Грищенко показує, що регулююча функція внутрішнього мовлення проявляється у формі слів-самонаказів, а також виявлені особливості у використанні самонаказів чоловіками і жінками. Г. А. Грищенко вважає, що спеціальний розвиток і розумове тренування внутрішньої мови у спортсменів, особливо самонаказів, сприяє свідомому оволодінню довільними діями і успішному управлінню ними в процесі спортивної діяльності.

Ключові слова: психорегуляція, саморегуляція, внутрішня мова, самонакази, емоційний стрес.

АННА ГРИЩЕНКО. **Влияние внутренней речи на эмоциональный стресс у спортсменов.** Внутренняя речь может выступать весомым фактором в регуляции психического состояния спортсмена и имеет свои особенности в зависимости от пола и квалификации. Статья посвящена описанию внутренней речи как фактора регуляции психического состояния спортсмена. Автор

опирается на данные, полученные в результате исследования, проведенного со сборной Украины по Таэквон-До, на тренировке, перед и после соревнований. Анализируя полученные данные, Г. А. Грищенко показывает, что регулирующая функция внутренней речи проявляется в форме слов-самоприказов, а так же выявлены особенности в использовании самоприказов мужчинами и женщинами. Г. А. Грищенко полагает, что специальное развитие и умственная тренировка внутренней речи у спортсменов, особенно самоприказов, способствует сознательному овладению произвольными действиями и успешному управлению ими в процессе спортивной деятельности.

Ключевые слова: психорегуляция, саморегуляция, внутренняя речь, самоприказы, эмоциональный стресс.

GANNA GRISHCHENKO. Influence of inner speech to emotional stress in athletes. Inner speech may be a significant factor in the regulation of mental state of an athlete and has the features depending on gender and qualifications. The article describes the internal language as a factor, regulating mental state of an athlete. The author draws on data from a study conducted with the national team of Ukraine Taekwon-Do, in training before event and after the event. Analyzing the data, G.A. Grishchenko shows that the regulatory function of inner speech is manifested in the form of words self-command also there are differences in the use of words self-command men and women. G.A. Grishchenko believes that special training and mental development of inner speech in athletes, especially words self-command, promotes conscious mastery of arbitrary actions and successful management during sports activities.

Key words: psihoregulyatsii, self-regulation, inner speech, samonakazy, emotional stress.



Iulia IANOVSKA

Adapting of Ch. Morris's «Lifestyle» Techniques

Studying of the concept lifestyle that determines characteristics of the way people interact with the world and each other is very important in the transformation period of the society. In numerous theoretical and empirical studies there are distinguished social and psychological components that contribute to the process of stylemaking, define its prime importance for the assessment of society.

Lifestyle is an individually distinctive holistic system of sustainable methods and forms of individual objective conditions of life [9]. Construct «lifestyle» is interdisciplinary and its studied in philosophy, psychology, sociology, literature and other sciences. Classical studies of lifestyle are associated with the names of A. Adler, M. Weber, T. Veblen, G. Gate, G. Zimmel, G. Klein, R. Lang, H. Marcuse, H. Allport, W. Warner and continue by current scientists K. Abulhanova-Slavska, P. Bourdieu, D. Vergeroux, J. Holdtrop, E. Klimov, H. Kellerman, B. Lahire, R. Lazarus, A. Libin, V. Merlyn, Ch. Morris, R. Plutchik M. Tomlinson, A. Firat, G. Uitkin, Yu. Shvalb et al.

The concept of «lifestyle» was introduced into the scientific use by Max Weber, who considers the style as a criterion of social stratification

factor that integrates a social group and at the same time doesn't let people to pass from one group to another [3]. According to Max Weber, lifestyle is reflected in the status groups due to different systems of consumption goods, expressed in lifestyle. In the relation to the status group lifestyle serves as a system forming category, and as a symbol of belonging to it [3]. «Styling» life is in certain set of characters that create status group. And serves as 1) systemforming of beginning; 2) a symbol of belonging to a group and identification; 3) element that ensures the stability of the group for some time; 4) as a factor of separation from other groups.

Note that today in science there are identified two main ways to study the phenomenon of «lifestyle» - through the study of subject selection purposes of life and lifestyle (K. A. Abulkhanova-Slavskaya), and through the study of ego-protective processes of an individual, idiosyncratic models of life behavior (R. Plutchik, H. Kellerman). In addition, lifestyle types are isolated. The large number of theoretical work and empirical research confirms the importance of instrumental determination of the construct «lifestyle» because we made the initial adaptation and validation of the questionnaire Charles Morris "Ways of Life".

The purpose of the article is to presentation and adaptation of techniques «Lifestyles» («Ways of Life») created by American researcher Ch. Morris [11].

The idea of style of life definition through symbolic designs that are inherent in human culture belongs to famous American scientist Charles Morris, who developed his research in the social and psychological aspects of semiotics. According to Charles Morris social behavior is a reaction to signs. Throughout the life a person is under the influence of symbolic constructs that affect his behavior. Ch. Morris points to the need to study sign systems, which in one form or another are used by members of a particular group and in which they acquire their behavior and regulate it. However, there are universal meanings inherent in any representatives of companies - Eastern and Western, traditional and modern. These are the basic meanings of which unfolds the whole set of cultural border of relationships between man and nature, social environment, metaphysical dimension: the desire for sense satisfaction; open to people outside world and nature; moral and responsible participation in life; active life, which is in the personal and common initiative, in an effort to overcome obstacles; sufficiency of the inner life of a rich inner world.

Applying the indicated meanings in different symbolistic spaces forms a person's life style. According to Charles Morris idea there were

thirteen lifestyles: 1) lifestyle aimed at supporting social values; 2) lifestyle aimed at focusing on the internal search of independence and freedom from other people and things; 3) lifestyle aimed at understanding people demonstrating kindness; 4) lifestyle aimed at mental type; 5) lifestyle aimed at acting and spending time with other people; 6) lifestyle aimed at the constant change of the world; 7) lifestyle aimed at harmony and contemplation; 8) lifestyle aimed at care of their health and joy of life; 9) lifestyle aimed at overcoming existence in the world; 10) lifestyle aimed at self-control and passing obstacles; 11) lifestyle aimed at analyzing his own life; 12) lifestyle aimed at decisive action risk; 13) lifestyle focused on the study of cosmic forces. The mentioned lifestyles are the main methods of Charles Maurice scales. The technique consists of 13 statements, each of which the author offers to estimate by using numerical scoring scale 7 of 7 - I like 1 - I do not like. As a result it's defined the hierarchy of lifestyles of people belonging to groups that differ on the following grounds: gender, age, physical parameters (weight, height, etc.), the size of the population of the town, where parents were born and where childhood passed and so on.

The technique adaptation was conducted in two phases at the first phase there was the procedure of this technique translation. There have been made a number of direct and inverse translations which were checked by experts - teachers of foreign languages department of Kharkiv V. N. Karazin National University. Then by peer review there were selected the most successful assertion that every lifestyle depicted in the proposed method. As experts there were invited teachers of psychology department Kharkiv V. N. Karazin National University.

At the second phase there were evaluated psychometric properties of this technique: reliability, including the retested one and validity (constructional and criteria). Statistical analysis of data was performed using the program SPSS21 for Windows.

Total number of subjects to adapt was 253 people. Retested reliability was checked with the participation of 154 people and was repeated in a month (Pearson coefficient was used). The results are shown in Table 1.

Internal homogeneity technique shows that its objectives actualize the same characteristics, features. If a methods has the factors below 0,75-0,85 - we can say that the method is reliable. Reliability was examined with us of Cronbach Alpha coefficients, Spearman-Brown formula for half methodologies and Spearman-Brown at full form. The results are shown in Table 2.

Table 1.
Correlations scales with repeated testing method

Scales of the methods	Value r_{emH} frequency	Value r_{emH} significance
lifestyle aimed at supporting social values	0,522**	0,540**
lifestyle aimed to focus internal search of independence and freedom from other people and things	0,610**	0,410**
lifestyle aimed at understanding people demonstrating kindness	0,719**	0,678**
lifestyle aimed at mental type	0,702**	0,624**
lifestyle focused on action and spending time with others	0,558**	0,680**
lifestyle aimed at constant change of the environment	0,670**	0,724**
lifestyle aimed at harmony and contemplation	0,635**	0,560**
lifestyle focused on the care about your health and joy of life	0,580**	0,642**
lifestyle focused on passive existence in the world	0,586**	0,654**
lifestyle aimed at self-control and overcoming obstacles	0,712**	0,589**
lifestyle focused on the analysis of their lives	0,686**	0,712**
lifestyle aimed to decisive actions and risk	0,640**	0,560**
lifestyle aimed at studying of cosmic forces	0,489**	0,560**

**, Correlation is significant at the 0.01 level (2-side).

The check of constructive validity was evaluated assessed in a number of correlative studies. The study involved 167 people and a personal multifactor questionnaire of R. Kettella (Form C) was chosen.

Analysis of the received data on correlation connection methods scales with indicators of R. Kettella questionnaire (Form C). Factor C is correlated with lifestyle aimed at focusing the internal search of independence and freedom from other people and things; lifestyle aimed at self-control and overcoming obstacles. Factor I is correlated with lifestyle aimed at focusing on the internal search of independence and freedom from other people and things; lifestyle aimed at understanding people demonstrating kindness; lifestyle aimed at mental type; lifestyle aimed at harmony and contemplation; lifestyle focused on the care about

Table 2.
Ratio for reliability scales methods

Scales method	Alpha Cronbach frequency	Alpha Cronbach importance	Spearman-Brown half of methodology	Spearman-Brown half of methodology	Spearman-Brown full	Spearman-Brown's full
lifestyle aimed at supporting social values	0,836*	0,911*	0,838**	0,748**	0,890*	0,799**
lifestyle aimed to focus internal search of independence and freedom from other people and things	0,934*	0,789*	0,867**	0,945**	0,859*	0,847**
lifestyle aimed at understanding people demonstrating kindness	0,768*	0,947*	0,956**	0,835**	0,935*	0,897**
lifestyle aimed at mental type	0,867*	0,876*	0,955**	0,867**	0,878*	0,957**
lifestyle focused on action and spending time with others	0,869*	0,936*	0,927**	0,837**	0,879*	0,845**
lifestyle aimed at constant change of the environment	0,967*	0,856*	0,945**	0,967**	0,973*	0,924**
lifestyle aimed at harmony and contemplation	0,786*	0,956*	0,935**	0,925**	0,134*	0,789**
lifestyle focused on the care about your health and joy of life	0,678*	0,980*	0,738**	0,876**	0,956*	0,956**
lifestyle focused on passive existence in the world	0,987*	0,786*	0,756**	0,678**	0,789*	0,895**
lifestyle aimed at self-control and overcoming obstacles	0,789*	0,874*	0,968**	0,867**	0,789*	0,896**
lifestyle focused on the analysis of their lives	0,789*	0,932*	0,913**	0,857**	0,780*	0,945**
lifestyle aimed to decisive actions and risk	0,834*	0,780*	0,790**	0,845**	0,956*	0,878**
lifestyle aimed at studying of cosmic forces	0,989*	0,854*	0,934**	0,935**	0,867*	0,856**

**, Correlation is significant at the 0.01 level (2-side).

your health and joy of life; lifestyle aimed at self-control and overcoming obstacles; lifestyle aimed at analyzing his own life. Factor O is correlated with lifestyle aimed at mental type; lifestyle aimed at harmony and contemplation; lifestyle aimed at caring about their health and joy of life; lifestyle aimed at self-control and overcoming obstacles; lifestyle aimed at analyzing his own life. Factor G is correlated with lifestyle aimed at understanding people demonstrating kindness; lifestyle aimed at self-control and overcoming obstacles; lifestyle aimed at analyzing his own life; lifestyle aimed at decisive action risk. Factor Q1 is correlated with lifestyle aimed at passive existence in the world. Q2 factor is correlated with lifestyle aimed at passive existence in the world. Factor Q3 is correlated with lifestyle aimed at passive existence in the world. Factor Q4 is correlated with lifestyle aimed at supporting life values and lifestyle aimed at self-control and overcoming obstacles.

Also for methods validation there was used assessment of criteria validity, which was determined by comparing contrasting groups. As the criterion there were taken man profession and willingness to take risks and orientations to values. To detect significant differences we used t - Student test. As the techniques used, there were: questionnaire with open questions about the profession, methods of diagnosing the degree of readiness to risk Schubert and value orientations M. Rokych methods. The results of comparative analysis show among men with more active work and high risk the most pronounced lifestyle that focused on movement, activity and effectiveness. Men with less active work and with less risk have is accordingly more passive lifestyle. Men, whose core values are the values of life care, choose lifestyles related to health care.

A statistical analysis carried out in the course of the work show that scales of methods have required construct and criteria validity. Scale standardization of the methods wasn't done since the normative group was not sufficiently representative and volume.

Conclusions. As a result of psychometric procedures methods "Ways of Life" of Ch. Morris was adapted for use in Ukrainian society. The methodology followed the language of the author as much as possible; it meets the requirements of psychometric reliability and validity discriminatively. The results of the technique can be used for qualitative data analysis.

The methods are intended for psychologists, educators, sociologists, political scientists, and for everybody who finds the problem of determining lifestyle interesting and important. In practical work of a

psychologist the technique can be used in psychological diagnosis and counselling.

In the work of a teacher the technique can be used in the courses "General Psychology", "Social Psychology", "Political Psychology" and others, as well as for research in this area.

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Abstracts

JULIA JANOWSKAJA. Adaptacja metodyki Cz. Morissa „Style życia”. W artykule przedstawiono wyniki adaptacji techniki Cz. Morissa «Style życia» dla ukraińskiej rzeczywistości etnicznej. Adaptację kwestionariusza przeprowadzono za pomocą standardowego algorytmu adaptacji zagranicznych metod psychodiagnostycznych, przyjętych na Ukrainie: tłumaczenie metodyki z języka angielskiego na język ukraiński, sprawdzenie retestowej rzetelności, niezawodności form równoległych, konstruktywnej walidności, wewnętrznej zgodności.

Słowa kluczowe: styl życia, adaptacja testu, rzetelność, trafność, spójność.

ЮЛІЯ ЯНОВСЬКА. Адаптація Методики Ч. Морріса «Стилі життя». У статті представлені результати адаптації методи-ки Ч. Морріса «Стили життя» для української етнічної реальності. Даний опитувальник розроблений з урахуванням базових смислів, з яких розгортається вся культурно задана канва відносин людини з природою, соціальним оточенням, метафізичним виміром. Адаптація опитувальника проводилась у відповідності зі стандартним алгоритмом адаптації іншомовних психодіагностичних методів: здійснений переклад англomовної версії методики на українську мову, проведена перевірка ретестової надійності, надійності паралельних форм, конструктної валідності, внутрішньої узгодженості.

Ключові слова: стиль життя, адаптація тесту, надійність, валідність, узгодженість.

ЮЛИЯ ЯНОВСКАЯ. Адаптация Методики Ч. Морриса «Стили жизни». В статье представлены результаты адаптации методики Ч. Морриса «Стили жизни» для украинской этнической реальности. В методике учтены базовые смыслы, разворачивающие культурно заданную канву отношений человека с природой, социальным окружением, метафизическим измерением.

Адаптация методики проводилась в соответствии со стандартным алгоритмом адаптации иностранных психодиагностических методов: осуществлен перевод англоязычной версии методики на украинский язык, проведена проверка ретестовой надежности, надежности параллельных форм, конструктивной валидности, внутренней согласованности.

Ключевые слова: *стиль жизни, адаптация теста, надежность, валидность, согласованность.*

IULIA IANOVSKA. **Adapting of Ch.Morris's «Lifestyle» Techniques.** *The results of Ch.Morris's techniques «Ways of Life» adaptation for Ukrainian ethnic reality. This questionnaire is designed to fit the basic meaning which unfolds the whole set of cultural borders of relationships between man and nature, social environment and metaphysical dimension. The adaptation of the questionnaire was conducted with a standard adaptation algorithm of foreign psychodiagnostic methods: the translation of the English version of the methodology into Ukrainian language, tested retested reliability, reliability of parallel forms of constructive validity and internal consistency.*

Key words: *life style, adaptation test, reliability, validity, consistency.*



Olga LAZORKO

Psychosynergetic dimension of professional growth of personality

Synergetic model of cognition embodies the all ideals of subject-to-subject interaction and rationalization of professional self-realization of personality. Synergetics focuses on research of the systems within limits of their unstable chaotic conditions and study of ability to self-organization. The peculiarities of open systems are complications in the process of self-organization and irreversibility of their development within the system. Self-realization involves balanced and harmonious development of various aspects of personality by providing the adequate efforts aimed at opening genetic, individual and personal potentials. The most general form of self-realization as the process is a person's realization in life and everyday activities, search and assertion of own particular way in this world, own values and existence meaning of every moment. Self-realization is achieved only when a person has strong incentive to personal growth.

The personality of professional is central element of the process of professional self-determination, where important role is played by the process of personal awareness of oneself as the subject of professional

activity. Professional growth of a person as a moment of development of its life course (self-determination, self-expression and self-realization), except the acquaintance with the demands that are set by society and profession, also includes the moment of assessment of one's own capabilities and acquiring appropriate qualities that will help to identify oneself as a professional.

Synergetic effect allows comprehending discrepancy of energy quantity, expended at the beginning of chain reaction appearance and by several orders higher its quantity at the end, being so far the only logical explanation of the effect of self-organization. The condition of maximal instability of the system is called «bifurcation point», in which can radically change one of the ways of the system development to the other one. Potentially possible for nonlinear system versions of future are called attractors in synergetics. With regard to professional development, such attraction center can be considered as values preferences of personality and an attractor of solution of internal conflict as a personal state of fight with oneself - its conscience. System state at a certain time is predetermined not only by peculiarities of the background of its development, but also by the way the future is presented in the current state of the system. «The future» in the inner world of a personality is represented by its motivational sphere. Thus, major changes in professionalization are changes in the motivational sphere.

Very interesting and productive for our research is the idea of integrity of personality, which should be studied not «element by element», and by its, according to Maslow, «facets», each of which reflects the whole personality, just as in the crystal facets the entire crystal is displayed. Ideas of «facets» are consonant with the idea of «lines of personality development» [6, p.185]. The line of development is direction on which the whole holistic structure (in our case - personality) is developing and will be appropriate to use the term «professional and personality development». If we proceed from logic of above listed considerations about interpretation of synergetic effect, we should not talk about the “professional development of personality”, but the “professional growth of personality” as professional development is one of the integral personality development directions.

As V. Tolocek reasonably notes, although currently are prevailing existentialism and self-determinism axioms in psychology [10, p.399], all the more the synergistic approach is actual, that allows to explore processes of coordination, connection, balancing of individuality of the professional

activity subject and its activity in external conditions. Productive, in our opinion, is the concept of social situation of professional development, introduced into the scientific use by Yu. Povarenkov [8]. This term is concretization of the concept «social situation of development», that was suggested by L. Vygotsky. Social situation of professional development is a system of external (social and professional) and internal (individual) factors that affect the process and outcome of professional development. To external factors Yu. Povarenkov considers demands to individual and conditions under which the professionalization occurs. Professional claims and capabilities of individual, personal counterclaims to the conditions of professionalization belong to internal factors [8, p. 113]. Hence, synergetics does not reject the main methodological principles of general psychology. It allows, in our opinion, maximally concretize the interaction notion of «external» and «internal».

The subject of the proposed research is synergetic dimension of professional growth of personality and psychological determinants of possible destructions of professional development in particular. Within the framework of synergetic paradigm the subjective status of profession is determined, on the one hand, by totality of individual qualities of a person (values system, aptitudes, intellectual, emotional and volitional spheres peculiarities), on the other – by peculiarities of external conditions of professional activity realization. The contradictions between the nominal and the real systems of professional values, of course, are understood by future professionals and lead to their professional marginalization - social and psychological phenomenon, peculiarities of which are explored by O. Yermolayeva. The main psychological mechanisms of marginalization (i.e. implementing shadow functions of profession) she considers «rejection of authority» and «exceeding power» [3, p. 56-65]. In our opinion, it is rather the ways or forms of realization of shadow functions of profession, and not the psychological mechanisms of marginalization of professional. It should be noted, that the term «marginalization» introduced into scientific use by O.P. Yermolaeva, is more appropriate for describing professional destructions associated with inversion of social sense of profession, than the term «professional deformation». First, the concept of «professional deformation» implies more or less prolonged human execution of professional duties (professional deformation can not occur before human entry into the profession); secondly, we should distinguish the distortion of ideas about profession at the level of individual and at the level of social consciousness. Thus, there is a reason to single out two forms of

professional marginalization: primary and secondary. Psychological mechanism of primary professional marginalization is false solution of internal conflicts (multiple or permanent) by labor subjects, resulting in an adequate replacement of professional activity motivation for inadequate (i.e., one that is contrary to the social purpose of profession) in most of professionals. Marginalized professional, realizing so-called «shadow» functions of professional role, uses his profession as means of achieving objectives that do not meet its public purpose and, in our opinion, often violates the norms of professional ethics and deontology than the norms of law, although the line here is very clear. Secondary marginalization is, by statement of V. Medvedev, the result of reproduction of the deformed essence of professionals personalities, who have made negative formation in people that make up their immediate surroundings (professional, domestic, leisure): «Such reproduction is carried out through specific joint activity, everyday communication, could go towards extension the range of people and deepening its representation in other people «[7, p.39]. Being as properties of social consciousness, such «reproductions» change both the idea of professional behavior as well functioning of the profession in society as a whole.

The direction of professional development depends on the correlative strength of factors: internal and external and is the result of personality solution of that internal conflict that occurs under those conditions. As it is already mentioned, O. Yermolayeva proposes to define the threshold of stability of professional identity by strength of that internal conflict (temptation), that person is able to withstand without violation of professional norms and ethics [2, p. 53]. The consequence of personality solution of internal conflict is act. It is known, that the wrong action (i.e., one that does not meet the internal content of the human psyche) causes in it the cognitive dissonance that may encourage it to revise its views towards bringing them into compliance with the act. As D. Myers writes, the first act creates inner determination that entails the other acts [5, p. 288]. Unfavorable circumstances, especially socioeconomic, might press on the person so much («bend» the person) that finally he or she will do something that will be contrary to the social purpose of the profession, and in case of repetitions of such acts will take place something, that O. Yermolayeva names as sociogenic inversion of value orientations of a professional. We consider that at the specific psychological level at least one of the components of the psychological mechanism of professional marginalization of personality can be considered dominant in society ideas

about the real (informal) rules of professional behavior ("prototypes" in the terminology of L. Schneider). Yet other components are considered to be professional activity peculiarities in subjective dimension - the measure of satisfaction/dissatisfaction with profession due to the opportunities to meet life requests of personality and socio-economic conditions of realization of professional duties. And, of course, individual psychological characteristics of a personality (its system of values, moral and volitional qualities) also should influence the process of professional marginalization. Thus, in our opinion, is the psychological mechanism of professional marginalization that may take place in conditions of professional education. But due to the psychological nature of these components (marginalization is not only individual and psychological phenomenon but also social one), the study of these components must be carried out separately.

Social determination of the content of professional growth of personality can acquire the signs of addiction as obsessive need of certain type of activity (workaholism, professional perfectionism, urgent dependence) [1]. So, workaholism is viewed as psychological human dependence on work and one's uncontrolled need to work constantly. With workaholism stands such reality: dependence on work, excessive inclusion in a certain production process, inability to establish reasonable balance between the various aspects of life. Two types of workaholism are distinguished: normal (healthy) and dependent (pathological). For healthy workaholics work is an enthusiasm, because they never complain of overload, fatigue, unbearableness of life, because the work is accompanied by state of psychological comfort. They are happy to be involved in favorite business, and their workaholism provides high efficiency of work and significant professional success. Dependent (pathological) workaholism is manifested in such features as persistence, energy, competitiveness; at the same time workaholics are deprived of doubts about the assessment of oneself; they prefer to work rather than rest; they work always and everywhere; most of the time they are busy with something and cannot distinguish between work and satisfaction.

It should be mentioned that within the polar manifestation of workaholism, such addicts are distinguished as: *professional laziness* (absence of desire to work, aversion to work, affairs and sessions with increased inclination to roistering and loitering), *procrastination* (as continuous tendency to postpone unpleasant affairs «for later»), *learned helplessness* (as result of subject's violation of motivation in experienced

uncontrolled situation, that is independent result from the undertaken efforts), that violate professional adaptation of personality [4].

Such addict as *professional perfectionism* is viewed as the desire of subject to excellence, high personal standards, human desire to prove own activity results meeting the highest standards (moral, ethical, intellectual). Psychological factors of professional perfectionism is considered to be constant dissatisfaction with oneself and with the achieved, «paralysis» of activity in situations where the confidence in high quality of their executions is absent, competitive relationships with others due to the continuous comparison oneself with them. There are two forms of professional perfectionism - healthy and destructive (pathological). Healthy perfectionist demonstrates leadership qualities, high efficiency, activity, motivation to achieve goals. Herewith, person adequately assesses own real abilities and opportunities.

Human with pathological perfectionism is prompted by fear of failure. A person has the desire to be better than he really is; it becomes the idea of fixe and that's why he or she is predominantly unsatisfied. And consequently, such commitment to the ideal, unsurpassed perfection, is reflected in such neurotic characteristics as lowering of self-esteem up to experience of depression; unhealthy self-criticism, sense of guilt, that does not allow to enjoy achievements; maximalism (the principle of «all or nothing») forces to reject from many moments life; excessive scrupulousness, pettiness, too much attention to details; other spheres of a human being (family, beloved, children) are not included in contrived standards, and as a result, they fall into the category of «unworthy».

Urgent addiction is a kind of dependence, resulting in subjective feeling of constant lack of time and fear of «to have no time». The reasons for urgent dependence may be putting forward a large number of tasks with previous uncompleted; getting into situations where it is necessary to solve several problems in limited time; frequent change of objectives; barren fantasies and unsuccessful forecasts concerning situation development that are driving the human into the time trouble. People with such dependence has the following personal characteristics: desire to control and awareness of impossibility to subdue the course of events; acceptance of absolutely all demands related to professional activities; loss of ability to enjoy the life at present, obsession with future problems or past failures; fear of the future or desire to postpone everything for the future; chronic frustration of basic needs. Like the previous kinds of professional addictions, urgent dependence has healthy and destructive

forms. So planning urgent addict, despite the fact that it is difficult to determine how accepted target corresponds the real conditions of its achievement, is very proactive. This form of addict can be referred to healthy one, because such person is aware of mismatch between the task, course of activity, and its results, does not take the decision to correct mistakes and does not analyze their causes. For such an addict it is better to plan constantly his own activities than to analyze them. To destructive forms of urgent dependence belongs: urgent non-modeling addict (who actively advances the goals and even tries to implement them, but does not take into account internal conditions and external circumstances of activity, that is so enthusiastic to perform its duties, so loses the main orientation in changing situations) and inflexible urgent addict (differs by high self-organization, which is expressed in provision of much attention of control and persistence in achieving and realizing goals, such person is experiencing great difficulties in developing action programs in accordance with the specific purpose of activity).

We can assume that the «result» of reflection peculiarities of professional activities interaction (its content and conditions of realizing) through the light of individual requests (i.e. realizable potential of profession) and affective-evaluative attitude to professional activities are professional intentions. If realizable potential of profession meets the needs of personality, he or she confidently projects the own professional career. However, under conditions that are not conducive to the realization declared in the process of learning of ideal model of professional in real professional activity, professional intentions can be transformed, and even may regress - up to psychological denial of the profession or «internal release» [9, p. 64].

Therefore, presented theoretical analysis of personality professional growth psychosynergetic content enables to enhance the main professional aspects of becoming of professionally mature, constructive and productive specialist.

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Abstracts

OLGA ŁAZORKO. Psychologiczno-synergiczny wymiar kształtowania się tożsamości zawodowej. W artykule został zbadany wymiar psychologiczno-synergiczny kształtowania się tożsamości zawodowej. Zaoferowane podstawy teoretyczne analizowanej kwestii dotyczą zbadania cech synergicznych zawodowego życia jednostki. Przeprowadzono pełny przegląd cech synergicznych kształtowania się zawodowego poprzez ukazanie czynników strukturalnych i funkcjonalnych, mechanizmów rozwoju zawodowego oraz sposobów jego wyodrębniania i zrozumienia przez jednostkę. Pozycja naukowa prezentacji materiału dotyczy synergicznej analizy podstawowych wyobrażeń, pojęć, teorii i koncepcji psychologii profesjonalizacji, które przedstawiają ogólny zarys modeli interpretacyjnych od określenia wskaźników skutecznej profesjonalizacji do opcji destrukcji zawodowej. Wymiar synergiczny ukształtowania tożsamości zawodowej pozwala na konkretyzację wewnętrznych procesów uzgodnienia, połączenia, zrównoważenia indywidualności podmiotu działalności zawodowej i jego aktywności w warunkach zewnętrznych. Określono kontekst sytuacji rozwoju zawodowego jednostki w ramach funkcjonowania mechanizmów identyfikacyjnych jej zawodowej socjalizacji. Zdefiniowano zawodowe destrukcje jednostki w ramach zaburzenia cech synergicznych rzetelności zawodowej poprzez opis podwójnych standardów etycznych, marginalizmu i wypalania zawodowego oraz uzależnień w pracy w postaci pracoholizmu, perfekcjonizmu zawodowego i ostrego uzależnienia.

Słowa kluczowe: formacja zawodowa, psyhosynerhetyka, cechy strukturalne i funkcjonalne, degradacji zawodowej, tożsamości, działalność.

ОЛЬГА ЛАЗОРКО. Психосинергетичний вимір професійного становлення особистості. У статті розкрито психосинергетичний вимір професійного становлення особистості. Запропоно-

вана теоретична панорама аналізу проблеми стосується вивчення синергетичних ознак професійного життя людини. Розкрито повноцінний динамізм розгляду синергетичних ознак професійного становлення в структурно-функціональних характеристиках, факторах та механізмах професійного розвитку та способах його виділення та усвідомлення людиною. Наукова позиція презентації матеріалу стосується синергетичного аналізу основних уявлень, понять, теорій та концепцій психології професіоналізації особистості, де вимагується загальна інтерпретаційна модель від окреслення проявів показників ефективної професіоналізації до варіантів професійних деструкцій. Синергетичний вимір професійного становлення дає змогу конкретизувати внутрішні процеси узгодження, сполучення, зрівноважування індивідуальності суб'єкта професійної діяльності та його активності із зовнішніми умовами. З'ясовано контекст ситуації професійного розвитку особистості в межах функціонування ідентифікаційних механізмів професійної соціалізації особистості. Окреслено професійні деструкції особистості в межах порушення синергетичних ознак професійної цілісності через опис подвійних етичних стандартів, професійного маргіналізму і професійного вигорання та професійних адикцій через трудовоголізм, професійний перфекціонізм і ургентну залежність.

Ключові слова: професійне становлення, психосинергетика, структурно-функціональні характеристики, професійні деструкції, індивідуальність, активність.

ОЛЬГА ЛАЗОРКО. Психосинергетическое измерение профессионального становления личности. В статье раскрыто психосинергетическое измерение профессионального становления личности. Предложенная теоретическая панорама анализа проблемы касается изучения синергетических признаков профессиональной жизни человека. Раскрыто полноценный динамизм рассмотрения синергетических признаков профессионального становления в структурно-функциональных характеристиках, факторах и механизмах профессионального развития и способах его выделения и осознания человеком. Научная позиция презентации материала касается синергетического анализа основных представлений, понятий, теорий и концепций психологии профессионализации личности, где вырисовывается общая интерпретационная модель от определения проявлений показателей эффективной профессионализации к вариантам профессиональных деструкции. Синергетическое измере-

ние профессионального становления позволяет конкретизировать внутренние процессы согласования, сообщения, уравнивание индивидуальности субъекта профессиональной деятельности и его активности с внешними условиями. Выяснено контекст ситуации профессионального развития личности в пределах функционирования идентификационных механизмов профессиональной социализации личности. Определены профессиональные деструкции личности в пределах нарушения синергетических признаков профессиональной целостности через описание двойных этических стандартов, профессионального маргинализма и профессионального выгорания и профессиональных аддикций через трудоголизм, профессиональный перфекционизм и ургентную зависимость.

Ключевые слова: профессиональное становление, психосинергетика, структурно-функциональные характеристики, профессиональные деструкции, индивидуальность, активность.

OLGA LAZORKO. Psychosynergistic dimension of professional identity formation. The article reveals psychosynergistic dimension of professional identity formation. The theoretical analysis of the problem panorama of a study of synergistic occupational life. Full examination reveals the dynamism of synergy signs of becoming a professional structural and functional characteristics, factors and mechanisms of professional development and methods of its isolation and understanding person. The scientific position presentation material relates to synergistic analysis of the main ideas, concepts, theories and concepts of psychology professionalization personality emerges where the general outline of interpretational model displays indicators of effective options to the professionalization of professional destruction. Synergetic dimension of professional formation allows to specify internal processes of coordination, communication, balancing individual subject of professional activity and its activity with external conditions. It is shown context of the situation of professional development within individual identification mechanisms functioning professional socialization. Outlined professional destruction within individual violations of professional integrity synergistic attributes through the description of dual ethical standards, professional marhinalizm and professional burnout and professional addiction through work dependence, perfectionism and urgent professional relationship.

Keyw ords: professional formation, psyhosynerhetyka, structural and functional characteristics, professional degradation, identity, activity.



Andrzej MIRSKI

Social and cognitive aspects of children's play

1. The importance of children's play

Play is extremely important in the process of development of child. It helps children to gain mastery over their bodies, to acquire new skills and to learn when and how use them. Active play is so central to child development that it should be included in the very definition of childhood¹. Play offers more than cherished memories of childhood, it allows children to develop creativity and imagination while developing physical, cognitive, and emotional strengths.² Play enhances physical health by building active, healthy bodies. Through play, child grows, learning how to use muscles, to co-ordinate perception and movement. Physical activity beginning in early childhood prevents obesity³. In fact, play may be an exceptional way to increase physical activity levels in children and, therefore, may be included as an important strategy in addressing the obesity epidemic⁴.

- 1 Milteer R.M. , Ginsburg K.R., Mulligan, D.A., The Importance of Play in Promoting Healthy Child Development and Maintaining Strong Parent-Child Bond: Focus on Children in Poverty Pediatrics, 2012.
- 2 Frost JL, Norquist T. The importance of play. Association Guest Column: International Playground Equipment Manufacturers Association (IPEMA). *Recreation Management Magazine*. 2007.
- 3 Campbell KJ, Hesketh KD . Strategies which aim to positively impact on weight, physical activity, diet and sedentary behaviours in children from zero to five years. A systematic review of the literature
- 4 Cleland V, Venn A. Encouraging physical activity and discouraging sedentary behavior in children and adolescents. *J Adolesc Health*. 2010;47(3):221–222

Play also contributes to healthy brain development⁵. Children engage and interact with the world around them through play from a very early age. Even in the academic environment, play helps children adjust to the school setting, thereby fostering school engagement, and enhances children's learning readiness, learning behaviors, and problem-solving skills⁶. In addition, play and recess may increase children's capacity to store new information, as their cognitive capacity is enhanced when they are offered a drastic change in activity⁷. Play is also essential to developing social and emotional ties. Firstly, play helps to build bonds within the family. Children's healthy development is mediated by appropriate nurturing relationships with consistent caregivers⁸. Play allows for a different quality of interaction between parent and child, one that allows parents to "listen" in a very different, but productive, way. When parents observe their children playing or join them in child-driven play, they can view the world through their child's eyes and, therefore, may learn to communicate or offer guidance more effectively. Less-verbal children may be able to express themselves, including their frustrations, through play, allowing their parents an opportunity to better understand their needs. Above all, the intensive engagement and relaxed interactions that occur while playing tell children that their parents are fully paying attention to them and, thereby, contribute to a strong connection⁹.

Secondly, play also helps forge connections between children. It allows them to learn how to share, to negotiate and resolve conflicts, and to learn self-advocacy skills when necessary¹⁰. It teaches them group leadership as well as other group skills that may be useful in adult life. Therefore children's play should be an integral component of school curriculum. School engagement is best realized when the educational setting attends to the social and emotional development of children as well as their cognitive development¹¹. The challenge is to make each child

5 Chudacoff H. *Children at Play: An American History*. New York, NY: NYU Press; 2007

6 Fisher EP. The impact of play on development: a meta-analysis. *Play and Culture*. 1992;5:159–181

7 Coolahan K, Fantuzzo J, Mendez J, McDermott P. Interactive peer play and readiness to learn: relationships between play competencies and classroom learning behaviors and conduct. *J Educ Psychol*. 2000;29:141–152

8 Shonkoff JP, Phillips DA, Institute of Medicine, Committee on Integrating the Science of Early Childhood Development, Board on Children, Youth and Families. In: Shonkoff JP, Phillips DA, eds. *From Neurons to Neighborhoods: The Science of Early Childhood Development*. Washington, DC: National Academies Press; 2000

9 Tamis-LeMonda CS, Shannon JD, Cabrera NJ, Lamb M. Fathers and mothers at play with their 2- and 3-year-olds: contributions to language and cognitive development. *Child Dev*. 2004;75(6):1806–1820

10 McElwain NL, Volling BL. Preschool children's interactions with friends and older siblings: relationship specificity and joint contributions to problem behavior. *J Fam Psychol*. 2005;19(4):486–496

11 Milteer R.M., Ginsburg K.R., Mulligan, D.A., *The Importance of Play in Promoting Healthy Child*

feel competent in a school setting, because the experience of success forms positive associations with school attendance¹². Each child should have the chances to demonstrate academic strengths, opportunities to exhibit social, physical, and creative strengths that allow them to realize their areas of strength in the future. Play foster creative aptitude and physical fitness that enable peer interactions that contribute both to school engagement and social-emotional learning. Social-emotional learning should not be thought of as distinct from academic learning, because it can creatively be integrated with academic learning and has been shown to enhance children's ability to learn¹³.

Play is so important in children's lives that they do not completely differentiate reality from fantasy. Developmental psychologists look at children's play in two ways: as a social activity and as a cognitive training¹⁴. Practically each play has social and cognitive aspect: even alone child plays some role and exercises some abilities which could be probably useful in the social life. However, we can distinguish social play - when child interacts clearly with other children, and cognitive play - when child is concerned mostly on solving cognitive problem. Social play enhance child's social competence and interpersonal skills, cognitive play enhance child's cognitive development. In both cases the children play develops from the very simple forms towards rich and sophisticated forms.

Some researchers have developed more the concept of social play, for instance Parten¹⁵, while others like Piaget and Smilansky¹⁶ have been more interested in research on cognitive play. Mildred B. Parten observed thirty-four 2- to 5-year-olds children during free play periods in kindergarten. She distinguished six types of play and notice, that some of them are less mature and advanced than others.

Also similar study by Barnes¹⁷ showed clearly that younger children play differently than older. Therefore we can interpret this types of play as stages, beginning with the simplest type of play until the most sophisticated. However, it does not mean, that older child do not play

Development and Maintaining Strong Parent-Child Bond: Focus on Children in Poverty Pediatrics, 2012.

12 Miller E, Almon J. Crisis in the Kindergarten: Why Children Need to Play in School, College Park, MD: Alliance for Childhood; 2009

13 McElwain NL, Volling BL. Preschool children's interactions with friends and older siblings: relationship specificity and joint contributions to problem behavior. *J Fam Psychol*. 2005;19(4):486-496

14 Elias MJ, Arnold H. The Educators Guide to Emotional Intelligence and Academic Achievement: Social-Emotional Learning in the Classroom. Thousand Oaks, CA: Corwin Press; 2006

15 Parten, M., Social play among pre-school children. *Journal of abnormal and social psychology*, 27, 1932.

16 Smilansky, S., The effects of sociodramatic play on disadvantaged pre-school children. New York: Wiley, 1968.

17 Barnes, K., Preschool play norms, *Developmental Psychology*, 5 (1), p. 98-108.

sometimes as young. Social play is more advanced than non-social play, thus Parten and other scientists suggested that children who play only by themselves may be at risk for a number of mental health and educational problems. On the other hand a considerable amount of non-social play consists of constructive or educational activities and contributes to a child's cognitive, physical and social development.

2. The stage model of children's play

Stage development in cognitive - developmental psychology represents hierarchical order: the structured from lower stages are organised by structured of higher stages, child who is in stage six can reveal behaviour superficially similar to the stage one (for instance non-social play) but it will be qualitatively different. In other words child can reveal also lower types of behaviour (from lower stages), but cannot do things from the higher stages. Piaget¹⁸ claimed, that there is an orderly and logical pattern in the development of the child play, based on the sequential changes associated with intellectual growth, especially the stages that are characterised by the emergence of logical thought. Also Lawrence Kohlberg¹⁹ found the existence of certain stages in the development of children's moral judgement. Both Piagetian stages of cognitive development and Kohlbergian stages of moral development fulfil demanding criteria for hard stages²⁰:

1. Stages imply distinct or qualitative differences in modes of thinking or of solving the same problem at a different level.

2. These different modes of thought form an invariant sequence in individual development - while cultural factors may speed up, slow down, or stop development, they do not change its sequence.

3. Each of these different and sequential modes of thinking forms a «structured whole» representing an underlying thought organisation.

4. Stages are hierarchical integrations forming an order of increasingly differentiated and integrated structures to fulfil a common function and reintegrate the structures found at lower levels.

Thus, play, as any various forms of knowledge, abilities, strategies, etc. defines membership in a Piagetian type stage: (1) represent genuine qualitative novelties, but may also be causal-developmentally linked with other, more quantitative-looking sorts of changes (2) may evolve

18 Piaget, J. (1932). *The moral judgement of the child*. New York: Harcourt, Brace and World.

19 Kohlberg, L. (1976). *Moral stages and moralisation: the cognitive-developmental approach*. W: Lickona (red.) *Moral development and behavior*. New York.

20 Piaget, J. (1952). *The origins of intelligence in children*. New York: International Universities Press.

towards their full functional maturity much more slowly and gradually than is commonly supposed, often achieving it only well after that stage's conventional closing date (3) need not (theoretically) and often do not (empirically) evolve in strict developmental synchrony or concurrence, one with another (4) typically become functionally interlocked to form networks of cognitive structures, once sufficiently mature²¹.

3. Stages of social play

The author propose to distinguish same stages of social play of the children, in the invariant sequences, following hierarchical order: the structured from lower stages are organised by structured of higher stages.

Stage 1.

Unoccupied behaviour:

The child is in fact not playing but rather occupies him or herself with observing anything that happens to be of momentary interest. Where there is nothing interesting outside he or he plays with his or her own body or with some thing found around.

Stage 2.

Onlooker behaviour:

The child spends most of his time watching the other children play (rather than observing anything, that happens to be exiting), often talking to them, asking questions without entering the play.

Stage 3.

Solitary independent play:

The child plays alone and independently with toys that are different from those used by the children within speaking distance and makes no effort to get close to other children. He pursues his own activity without reference to what others are doing.

Stage 4.

Parallel play

The child plays independently, but the activity he chooses naturally brings him among the other children. He plays with toys that are like those which the children around him are using, but he plays with the toy as he sees fit, and does not try to influence or modify the activity of the children near him. He plays beside rather with the other children

Stage 5.

Co-operative play

The child plays with other children. The conversations concerns the common activity, all the members engage in similar if not identical

21 Flavell, J.H., Stage-related properties of cognitive development, Cognitive Psychology, Volume 2, Issue 4, October 1971, Pages 421-453.

activity, there is no division of labour and no organisation of the activity. The children do not subordinate their individual interest to that of the group, instead each child act as he or she wishes.

Stage 6.

Organised play

The child plays in a group that is organised for the purpose of making some product, of striving to attain some competitive goal, of dramatising situation of adult and group life or of playing formal games.

4. Stages of cognitive play

Play is extremely important in cognitive development of child. Many authors e.g. E.J Hrnčir²², J.A. Chafel²³ present the import role of play in cognitive development. A comprehensive model of cognitive play was proposed by Piaget²⁴ (1951) and Smilansky²⁵. It represents also different types of play, from which some are most basic (lower stages) and more advanced (higher stages).

Stage 1. Sensorimotor play

Any simple repetitive muscle movement with or without objects, such as rolling a ball or pulling a toy.

Stage 2. Constructive play

Manipulation of objects to construct or to create something

Stage 3. Dramatic play

Substitution of any imaginary situation to satisfy the child's personal wishes and needs. Pretending to be someone or something (doctor, nurse, fireman), beginning with simple activities but going on to develop more elaborate plots

Stage 4.

Games with rules.

Any activity with rules, structure and a goal (such as winning). Acceptance of prearranged rules and adjustment to them.

Of course there is only one play of a child, which has both social and cognitive aspect. Each play has own cognitive aspect, even very socially engaged. Also each more advance play has some social aspect, even when child plays alone. About 15 to 30 percent of children between the ages 3 and 10 create imaginary companions, whom they talk and play with.

22 Hrnčir E.J.(1989). Children's play: The dynamic and spontaneous expression of the interface of emotion and cognition. "Child and Youth Care Quarterly" 18.

23 Chafel J. A.(1991). The play of children: Developmental Processes and policy implications, Child and Youth Care Forum, 20.

24 Piaget, J. (1951). *Play, Dreams and Imitation in Childhood*. London: Routledge and Kegan Paul Ltd.

25 Smilansky, S., *The effects of sociodramatic play on disadvantaged pre-school children*. New York: Wiley, 1968.

Playing alone, child also very often imagine social situation, like being a king, knight or nurse. Play with toys possesses social character very often as well.

Therefore I tried to propose for basic stages of development of play, which contain both social and cognitive aspects.

General stages of children's play:

Stage 1. Functional play.

Play is an individual training in order to enhance motor and perceptive development.

Here we have stage 1 and 2 of social play (unoccupied and onlooker behaviour) and stage 1 of cognitive play (sensorimotor play). Cognitively this stage responds to sensorimotor period in Piaget's theory of cognitive development²⁶.

Stage 2. Intuitive play

Child play in order to discover or create something. For the beginning child plays individually but eventually he or she find a source of inspiration in another children's activities.

Here we have stages 3 and 4 of social play (solitary independent and parallel play) and stage 2 of cognitive play (constructive play).

Cognitively this stage responds to intuitive period in Piaget's theory of cognitive development.

Stage 3. Structural play

Child starts to prepare him or herself to social life of adults. In order to dramatise situations from real adult life co-operation of children is necessary, but they do not use strict rules.

Here we have stage 5 of social play: co-operative play and stage 3 of cognitive play: dramatic play. Cognitively this stage respond to concrete - operation period in Piaget's theory of cognitive development.

Stage 4. Formal play

Play is already fully and logically structuralized by logic and social rules. Here we have stage 6 of social play: organised play and stage 4 of cognitive play: game with rules.

Cognitively this stage respond to formal - operation period in Piaget's theory of cognitive development²⁷.

However, we can distinguish two sub periods:

4a. heteronomous play

In this period children accept only rules given by others - by older children or by adults and they are not willing to create new rules or

26 Piaget, J. (1952). The origins of intelligence in children. New York: International Universities Press.

27 Piaget, J. (1952). The origins of intelligence in children. New York: International Universities Press.

modify them.

4b. autonomous play

In this period children can create and negotiate new rules or modify old, depending on situation. It does not mean, that they will change all the rules, for instance rules of playing chess, but even here they can be much more creative and inventive, following the basic rules.

Through play, child learns how to understand another person's view, develops skills in solving social problems, and becomes cognitively creative in a number of ways. There is strong mutual interrelation between social and cognitive aspect of play. Cognitive competence enhance social skills, social competence enhance cognitive skills. Rubin, Maioni and Hornung in their 1976 study found more parallel play among children from lower socio-economic strata and more co-operative play among middle -class children. Certainly better education enhance more social

Table 1.

Stages of social development Selman (1980)	Stages of cognitive development Piaget (1952)	Stages of social play	Stages of cognitive play	General stages of children's play
egocentric role-taking	sensomotor intelligence	unoccupied behaviour	sensomotor play	functional play
social-informational role-taking	intuitive intelligence	onlooker behaviour: _____ solitary independent play: _____ parallel play	constructive play	intuitive play
Selfreflective role - taking	concrete intelligence	co-operative play	dramatic play	structural play
Mutual role-taking	pre-formal intelligence	organised play	play with rules	formal play 4a. heteronomous play
social and conventional system role - taking	formal intelligence	organised play	play with rules	formal play 4b. autonomous play

playing, cultural factors here are also very important. On the other hand, through social play child can find a lot of very important experience, which is very beneficial in cognitive domain.

In conclusion, we can say, that play is very important both for social and cognitive development of child and that this two aspects are strongly interrelated. Practically, we cannot differentiate totally social play from cognitive play. Therefore, I tried to show a general mode of development of children's play, which holds these two aspects together.

Finally, I present a table, which summarise the stages of children's play and compares them with stages of social and intellectual development.

Conclusions.

It is obvious, from scientific point of view, that all children have the right to play regularly, and they should play, because this allow them to develop cognitive, communication, problem-solving, negotiation, and leadership skills. They have the right to engage in safe and regular physical activity that will decrease the incidence of lifelong health disparities. The physically and emotionally healthy children of today will become the productive citizens who will contribute positively to society in the future. However, play is asking a fascinating scientific issue, which could be observed and described in scientific way. In this article children play was described within the stage model, which follows each rule of Piagetian cognitive and behavioral development.

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Abstracts

ANDRZEY MIRSKI. Społeczne i poznawcze aspekty zabaw dla dzieci. Artykuł poświęcony jest przeglądowi i analizie aspektów społecznych i poznawczych gry dla dzieci; przeanalizowano naturę gry z pozycji psychologii i innych nauk społecznych; przedstawiono analizę klasycznych i nowoczesnych źródeł oraz badań dotyczących natury zabaw dla dzieci. Zaproponowano strukturalno-dynamiczny model gry dla dzieci jako składowej zachowania społecznego, a także jako ważnego elementu rozwoju poznawczego.

Słowa kluczowe: zabawa, gry dla dzieci, aspekty społeczne gry, rozwój poznawczy, aspekty poznawcze gry, strukturalno-dynamiczny model gry.

АНДЖЕЙ МИРСКИ. Соціальні та когнітивні аспекти дитячої гри. Стаття присвячена огляду та аналізу соціальний і когнітивних аспектів дитячої гри. Досліджено природу гри з позиції психології та інших соціальних наук. Представлено аналіз класичних та новітніх джерел і досліджень природи дитячої гри. Запропоновано структурно-динамічні моделі дитячої гри як складової соціальної поведінки, а також – як важливого інструменту когнітивного розвитку.

Ключові слова: гра, дитяча гра, соціальні аспекти гри, когнітивний розвиток, когнітивні аспекти гри структурно-динамічна модель гри.

АНДЖЕЙ МИРСКИ. Социальные и когнитивные аспекты детской игры. Статья посвящена обзору и анализу социальной и когнитивных аспектов детской игры. Исследована природа игры с позиции психологии и других социальных наук. Представлен анализ классических и новейших источников и исследований природы детской игры. Предложены структурно-динамические модели детской игры как составляющей социального поведения, а также - как важного инструмента когнитивного развития.

Ключевые слова: игра, детская игра, социальные аспекты игры, когнитивное развитие, когнитивные аспекты игры структурно-динамическая модель игры.

ANDRZEJ MIRSKI. **Social and cognitive aspects of children's play.** *The article provides an overview and analysis of social and cognitive aspects of children's games. The nature of the game with the positions of psychology and other social sciences. Predstaveno analysis of classical and modern sources and research on the nature of children's play. A structural dynamic model of children's games as part of social behavior, and - as an important tool of cognitive development.*

Key words: *game, children's game playing and social aspects, cognitive development, cognitive aspects of the game structural dynamic model of the game.*



Valery OLEFIR

Structural equation modeling method in personal potential research

In the last decade, the method of structural equation modeling (SEM) is an increasingly popular approach to the analysis of data among foreign psychologists [3, 6, 8, 10]. The popularity of this method is due to several reasons:

- 1) The scientists use multidimensional approach to study the psychic phenomena and create sophisticated theoretical models for the researching, which is clearly insufficient bivariate correlations. Therefore, the method of SEM becomes the preferred method for the verification of theoretical models.
- 2) The increasing requirements for the validity and reliability of measurement instruments. If the traditional multivariate methods are not considered as residual terms of measurement, the SEM methods allow to do it.
- 3) The possibility of applying SEM to check extra advanced theoretical models, such as several groups models, multilevel models, estimation of main effects and interaction effects and others.
- 4) The development of the flexible user-friendly software packages for the analysis of covariance structures, such as AMOS [1], EQS

[2], LISREL [5], Mplus [9], which makes this SEM method available for a significant community of researchers.

However, it is still not widely used among the Ukrainian researchers. In addition, there is no methodological works written in Ukrainian.

The purpose of this article is to provide a non-mathematical introduction to the various aspects of the structural equation modeling method for the researchers in psychological field.

The SEM method concept.

The structural equation modeling method is a comprehensive statistical approach for testing hypotheses about the relationship between the observed and latent variables [7]. The observed variables are also called indicator variables or explicit variables. Latent variables represent unobserved variables or factors. The examples of latent variables in psychology are intelligence, depression and personal potential. The latent variables cannot be measured directly.

The SEM models types

The structural equations models are used in different researches. There are four types of models that are widespread today: path analysis; confirmatory factor analysis model; structural regression models, and the latent changes models.

Path analysis model (PA model) is a logical continuation of multiple regression models. In path analysis, the structural relationship between the observed variables is modeled. Structural relationship is the hypotheses about the influence directions or several variables relationship that is as independent variables affect the dependent variable. Therefore path analysis is sometimes called a causal modeling. In fact using this method rather verified theoretical understanding of causal relationships.

The confirmatory factor analysis model (CFA model) is commonly used to investigate the relationships among the various constructs. Each construct in the model is measured near the observed variables. The main feature of CFA models is that no specific relationships are directed between the constructs as they can only be correlated with each other.

Structural regression models (SR model) are based on the CFA models postulating certain explanatory relations (i.e., latent regression) among variables. SR models are often used to verify or refute the theory of proposals, including the explanatory relations among different latent variables.

The models of latent changes (LC model) are used to study the changes through the time. For example, LC models are used to analyze

changes in a longitudinal study of data and allow the researchers to study the interpersonal.

Data example

As a rule, structural equation modeling includes five steps: model specification, identification, estimation, evaluation, and modifications (if it's necessary). These five steps will be illustrated in the following sections using the data obtained in the study. The purpose of research was to investigate the contribution of personal potential and regulatory resources rescuers in ensuring the reliability of their actions in stressful emergency situations. In this example we will present a step by step overview of structural equation modeling using the software package AMOS, when the hidden and observable variables are continual.

The sample size had 248 participants. Next procedures have been used to measure three constructs: personal potential, self-regulation and reliability professional actions. Personal potential indicators were autonomy oriented (AO), tolerance for ambiguity (TA), self-efficacy (SE), action orientation subsequent to failure (AOF), action orientation during (successful) performance (AOP), vitality and optimism attributive (OA). The self-regulation indicators were modeling (M), programming (P) and evaluation of results (ER). The reliability indices for action were the infallibility (of action (IA), resistance skills with technology and equipment (RS), the interaction in the team (IT).

Measurement and Structural Models

In general the structural equation modeling includes an assessment of the two models between the studied variables: the measurement model and the structural model. Measurement model or factor model, defines the relationship between the observed variables and latent variables. The structural model defines the relationship between the latent variables involving the theory.

The connection between the measurement and structural models can be defined the two-step approach to modeling the structural variables. Two-step approach emphasizes the measurement and analysis of structural models as two conceptually different models.

The justification of a two-stage approach is given by K.G. Jöreskog and D. Sörbom [5] who states that the verification of theoretical assumptions (structural model) does not make sense if the model does not provide a measurement of the required level of convergent and discriminant validity. This is because the selected data does not measure constructs that are defined by the theory, the figures have to be changed before the

structural relationships will be checked.

The measurement model is the step of the SEM model, which defines the relationship between the observed and latent variables. The confirmatory factor analysis is used to check the measurement models. The researcher must choose the measurement observable indicators in the model to determine the latent factors. The accuracy of determining the latent variable depends on how closely related the observed indicators are. Obviously if one indicator is weakly related to other indicators it will lead to an inaccurate definition of the variable latent. In the SEM's terms this means that there was an error in the specification alleged relationship between variables.

Figure 1 is an example of the measurement model of the construct, which is called a «Personal potential». The model contains three latent factors (ovals), each of them is rated by two or three observed variables (rectangles). Straight lines with arrows indicate the projected effects of some variables to the others. In the circle on the left of each rectangle indicates the values of measurement errors ($e1 \div e7$). For purposes of this example, the assessment of internal consistency, as an indicator of

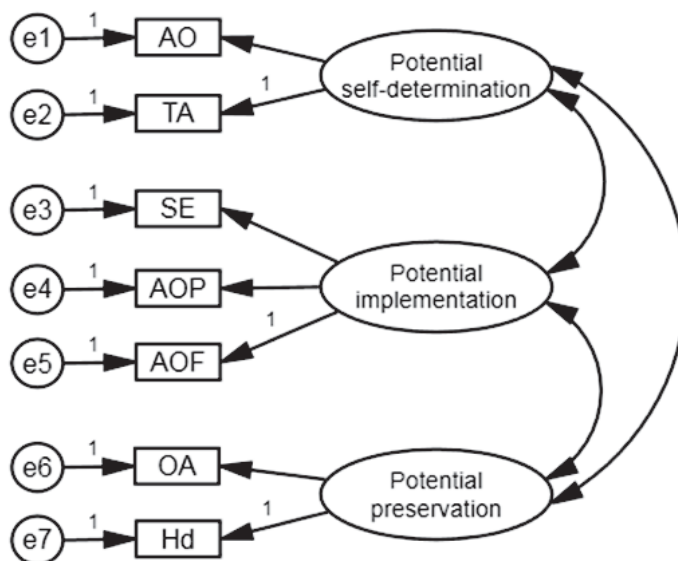


Figure 1. The measurement model of the construct «personal potential»

reliability ranged from 0.64 to 0.76.

Estimated effects in SEM

The SEM method allows to evaluate the effects of two types:

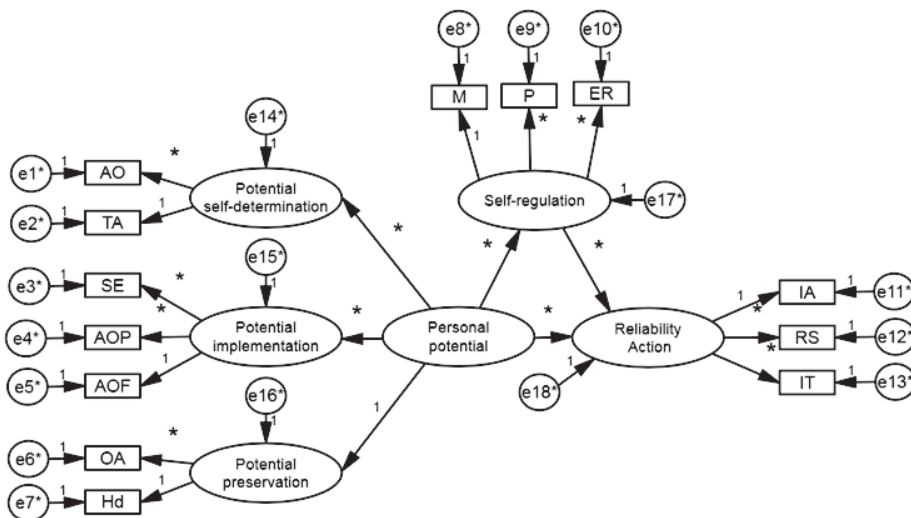


Figure 2. Example of a structural model

direct and indirect effects. The direct influence that are designated by arrowheads represents the relationship between the latent variables. For example, in Figure 2 is a direct impact between self-regulation and reliable operations. In this case, the directional arrows to indicate direction of influence and do not imply a causal relationship. Indirect impacts reflect the relations between the independent hidden (external, exogenous variable) variable, for example, Personal potential and latent dependent (internal, endogenous variable) variable, such as reliability of action. Indirect interactions are mediated by one or more of the latent variable, for example, self-regulation (see. Figure 2).

The structural equation modeling method's using steps

According to the current concepts, the process of structural equation modeling involves five steps: 1) specification, 2) identification, 3) estimation, 4) testing and as an opportunity 5) modifying step model.

The Model's specification

At this stage, the researcher defines the expected relations among observed and latent variables, which are contained (or not contained)

in the model.

The relationships among the variables are presented by options or paths. This relationship may be designated as fixed, free or restricted. The fixed parameters are not estimated from the sampled data, and as a rule, either fixed to zero, that indicates no connection between the variables or unity. In the case the parameter is fixed at zero, there is no path denoted as arrow is not shown in the diagram. The free parameters are estimated from the observed data and as the researchers suggest they differ from the zero (these parameters are indicated by asterisks in the figure). The limited options are options, which are set to be equal to a certain value (e.g., 1.0).

The choice of parameters which are free and which are fixed in the model must be based on the results of the analysis of the literature, knowledge in a particular area, the researchers own assumptions. In other words, the model should be theoretically justified.

There are three types of indicators that should be determined at the stage of the specification: direction effects, variance and covariance.

The directional effects describe relations between the observed variables (factor loadings) and the hidden variables and the relationship between the latent variables (travel coefficients). Arrowheads from the Figure 2 from the latent variable to the *Potential implementation* of measured variables SE (self-efficacy) and AOP (action orientation during (successful) performance of activities) are the examples of the factor loadings to be estimated, while the load factor AOF (action orientation subsequent to failure) has been established 1.0. The arrow from variable *Self-regulation* to variable *Reliability action* is the example of path coefficients showing the relationship between the latent variable (exogenous variable) and the other (endogenous variable). The directed effects specified fig. 2 – eight factorial loadings between latent variables and observed variables, two factorial loadings between a latent factor of the second order (Personal potential) and three latent factors of the first order and three path coefficients between latent variables that in total give thirteen parameters (in Figure 2 are marked with asterisks).

Dispersions are estimated for the independent latent variables which path loadings were established in 1.0. Figure 2 and evaluated for the variance of measurement errors (e1-e13) associated with thirteen observable variables, error latent variables (e14-e16) and associated errors connecting with two endogenous variables (*Self-regulation* and *Reliability action*) and the only exogenous variable (*Personal potential*).

Covariance is the non-directional connections among the independent

latent variables (curved double-headed arrows). They exist when the researcher hypothesizes that two factors are correlated. The model is shown in Figure 2, do not provide any covariance. In general the parameter 32 (3 path coefficient factor loads 10 and 19 dispersions) in Figure 2 were determined for the evaluation.

Model Identification

The researcher posed the question in this stage if the free parameters of the observed data for each unique value could be obtained. The identification of the model depends of the specification of the parameters as fixed, free or restricted. There are three types of identification patterns:

A model is *underidentified* (or not identified) if one or more parameters may not be uniquely determined because there is not enough information in the matrix *S*.

A model is *just-identified* if all of the parameters are uniquely determined because there is just enough information in the matrix *S*.

A model is *overidentified* when there is more than one way of parameter (or parameters) estimation because there is more than enough information in the matrix *S*.

The model should be *overidentified* to be assessed and to be available for testing the hypotheses about relationships among variables. The researcher must ensure that the number of off-diagonal elements of the correlation matrix, which are derived from the observed variables are more than the number of parameters should be estimated. If the difference between the number of elements in the correlation matrix and the number of parameters should be estimated is a positive number (called the degree of freedom) then the model is overidentified. It is used the following formula to calculate the number of elements in the correlation matrix: $[p(p + 1)] / 2$, where *p* is the number of observed (measured) variables.

Applying this formula to the model in Figure 2, thirteen observable variables, giving $[13(13 + 1)] / 2 = 91$. 32 parameters defined for the evaluation of the freedom degree $91 - 32 = 59$, which makes the model shown in Figure 2 overidentified. When the degree of freedom is zero, the model is easy to identify. In the other hand, if the degree of freedom is a negative number, then the model has not been identified, and the parameter estimation is not possible.

An important task of the SEM method is to find the simplest model to represent the relations between variables, which accurately reflects the relationship of empirical data. Thus a large number of degrees of freedom implies simpler model. Typically the identification pattern specification

precedes data collection. Before proceeding to the evaluation of the model the researcher has to deal with issues related to the sample size and data validation.

Sample size. Determining the size of the sample, some researchers consider the following requirements: error model specifications, the complexity of models used and the method of assessment model features of the distribution of observed variables [4, 8]. The error specification of the model can be called in case of exclusion or inclusion of certain variables or parameters. The sample size affects the probability of a correct evaluation of the model and the definition of the error specification. Typically when a complexity of the model is increased the volume of the sample is increased too.

The useful rule for determining the sample size depending of the complexity of the model is suggested by R.B. Kline [8, p.12]. This N / q rule, where N – number of participants, and q – the number of model parameters that require statistical estimates. The ideal ratio of sample size to parameters is 20:1. Less ideal ratio is 10:1.

Multicollinearity. This applies to situations where the measured variables (indicators) are too closely related. This is a problem for the application of the method of SEM, because researchers use related indicators as indicators of constructs and if these figures are too strongly connected they can influence certain statistical tests results. The common practice to check the data for multicollinearity is to calculate the bivariate correlations for all measured variables. Any pair of variables with correlations greater than $r = 0,85$ causes potential problems. In such cases one of these two variables should be excluded from further analysis.

Multivariate normal. Commonly used methods of LSG suggest that multivariate distribution usually has a normal distribution. R.B. Kline (2005) showed that if all the one-dimensional distributions are normal, and the joint distribution of any pair of variables is bivariate normal. Violation of these assumptions can affect the accuracy of the statistical tests in structural equation modeling. Multivariate normality is investigated using the normalized multivariate kurtosis values which is called Mardia. This is done by comparing the coefficient data Mardia for studies with values calculated according to the formula $p \times (p + 2)$, where p is equal to the number of observed variables in the model. If the coefficient of Mardia lower than the value obtained from the above formula the data are considered as multivariate normal.

Missing data. The presence of missing data often occurs due to factors

outside the control of the researcher. Depending on the extent and nature the missing data should be restored if they do not occur randomly and make up more than ten percent of the total data. To cope with the problem of missing data using such techniques as the complete removal, pairwise deletion, and the multiple recovery method.

Model Estimation

Objective evaluation of the model is to reproduce the matrix $\Sigma(\theta)$ (model implied the estimated covariance matrix), which resembles the matrix S (the estimated sample covariance matrices) of the observed variables with the residual matrix ($S - \Sigma(\theta)$) as small as possible. When $S - \Sigma(\theta) = 0$, then the χ^2 becomes zero, and gets a great model for the data. The rating model includes the definition of the values of the unknown parameters and the errors associated with the estimated values.

The evaluation process involves the use of special functions of conformity to minimize the difference between the covariance / correlation matrix $\Sigma(\theta)$, and S . There are some functions of selection or assessment procedures – or unweighted ordinary least squares (ULS or OLS), generalized least squares (GLS) and evaluation maximum likelihood (ML).

Evaluation example. The represented model in Figure 2 is estimated using maximum likelihood in AMOS18,0. Figure 3 shows the standardized results for the structural part of the full model. Structural parts are also called structural regression model. The AMOS provides standardized and non-standardized results that are similar to the standardized β and non-standardized B weights in regression analysis. As a rule standardized

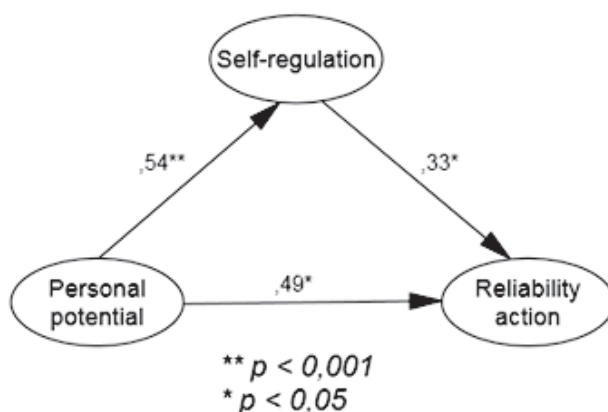


Figure 3. Structural model with path coefficients

assessments are shown in the travel diagrams and non-standardized part of the results are checked for statistical significance. For example, in Fig. 3 shows the significant associations ($p < 0.05$ level) between the three latent variables. The value of the coefficient of limit on personal capacity for self-regulation was determined by viewing the non-standardized results which equaled 0.213 and had a standard error of 0.057.

Although the critical attitude (i.e., Z-score) is automatically calculated and is given in the output in AMOS and other programs to easily determine whether the coefficient is significant (i.e., $Z \geq 1.96$ for $p \leq 0.05$) at this level alpha by dividing the standardized rate to the standard error. In this case, 0.213 divided by 0.057 equals 3.745, which is greater than the critical Z-value of 1.96 ($p = 0.05$), which indicates the significance of the parameter.

Model Fit

Once we obtain estimates of parameters for a given model SEM, the researcher must determine the extent of the theoretical model is supported by the given obtained samples.

In order to judge the adequacy of the theoretical model there are two ways: firstly, to explore some universal test compliance of all model data, and secondly, to consider the adequacy of the individual parameters of the model.

Global tests in the method are known as SEM model selection criteria. In structural equation modeling, there is a large number of indexes fitness model. Many of these measures are based on a comparison of the model implied covariance matrix Σ with the sample covariance matrix S . If Σ and S are similar in some way, it can be argued that the data are consistent with the theoretical model. If Σ and S are very different we can say that the data does not correspond to the theoretical model.

Also the researcher must consider the individual parameters of the model. One should consider three main characteristics of the individual parameters. The first feature is if the free parameter significantly different from zero. If the critical value is greater than the expectation of a predetermined level (e.g., 1.96 for two-tailed test at 0.05), the parameter significantly different from zero. The second feature is if the sign of the parameter does the same expectation from the theoretical model. For example, if the expectation consists of the high quality education and it definitely leads to the higher income, the assessment with a positive sign confirms this expectation. The third feature is that parameter estimates should be meaningful so they must be within the expected range of values. For example, the dispersions should

not be negative values and the correlation should not exceed 1. So all the free parameters have to be in the expected direction and statistically it should be different from zero and have a practical sense.

In general the model selection indices are divided into three categories: absolute conformity, compliance and conformity comparative simple model.

Absolute index of fitness provides an assessment of how well the theory corresponds to the researcher sample data. The main index of absolute fitness – χ^2 (chi-square), which verifies the degree of model misspecification. Also statistically significant χ^2 suggests that the model does not match the selected data. In contrast the non-significant χ^2 is typical for a model that fits the data well. However, χ^2 , as stated is too sensitive to the increased sample volume so that the level of probability tends to be meaningful. χ^2 also tends to be greater when the number of observed variables increases. Therefore, χ^2 can not be used as the sole indicator of model selection in the SEM.

The index of the fit (*GFI*) assesses the relative amount of the observed differences and the covariance explaining the model. It's like the R^2 in the regression analysis. For a good fit of the recommended value should be $GFI > 0,95$ (with $GFI = 1$ achieved a perfect fit). Adjusted goodness of fit index (*AGFI*) takes into account models of varying complexity and adjusts *GFI* ratio of degrees of freedom used in the model to the total amount of degrees of freedom. The standardized root means square residuals (*SRMR*) is a sign of the value of the error as the result from the evaluation of the given model. The root means square error of approximation (*RMSEA*) corrects the tendency to reject the model χ^2 large or many variables. As *SRMR*, the lower value *RMSEA* ($<0,05$) indicates a good fit and it is often reported with 95% confidence level to account for sampling error associated with the estimated *RMSEA*.

In the comparative fit hypothetical model is judged by the extent to which it is better than competing models. As a final it often performs basic model (the so-called null model) which assumes that all of the observed variables are not correlated. A widely used example of the index is the index of the comparative selection (*CFI*) which indicates a relative lack of selection of this model against the base model. It is normalized and ranges from 0 to 1 with higher values representing the best fit of the model. The *CFI* is widely used because of its advantages, including its relative insensitivity to the complexity of the model. The value of *CFI* $> 0,95$ indicates a good model. Another benchmark index of fitness is

Tucker-Lewis index (*TLI*), also called non-standard capability indices (*NNFI*) it is used to compare the proposed model with zero model. Since *TLI* is not normalized, its value may be less than 0 or greater than 1. As a rule the models with a good fit for its value approach to 1.0.

Test example model selection. Most of these indices were used to test the suitability of the model in Figure 2 and the results were: $\chi^2 = 93,657$, $p < 0,05$; *GFI* = 0,955; *AGFI* = 0,931; *RMSEA* = 0,046; *CFI* = 0,952; *TLI* = 0,936. It is seen that the suitability indices are not contradictory and generally satisfy the recommended level. This indicates that the hypothetical model generally corresponds well to the empirical data.

Estimates of the parameters. After discussing the structural model it is important to consider the significance of the estimated parameters. As in the regression model which fits the data well but has little statistically significant parameters that are not desirable.

From standard ratings shown in Fig. 3, it is seen that there is a reasonable relationship between the *Personal potential* and *Self-regulation* of $\beta = 0,54$, *Personal potential* and reliable action potential ($\beta = 0,49$). Nevertheless, the relationship between *Personal potential* and *Reliability of action* is also mediated by self-regulation. So, the two paths of *Personal potential* for *Reliability of action* can be traced to the model (*Personal potential* $\odot$ *Self-regulation* $\odot$ *Reliability of action*). In general, *Reliability of action* and *Self-regulation* explain 51.1% of the variance in the reliability of action. This is known as the square of the multiple correlation.

Model modification

If the intended theoretical model is not as we would like, the next step is to change the model and subsequently evaluate the modified model. This stage is often called re-specification. In a modification of the model, the researcher either adds or removes the options for improving the selection of models. In addition, the parameters can be changed or fixed on the availability to the unconnected fixed.

To modify the model, the researcher should perform the following steps:

To study estimates of regression coefficients and the corresponding covariance. Ratio of the standard error is equivalent to the Z test for significance of relations with $p < 0,05$ and boundary value equal to 1.96. When considering the regression weights and covariances in the originally specified model, it is likely that there is some regression weights and covariances that are not statistically significant.

To correct the covariance or travel rates to make the selection of the

model better. This is usually the first step in improving the adequacy of the model.

To run the model again to see whether the fit. After making the adjustment it should be noted that the new model is a subset of the previous one. In the terminology of the new model SEM is the nested model. In this case the difference in the χ^2 test indicates whether some important information was lost with the degrees of freedom of χ^2 , equal to the number of corrected paths.

To consult the modification indices (MI), provided by the most programs SEM, if the selection model still does not fit the following steps 1-3. The value of the index modification is the amount that is expected to reduce the value of χ^2 , if the corresponding parameter will be free. Every step the parameter is released, which makes the greatest improvement of selection, and the process continues until the correct selection is reached.

Because the software SEM offers all the changes that will improve the fit of the model, some of these changes may be meaningless. The researcher must always be guided by the theory and to avoid making changes, regardless of how well they can improve the fit of the model.

Conclusion

In this article we have tried to give a general description of the structural equation modeling method and illustrate the various stages of the application of this method in applied psychological research. The Analysis of the results of a particular psychological research shows the possibilities of the local government to identify the complex relations between the studied variables.

Despite of the emergence of many new and easy to use software (e.g., AMOS, LISREL, Mplus), which increased the availability of the SEM method, this method involves a complex family of statistical procedures and requires that the researcher has adopted a number of decisions to avoid misuse and misinterpretation of the method results. Some of these solutions include the answers to the questions: how many subjects we need to use the method correctly; how to normalize data; what methods of assessment and fitness models use indexes; how to assess the value of these indices fitness.

We have tried consistently to present approaches to answer for these questions in this article. However the use of the SEM method is more than a simple attempt to address the application of the rules. The application of this method in psychology involves a combination of the correct application of the complex statistical procedures and theoretical

understanding of the investigated problem.

This article is intended in some way to fill the existing gap in the literature of a methodological nature, representing non-mathematical and step by step introduction to the application of the structural equation modeling method which is oriented for the psychologists who have minimal mathematical knowledge and skills. So the article examines the experience of applying the method to the example of a specific SEM psychological research. In addition it will be added the sources for the independent studying in the reference list which will contribute the understanding of the features and capabilities of the structural equation modeling method in applied psychological researches.

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Abstracts

WALERIJ OLEFIR. **Badania potencjału osobowości metodą modelowania równań strukturalnych.** W artykule przedstawiono ogólną charakterystykę metody modelowania równań strukturalnych. Opisano etapy w zastosowaniu metody modelowania równań strukturalnych na przykładzie danych, uzyskanych w wyniku badań konstruktu «potencjał osobowości». Przedstawiono zalecenia w stosowaniu metody oraz interpretacji wyników.

Słowa kluczowe: Modelowanie równań strukturalnych, potencjał osobowości, rzetelność badań.

ВАЛЕРІЙ ОЛЕФІР. **Метод моделювання структурними рівняннями у дослідженні особистісного потенціалу.** У статті дана загальна характеристика методу моделювання структурними рівняннями. Описано етапи, які необхідні для проведення методу моделювання структурними рівняннями, які проілюстровані даними, отриманими в рамках дослідження конструкту «особистісний потенціал». Наводяться рекомендації коректного вживання методу і тлумачення результатів.

Ключові слова: моделювання структурними рівняннями, особистісний потенціал, надійність дій.

ВАЛЕРИЙ ОЛЕФИР. **Метод моделирования структурными уравнениями в исследовании личностного потенциала.** В статье дана общая характеристика метода моделирования структурными уравнениями. Описаны этапы, которые необходимы для проведения метода моделирования структурными уравнениями, которые проиллюстрированы данными, полученными в рамках исследования конструкта «личностный потенциал». Приводятся рекомендации корректного употребления метода и истолкования результатов.

Ключевые слова: моделирование структурными уравнениями, личностный потенциал, надежность действий.

VALERY OLEFIR. Structural equation modeling method in personal potential research. *The article gives a general description of the method of structural equation modeling. We describe the steps that are necessary for carrying out the method of structural equation modeling, which are illustrated in the data obtained in the study of the construct "personal capacity". Recommendations are given the correct use of the method and interpretation of results.*

Key words: structural equation modeling, personal potential, the reliability of action.

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Theoretical analysis of the sphere of manifestation and parameters of resourceful state of a personality

The problem. The major principles of psychological consulting include basing on personal resources and trusting client's resources (Soldatova, 2007, p. 183-184). In common understanding resources are interpreted as "certain individual features which lead to difficult or easy overcoming of stressful situations" (Leontyev, 2010). Practical psychologists think it important both to find the opportunity for a short-time basing on client's resources and also find the resources for structuring long-term psychological support of the client. For example, V. Shebanova marks that finding the resource is necessary in situations when the limit of psychotherapeutic meeting is exhausted, but a person finishes the case with destructive thoughts and emotions (Shebanova, 2014). It is appropriate here to mention the technique named SKORE introduced into the practice of psychological consulting by F. Maylenova. Its key step is access to a person's resource, that is a search for new opportunities and transformation of suffering or conflict into positive changes of a

personality (Maylenova, 2002, p.13-16). It is supposed that a resourceful state for a person is the state in which he/she has the maximum of freedom and the maximum quantity of choices accompanied by the experiencing of comfort, confidence, pleasure, joy, happiness (Maylenova, 2002, p.13-16). At the same time, these features of a person's state may overlap with characteristics of the state of euphoria or inspiration.

It is obvious that vagueness of the parameters of a resourceful state makes it difficult to describe its qualities and features. For the purpose of determining the productivity of a psychologist's work with a person and constructiveness of self-analysis of a client the necessity arises for distinguishing the indicators of the state of resourcefulness which would enable distinguishing it from other positive emotional and volitional states.

Literature review. Personal resources are most frequently defined as qualities and abilities which are valuable for a person and help to adapt to stressful situations and overcome them (self-respect, professional skills, self-control, life values) (S. Hobfoll as cited in N. Vodopyanova (Vodopyanova, 2009, p.290-291). Defining resource as ability and means of achieving the aim, the following kinds of resource are distinguished: life experience, support of close people, wisdom (Rubshtein, 2009, p.198-205). Scholars are inclined to define resources as inner forces necessary for a person for constructive overcoming of life crises; that is why attributes of resourcefulness are initiative, responsibility, striving for sense (Rosenberg, 2012). Simultaneously resource is defined as a state characterized by feeling happy and confident, which is necessary for resolving problems and also by feeling free (Maylenova, 2002, p.13-16).

R. Dilts thinks that being in a resourceful state means for a person to be connected by way of concentration with the "source", certain own inner centre from which the person gets confidence, creativity, and openness (Dilts, 2004, p.161).

Features of the state described as resourceful were first mentioned in researches dedicated to stress resistance and human behavior in extreme situations. In particular, R. Lazarus and R. Launier grounded features of a person's perception of a stressful situation as resulting from correlation between characteristics of a stressful challenge and personal resources (in V. Ababkov, M.Perre (Ababkov, 2004, p. 28-31)). B. Smirnov and Ye. Dolgoplova (Smirnov, 2007, p.255-256) characterized the actualization of a resourceful state of a person by way of recollection in his/her emotional memory the situation in which they felt confident. The indicator of

achieving resourceful state may be the feeling by a person of the ability to overcome difficulties, use the chance to overcome obstacles.

Practices of goal-oriented consulting presuppose the necessity to get access to a client's resourceful state with the aim of helping them to separate the problem from themselves, stop perceiving it as insurmountable, and find a new way out of a complicated situation. N. Tomaschek characterized the procedure of internalization of resources, which is aimed at the search of new opportunities for a client to resolve the problem and re-evaluate own attitude towards life and other people (Tomaschek, 2008, p.136-142). Grounding on the technology described by the consultant resourceful state may be characterized as a person's ability to distance from the problem, feel the freedom of choice, analyze new possibilities of resolving a complicated situation and realize these opportunities as a chance. Practicing gestalt-therapist N. Rubshtein characterizes resourceful state as a person's ability to find psychological reliance in oneself, that is in certain own life principles. It is necessary for a person to go through changes in own life with the minimum loss and difficulties (Rubshtein, 2009, p.198; 206). NLP-practitioner F. Maylenova substantiates that a person's state is resourceful in which a person feels he possesses own resources, may construe a detailed image of oneself in future as the one who completely realized own goal and in which he/she has the maximum of freedom and maximum quantity of choices accompanied by experiencing comfort, confidence, pleasure, joy, happiness (Maylenova, 2002, p.13-16).

Simultaneously, existential psychologists warn against excessive concentration on a person's striving to realize "Ego ideal". Analyzing and disclosing a person's imaginings of what they would like to be, rather than abilities the person has, lead to the risk of realizing Ego neurotic. D. Leontyev thinks that it is more efficient to contrast reality and ideal and learn to transform the reality (by Ye. Shevchenko (Shevchenko, 2013, p. 106). Ye. Ulitova marks that a person may lose the feeling of confidence when they lose a certain dream having understood its unrealisability or having realized it (by E. Lestvytskaya (Lestvytskaya, 2014, p.106). S. Krivtsova asserts that real "points of reliance" for a person are experience of relationships with people who accepted him/her. Simultaneously, a person needs to feel that a certain basis of existence – God – will remain even if other points of reliance are ruined (Krivtsova, 2014, p. 116-117). Such constant basis of existence is defined by D. Leontyev as "spiritual existential" and interpreted as basic for a mature personality along with

freedom and responsibility, defined by Viktor V. Frankl. Spirituality, according to D. Leontyev, presupposes that a person is open for development and dialogue with other senses and values which causes personal changes on both levels of principles and behavior acquiring characteristics of an act. The key notion for explaining the phenomenon of spirituality according to the scholar is self-determination (Leontyev, 2005). We can generalize that a resourceful state is characterized in existential paradigm as spiritual and is manifested in a person's ability to perform a deed.

Despite sufficient research of certain aspects of resourcefulness the question of how to become resourceful or how to actualize client's resources remains the question which consulting psychologists usually answer by way of practical search. For example, Y. Macdermot and V. Yago offered ways of psychological self-investment which can be interpreted as means of renewal of resources, namely: 1) distinguishing free time for philosophizing and listening to music which should add inspiration and confidence, 2) learning the methods of relaxation, 3) ability to formulate new stimuli and goals of goals, which will create the feeling of perspectiveness, 4) finding time for entertainment which helps to go beyond boundaries of everyday routine, 5) spending time with people with whom a person feels fine, 6) self-praise, which is a manifestation of attentive attitude of a person towards own needs, and also favor better acceptance of oneself and better understanding of own uniqueness (Pryanikova, 2007). In our opinion, personal resources may be actualized using the method of self-analysis.

Therefore, we may summarize that appellation to resourceful state of a personality is used in psychology of adaptation, gestalt-psychology and existential psychology. In its turn, it emphasizes the universality of a construct "resourceful state of a personality" and enables distinguishing its major characteristics. The main problem in characterizing a resourceful state is the vagueness of the sphere of its manifestation and parameters. Resolving this problem will create the possibility to define the subject and the ways of actualizing the resourceful state of a personality.

The aim of theoretical research is defining the sphere of manifestation and parameters of resourceful state of a personality using qualitative and interpretative non-empirical psychological methods.

The tasks of theoretical analysis of the construct "resourceful state of personality": 1) to distinguish main characteristics of a resourceful state by the method of discourse analysis, 2) to define the sphere of manifestation

of psychical state possessing the features of a resourceful one by the method of triangulation and classification, 3) to determine the levels of a resourceful state by the method of systematization, 4) to characterize parameters of a resourceful state by the method of psychological casuistry.

Main material and results of the research. In theoretical analysis of characteristics of a resourceful state of a personality we have used the results of our previous research on the structure of psychological resourcefulness. On its basis, we have taken the following statements as axiomatic: 1) the substantial characteristic feature of resource is its manifesting the subjective experience of a person and disclosing spiritual abilities. Attributive qualities of resource are its connection with the feelings of happiness and joy because of a person's realizing his/her own life intention, and also transforming into a strategy of successful achieving aims and independent resolving problems, 2) resources which are disclosed in spiritual forces of a person should be characterized as personal-existential. We define personal-existential resources as dispositions of intentionality which are actualized in situations of moral self-definition as a possibility and way of bringing sense in life; they cause transposition of the result of person's going through complicated life situations into his/her unique life experience. A person's ability to actualize own resources with the aim of self-development and giving support to others and operate them is manifested as psychological resourcefulness (Shtepa, 2014).

We have made a theoretical assumption that a resourceful state is a state in which personal-existential resources are actualized and psychological readiness of a person to self-realization through the choice of values of charity is realized in an act. We have assumed that a resourceful state is a specific state of renewal or replenishment of a person's resources. It is also connected with successful investing of resources in certain activity or another person, which is accompanied by experiencing possibilities.

Discourse analysis of a resourceful state of a personality in the theory of psychology of adaptation, gestalt-psychology and existential psychology, as well as NLP practice and practice of goal-oriented consulting enabled us to distinguish its main characteristics: it is caused by the person's having experience of acceptance by others and trust in them, it determines constructiveness and independence of resolving by a person of complicated life situations, it favours changes in attitude towards oneself, life and other people, it is experienced as experiencing possibilities, and is manifested in person's confidence in oneself and

capability of an act. It is possible to actualize a person's resourceful state by appealing to reflection over their experience of success and spirituality. It may be assumed that the state of resourcefulness is connected with person's ability to renew own resources.

Intentional modality of discourse of construct "resourceful state of a personality" is developed in the following directions: 1) resourceful state as a state of joy and person's confidence in oneself (Maylenova (2002), 2) resourceful state as a state of domination of personal resources over the strength of a stressor's influence ((Lazarus and Lauinier (1981) (as cited in Ababkov, 2004)), 3) resourceful state as a state in which a person finds the reliance for overcoming difficulties in oneself – own spirituality (Krivtsova (2014)), 4) resourceful state as a state in which a person's attitude to oneself is transformed as a consequence of acquiring trust in oneself and perception of life from the position of possibilities (Tomaschek (2008)).

The feelings of joy, confidence in oneself, pleasure, happiness as major characteristics of a resourceful state did not lead us to referring resourceful state to emotional sphere, as resourceful state, in contrast to emotional state, is characterized by a person's proactiveness, and is concerned with values rather than needs. Joy, in complex with such major characteristic feature of a resourceful state as experiencing of possibilities, directed us to interpreting joy in terms of self-realization according to U. Shyutts – joy appears as a result of a person's realizing own abilities, capability of disclosing in relationships, getting pleasure in both taking and giving in relationships with others (Kocharyan, 2011, p.190-191)). The accent on self-disclosure of a person attracted our attention to A. Kharash's position concerning the classification of the state of self-disclosure as a communicative state of a personality (Solovyeva, 2012, p.6). Simultaneously, the data of A. Uzikova concerning the key experience-state which undergoes typological changes in critical periods of personality development and causes changes in motivational sphere and modification of ways of relationships and also the definition by V. Shadrykov of the spiritual state as motivational (Shadrykov, 1996, p. 252) made us take the side of characterizing resourceful state as motivational. Though it is necessary to agree that realization in a resourceful state of a person's intention in his/her actions makes us admit the disclosure of the state in volitional sphere of a personality, and the change of attitude to oneself and others, and re-evaluation of values confirms the development of resourceful state in the plane of cognitive sphere.

With the aim of specifying motivational peculiarities of a resourceful

state we have correlated its characteristic manifestations with such motivational phenomena as “experiencing of a current” by M. Chiksentmihayi (Klimvhuk, 2005, p.11), feeling of self-determination by R. de Charms (Klimvhuk, 2005, p.11), “peak” and “plateau”-experiences by A. Maslow (by R. Frager, J. Fadiman (Frager, 2001, p.495)). In our view, resourceful state, in contrast to “experiencing of a current”, is more long-lasting and generalized, and the common aspect is a person’s feeling skillful and concentrated. Similarly to the experience of self-determination, resourceful state contains the component of significance of realizing the existence of choice and the feeling of freedom, but is not restricted to it. Resourceful state, as well as “peak”-experiences, is characterized by the brightness of emotional background, but simultaneously has more in common with “plateau”-experiences, as is similarly connected to the change of a person’s attitude to oneself and life principles.

Therefore, resourceful state is a complicated phenomenon, since it is developed simultaneously in emotional and volitional, cognitive, communicative and motivational spheres of a personality. However, most of the arguments convince us in motivational nature of resourceful state. Simultaneously, the manifestation of resourceful state in the mentioned spheres proves that this state contains all components of psychological readiness (Psikhologicheskaya gotovnost, 2014), and also enables classifying it as a state connected with increased psychic stress, that is the state of an absent balance. A significant function of states of absent balance is their resulting in the process of appearance of new formations in the structure of personal qualities, and also in strengthening coherence between elements of the system (Prokhorov, 2000, p.84-87). We assume that psychological new formation of the personality caused by experiencing a resourceful state is spirituality. Accordingly, an akmeological type of personality, which, according to Ye. Starovoytenko, (Starovoytenko, 2004, p.22) is characterized by deep moral experiences, ability to predict the consequences of moral acts, understanding the complicatedness and ambiguity of moral acts, ability to form the relationships of support.

By immanent properties, in hierarchical substructure of the structure of psychical states of a person, (Ganzen, 2000, p.60-83) resourceful state should be referred to social-psychological structural level, as it concerns the change of a person’s attitude to values; in coordinative substructure – to subjective states; in substructure of characteristics of psychic states until now the most defined are specific states.

According to major characteristics and intentional modality of

discourse we consider it possible to distinguish the following parameters of a resourceful state: 1) by the localization in the sphere of a personality – a motivational state, 2) by the expression of qualities of subject and situation – personal, 3) by the strength of influence on experience and behavior of a person – deep and intensive, by the valence – positive, 4) by lastingness – long-lasting, 5) by the degree of awareness – conscious and self-determined, 6) by the localization in time – actual, 7) by “adequacy” – a complicated state, a state of absent balance, 8) by dynamic – a reversible state. We think that one of the main characteristic features of a resourceful state, namely the disclosure, using and realizing abilities, does not allow referring this state to cumulative ones. A person may experience a resourceful state many times throughout life. The concept of “possibilities” is interpreted in accordance with “possibility” theory of personality by D. Lieontyev, according to which a person lives the life in intervals of “necessary” and “possible” (*Osnovnyye tezisyy novoy, «vozmozhnostnoy» teorii lixnosti po D. Leontyevu*, 2012). Therefore, a person may not always be resourceful, and a resourceful state may be substituted by the other state. In our view, the metamotivational modus of a resourceful state may be localized in accordance with reversible theory by M. Apter (as cited in Khomik, 1998) in the modus “domination – empathy”. Then, a motivational modus opposite to the resourceful state, in which a person is directed to support the Other, is a state in which a person is concentrated on oneself, or self-actualization.

The distinguished peculiarities of a resourceful state enable predicting the changes of a personality caused by his/her motivation for self-analysis, and also distinguishing functions of psychological resourcefulness of personality: 1) counterforce, which is manifested in a person’s ability to construe life “existentials” and readiness to balance challenges of situations of threat and conflict with personal resources, 2) discursive, which is developed in a person’s attitude to life from the position of possibilities, 3) transformative, which provides the transposition by a person of complicated life situations in his/her unique life experience.

Conclusions and perspectives of the research. Resourceful state may be characterized as motivational state-experiencing, caused by realized changes in attitude to the Other which is manifested in the realization of psychological readiness to give support in an act of charity. The main indicator of this state, distinguishing it from other emotional and motivational states, is self-determination, which indicates that a person consciously actualizes this state. The promising directions of the research

will be distinguishing empirical descriptors of a resourceful state and characterizing motivational peculiarities of a resourceful personality.

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Abstracts

OLENA SZTEPA. Teoretyczna analiza obszaru przejawów i parametrów zasobów osobowości. W artykule przedstawiono teoretyczną analizę strukturalnych osobliwości, głównych charakterystyk oraz stanu zasobowego osobowości. Uzasadniono, że stan zasobowy jest stanem motywacyjnym, charakteryzującym się jako stan osobisty, pozytywny, odwracalny. Podano autorską definicję stanu zasobowego osobowości jako motywacyjnego stanu, uwarunkowanego świadomymi zmianami w stosunku do Drugiego, przejawiającego się w realizacji psychologicznej gotowości do udzielenia wsparcia poprzez miłosierdzie.
Słowa kluczowe: stan odwracalny, duchowość, przezwyciężenie trudnych sytuacji życiowych.

ОЛЕНА ШТЕПА. Теоретичний аналіз сфери прояву і параметрів ресурсного стану особистості. У статті на теоретичному рівні проаналізовано структурні особливості, головні характеристики та параметри ресурсного стану особистості. Обґрунтовано, що ресурсний стан є мотиваційним станом, що характеризується як особистісний, позитивний, реверсійний. Сформульовано авторське визначення ресурсного стану особистості як мотиваційного стану-переживання, зумовленого усвідомлюваними змінами у ставленні до Іншого, що виявляється у реалізації психологічної готовності надати підтримку у вчинку милосердя.
Ключові слова: ресурсний стан, духовність, додання складних життєвих ситуацій

ЕЛЕНА ШТЕПА. Теоретический анализ сферы проявления и параметров ресурсного состояния личности. В статье на теоретическом уровне проанализировано структурные особенности, главные характеристики и параметры ресурсного состояния личности. Обосновано, что ресурсное состояние является мотивационным, характеризующимся как личностное, позитивное, реверсивное. Сформулировано авторское определение ресурсного состояния личности как мотивационного состояния-переживания, обусловленного осознаваемыми изменениями отношения к Другому, проявляющееся в реализации психологической готовности оказать поддержку через поступок милосердия.

Ключевые слова: ресурсное состояние, духовность, преодоление сложных жизненных ситуаций

OLENA SHTEPA. Theoretical analysis of the sphere of manifestation and parameters of resourceful state of a personality. The article presents theoretical analysis of structural features, major characteristics and parameters of a resourceful state of a personality. It is grounded that resourceful state is a motivational state characterized as personal, positive, and reversible. The author's definition is formulated of a resourceful state of a personality as motivational state-experience caused by realized changes in attitude to the Other, which is manifested in realization of psychological readiness to give support in an act of charity.

Key words: resourceful state, spirituality, overcoming complicated situations



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Yaroslava VASYLKEVYCH

Age dynamics of pupils' creativity

Statement of the Problem. The problem of the development of pupils and adults' creative abilities were widely developed in the works of E. P. Torrance, T. L. Lubart, J. Lautrey, M. A. Runco, K. K. Urban, M. Daugherty, O. S. Belova, L. F. Obukhova, N. B. Shumakova, V. S. Yurkevych.

However, the development of creativity to the present time remains poorly understood. The literature highlights some aspects of the study of the dynamics of the creativity's parameters during a certain age period (pre-school, primary school, teen or senior school age) [1; 2; 6; 9], however, they are not enough researches, which would have revealed the dynamics of creativity in the children and in the adults.

The problem of age differences of the individual's creative potential does not have a unique solution. In the scientific literature it was revealed the conflicting evidence on the question of the dynamics of creativity in children.

There are three points of view on the development of creativity in ontogeny [3]. According to the first view the gradual continuous increase of creativity with age is taken place (Obukhova L. F., Churbanova S. M., Sorokina M. A.). O. S. Belova [1] found that there are twice as six-years old kids (68,4%) than five (31,6%) among children with high levels of

creativity. Based on these results, an assumption was made that at the stage of early childhood the indicators of creativity grow. K. I. Banzelyuk, M. A. Sorokina, M. S. Semyletkina, O. I. Shcheblanova observed the positive dynamics of creativity in the elementary school age.

For the second point of view as the acquisition of knowledge the creativity of the child is reduced (Olekhnovych M. O., Shumakova N. B., Fidelman M. I., Yurkevych V. S.). M. I. Fidelman and V. S. Yurkevych [9] found the negative dynamics of creativity in elementary school age. N. B. Shumakova [8] believes that children exhibit high creativity up to 6 years old, but with 11 years old it is reduced by changing the qualitative nature of creativity.

The third view is the view of the oscillatory nature of creativity (E. P. Torrance, T. L. Lubart, J. Lautrey, M. A. Runco, K. K. Urban, M. Daugherty, E. S. Zhukova). E. P. Torrance [13] was the first who discovered three periods of the decline of creativity in the children. The first is 5 years old, the second is 9-10 years old, and the third is 13 years old. The first stage of the reducing of creativity E. P. Torrance associated with the environmental factors. In this age, the child enters the school system, and the decline of creativity is explained by the influence of the existing hard standards there. The child focuses primarily on the training and on the compliance of the school rules to the detriment of the creative manifestations.

The second period of the decline of creativity accounts for 9-10 years old, which corresponds to the fourth form. E. P. Torrance offers an interpretation based on the influence of the social environment. In his opinion, the decline of creativity is called by the desire of the children to follow the school rules, resulting in lost of convention of thinking. For each indicator (the average scores for the productivity, originality, and flexibility) the average score of the children tested in the fourth form, lower than in the children of the third and fifth forms.

The last of these periods of the decrease of creativity accounts for 13 years. E. P. Torrance again uses the environmental variables in their explanations: according to him, this reduction obtained in American studies, partly caused by changes in the U.S. organization of school education of the children aged 12-13 years old and is associated with the phenomenon of social conformism.

K. K. Urban [14] measured the creativity of the children aged 4 to 8 years old using the developed illustration test. It was found the increased average creativity between 4 and 5 years old, and the decline of creativity in the age of 6 years old. After 6 years old of creativity moved again

upward. E. S. Zhukova [3] notes the instability characteristics of creativity in the preschool and early school age: the decline is in some children, the rise is in the other, the stability is in third. Moreover, some indicators can grow with age, the others to decrease.

Thus, the creativity is a phenomenon which is not inherent the stability in time. In the pupil's studies are constantly observed the breaks in the development of creative abilities, for the explanation of that are attracted factors and environment, and individual at the same time.

Our goal was an empirical study of the peculiarities of the age dynamics of the pupils' verbal and figural creativity.

The analysis of the characteristics of age-specific dynamics of students' creativity. The verbal battery Test E. Torrens [7] (seven sub tests) was used in the process of conducting of empirical studies for the diagnostics of verbal creativity which gives the opportunity to assess the level of the development of verbal thinking and qualitative uniqueness of the individual parameters of creativity: productivity, flexibility, originality. The graphic battery Test E. Torrens (three subtests) was used for the diagnostics of non-verbal creativity, which allows to detect the level of the development of creative thinking and to assess the qualitative uniqueness of such parameters of creativity as productivity, originality, readiness, the name and the resistance of the closing.

The sample of our study is included the pupils of the second form (7-8 years old), the sixth form (11-12 years old) and the tenth form (15-16 years old) in an amount of 60 persons.

The index «Verbal creativity» reflects the overall creativity of the individual. The structure of the creative abilities through the levels of an expression of the specific indexes «Productivity», «Flexibility», «Originality» must be analyzed for the description of the qualitative peculiarities of verbal creativity.

Table 1 shows that the greatest importance in the pupils of all ages has the index of flexibility. The originality is at a lower level, the productivity is the least important.

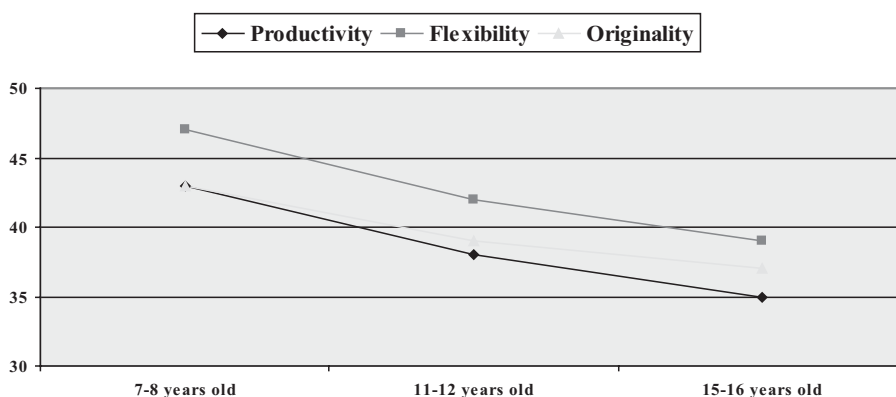
The analysis of the structural profile that reflects the correlation of the individual indexes of imaginative creativity («Productivity», «Originality», «Readiness», «Name», «Resistance of the closing»), allows to describe its qualitative uniqueness.

As can be seen from the table 2, the pupils of 7-8 years old the greatest importance has the index «Readiness». In the children of 11-12 years old the highest value is «Productivity» and «Resistance of the closing», in the

Table 1.

Age peculiarities of the manifestation of the indicators of verbal creativity (in T-scores)

The indicators of verbal creativity	Age		
	7-8 years old	11-12 years old	15-16 years old
Productivity	43	38	35
Flexibility	47	42	39
Originality	43	39	37

**Figure 1. Age dynamics of verbal creativity.**

pupils of 15-16 years old the highest one is «Productivity». The lowest value in all studied pupils has the index «Name».

According to the obtained results, it was determined the age dynamics of verbal and figural creativity.

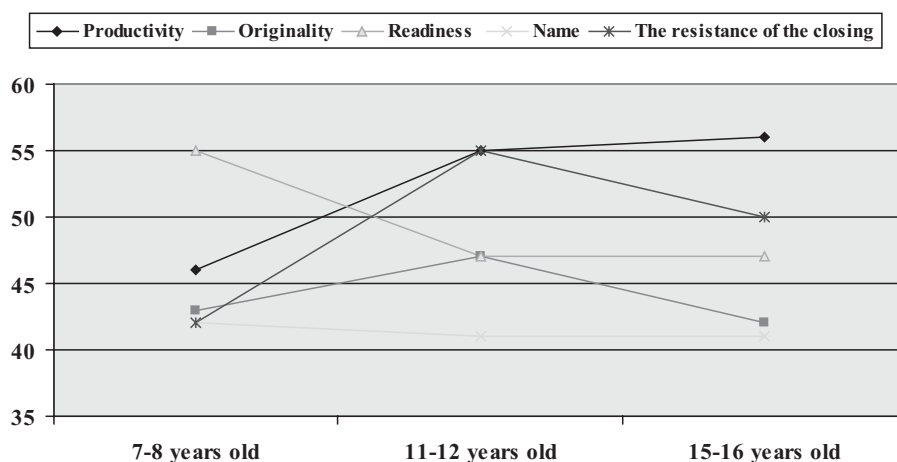
The analysis of the age dynamics of verbal creativity showed that with the increase of the age of the studied pupils there is a decrease in all three indexes: productivity, flexibility, and originality (figure 1). The highest level of all indexes is inherent to younger pupils, the lowest is to senior pupils.

Speaking about the age dynamics of imaginative creativity, it should be noted that all indexes are observed the different trends in the changes of creativity with age (Fig. 2). According to the schedule of the age-related dynamics of the indexes of imaginative creativity can be seen that only

Table 2.

Age peculiarities of the manifestation of the indicators of imaginative creativity (in T-scores)

The indicators of imaginative creativity	Age		
	7-8 years old	11-12 years old	15-16 years old
Productivity	46	55	56
Originality	43	47	42
Readiness	55	47	47
Name	42	41	41
The resistance of the closing	42	55	50

**Figure 2. Age dynamics of imaginative creativity.**

productivity gradually grows with age. The figure of originality tends to increase during adolescence and decline in high school (the peak of the original accounts for 11-12 years old, in the pupils of 7-8 and 15-16 years old this characteristic of imaginative creativity is almost on the same level). According to the data the indicator of readiness is the

highest among schoolchildren of 7-8 years old and with increasing age of the studied pupils subsides, while remaining unchanged in middle and high schools. The trend of rapid growth in 11-12 years old and a slight drop in 15-16 years old is a measure of the resistance of the closing. The immutability during the age periods is characteristic for the index of the name. It should be noted the low level of this index in comparison with other characteristics of imaginative creativity. However, the factor of the name characterizes verbal creativity and its value that is within the manifestations of its indexes. The other indexes of imaginative creativity significantly exceed the values of the parameters of verbal creativity.

The greatest value of originality and the resistance of the closing is typical for the children of 11-12 years old. The index of readiness is the highest among the pupils of 7-8 years old. High performance is observed among the pupils of 15-16 years old. The index of the name remains low and unchanged in all age periods.

It is necessary to analyze the structure of creativity in order to determine the qualitative uniqueness of creative abilities, specific to each age. The transition to the standard points allows you to build a structural profile of verbal and figural creativity. Since the test uses the T-scale, then the outside of the norm will be the values from 40 to 60 T-points.

The analysis of the structural profile that reflects the ratio of the individual indexes of creativity, allows us to describe its qualitative uniqueness, to highlight strengths and weaknesses.

The analysis of the structure of creativity through two indicators:

1. Homogeneity is the heterogeneity of the patterns of creativity.
2. The level characteristics of selected indexes of creativity.

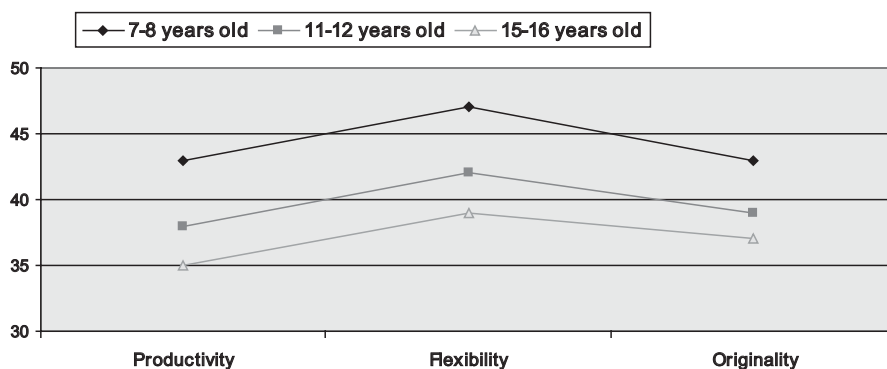
Analyzing the age-related features of the structural profile of verbal creativity (figure 3), it can be noted that the highest values are indicators of creative abilities in primary school, the lowest ones are in senior pupils.

The pupils of 7-8 years old have the homogeneous structure of verbal creativity: all indicators are within normal limits. The verbal creativity of the pupils of 11-12 years old has diverse structural profile: the indexes of flexibility and originality are within the normal range, the performance is below normal. The structural profile of verbal creativity of the pupils of 15-16 years old are characterized by homogeneity: all indicators are below the norm. That is, the verbal creativity developed the least in this group of the pupils.

Comparing the level values of verbal creativity, it is worth noting that the index of flexibility is somewhat higher than other characteristics of

Table 3.**The structural profile of verbal creativity of different age groups**

Age	The indicators of verbal creativity		
	Productivity	Flexibility	Originality
7-8 years old	43	47	43
11-12 years old	38	42	39
15-16 years old	35	39	37

**Figure 3. Age peculiarities of the structural profile of verbal creativity.**

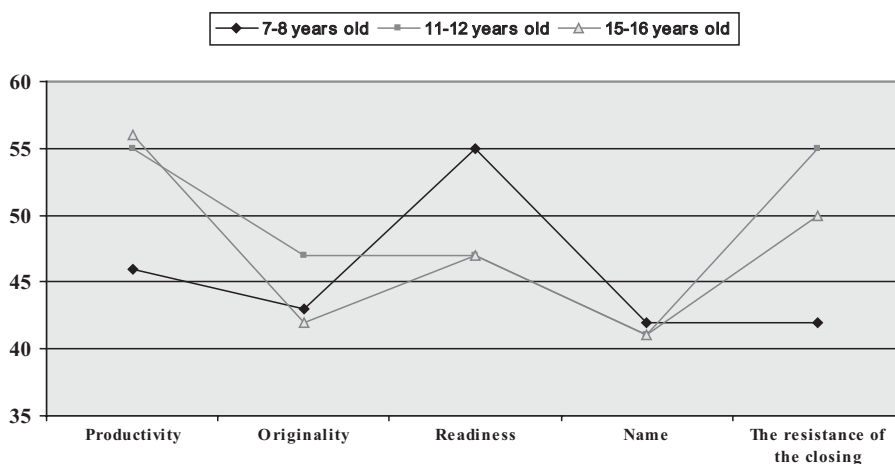
creativity in all subjects. The index of flexibility reflects the ability of a person to offer you a variety of ideas to approach the problem from different angles, using different strategies and solutions. However, flexibility high compared with productivity can characterize the person who jumps from one idea to another and not able to focus on one thought to develop.

The structural profile of graphic creativity (figure 4) reflects the ratio of the individual indicators and qualitative uniqueness of creativity subjects of different age categories. The obtained results allow to conclude that the homogeneity of imaginative creativity is typical in three age groups of subjects: all indicators are within normal limits. However, the dispersion of the values of the analyzed individual indicators of each age group ranges from the lower to the upper limit of normal (40 to 60 T-scores).

The analysis of the characteristics of the individual indicators of imaginative creativity shows that the most important is readiness in

Table 4.**The structural profile of imaginative creativity of different age groups**

Age	The indicators of imaginative creativity				
	Productivity	Originality	Readiness	Name	The resistance of the closing
7-8 years old	46	43	55	42	42
11-12 years old	55	47	47	41	55
15-16 years old	56	42	47	41	50

**Figure 4. Age peculiarities of the structural profile of imaginative creativity.**

the structure of the creativity of the pupils of 7-8 years old. That is, the children of this age are able to develop and to supplement the ideas and to expand their boundaries. But in good «developers» have weaknesses: the desire to develop your idea makes them unable to complete the work on time (low productivity). The pupils of 11-12 and 15-16 years old have the highest values of productivity and resistance of the closing. A high rating in terms of performance may have the pupils with an impulsive style of thinking. The older pupils produce a large number of ideas, but carefully they do not develop and do not refine. A high index of the resistance

of closing reflects the ability to withstand a long time of uncertainty, remaining open to new information for making the original decision. The pupils of 11-12 years old have the highest level of originality, which is in combination with high productivity. A common feature of the structural profile of imaginative creativity of the subjects in all age groups is the same value of the index name, which is at the lower limit of normal and are close to the values of the parameters of verbal creativity.

Conclusions. The analysis of the age dynamics of verbal creativity showed that with increasing the age of the studied pupils there is a decrease in all three indicators: productivity, flexibility, and originality. The peculiarity of the age dynamics of imaginative creativity is that all indicators are observed the different trends in the changes of creativity with age. With increasing the age of the investigated ones grows only the measure of productivity. The indicators of originality and the resistance of the closing tends to increase in the middle classes and gradually come in high ones. The readiness is better developed in primary school and tends to further decrease. The index name is the same and is on the verge of a low level in all three age periods.

The analysis of the age differences in the structural profile of verbal creativity of the test subjects of different age groups showed that the highest values are the indicators of creative abilities in primary school, the lowest ones are senior pupils. The peculiarity of the structural profile of the shaped creativity is that the uniformity of structure is characteristic for three age groups of subjects: all indicators are within normal limits. The analysis of the similar performance of the individual indicators of imaginative creativity shows that the most important indicator is the readiness in the structure of the creativity of the pupils of 7-8 years old, the indicators of the productivity and the resistance of the closing are in the pupils of 11-12 and 15-16 years old.

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Abstracts

JAROSŁAWA WASYLKIEWICZ. **Wiekowa dynamika kreatywności uczniów.** W artykule przedstawiono uzasadnienie teoretyczne oraz wyniki badań empirycznych dynamiki wiekowej kreatywności uczniów. Opisano wyniki dotyczące wiekowych osobliwości strukturalnego profilu werbalnej i obrazowej kreatywności. Na podstawie uzyskanych danych autorka wnioskuję, że wraz z wiekiem badanych następuje spadek wszystkich trzech wskaźników kreatywności: wydajności, elastyczności i oryginalności. Szczegółową cechą wiekowej dynamiki obrazowej kreatywności jest to, że we wszystkich wskaźnikach występują niejednakowe trendy w zmianach kreatywności wraz z wiekiem.

Słowa kluczowe: werbalna i obrazowa kreatywność, wiekowa dynamika kreatywności, strukturalny profil kreatywności, wydajność, elastyczność, oryginalność.

ЯРОСЛАВА ВАСИЛЬКЕВИЧ. Вікова динаміка креативності школярів. У статті подано теоретичне обґрунтування та емпіричне дослідження особливостей вікової динаміки креативності школярів. Отримано результати щодо вікових особливостей структурного профілю вербальної та образної креативності. Аналіз вікової динаміки вербальної креативності показав, що зі збільшенням віку досліджуваних спостерігається зниження всіх трьох показників: продуктивності, гнучкості та оригінальності. Особливістю вікової динаміки образної креативності є те, що за всіма показниками прослідковуються неоднакові тенденції в змінах креативності з віком.
Ключові слова: вербальна та образна креативність, вікова динаміка креативності, структурний профіль креативності.

ЯРОСЛАВА ВАСИЛЬКЕВИЧ. Возрастная динамика креативности школьников. В статье представлено теоретическое обоснование и эмпирическое исследование особенностей возрастной динамики креативности школьников. Получены результаты относительно возрастных особенностей структурного профиля вербальной и образной креативности. Анализ возрастной динамики вербальной креативности показал, что с увеличением возраста испытуемых наблюдается снижение всех трех показателей: продуктивности, гибкости и оригинальности. Особенностью возрастной динамики образной креативности является то, что по всем показателям прослеживаются неодинаковые тенденции в изменениях креативности с возрастом.

Ключевые слова: вербальная и образная креативность, возрастная динамика креативности, структурный профиль креативности.

YAROSLAVA VASYLKEVYCH. Age dynamics of pupils' creativity. In the article theoretical substantiation and empiric research of features of age dynamics of creativity of students is given. Results in relation to an age-specific features of structural profile of verbal and imaginative creativity are got. The analysis of the age dynamics of verbal creativity showed that with increasing the age of the studied pupils there is a decrease in all three indicators: productivity, flexibility, and originality. The peculiarity of the age dynamics of imaginative creativity is that all indicators are observed the different trends in the changes of creativity with age.

Key words: verbal and imaginative creativity, age dynamics of creativity, structural profile of creativity.



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Method of meaning reconstruction and entrepreneurs' image

Problem setting.

The situation of *transitory economy* is characterized by the *uncertainty* – as a changeability and lack of predictability in tasks, conditions and work demands. Contemporary development of society in our country with *transitory economy* is characterized by the active formation of organizations that have various fields of activity, resource model and organizational culture, that are engaged in active entrepreneurial activity.

Entrepreneur in an uncertain environment must be ready to create the concept and to identify the environmental conditions as favorable. Founders must accept/reject the strategies suitable for the environment they interact with.

Entrepreneurs as a social group are being formed anew, past traditions of entrepreneurial activity are lost because it was punishable in Soviet period.

But the group of entrepreneurs is productive and effective, this is the most active part of the society which forms the concept, creates

companies, draws and transforms the resources, sets economic discourse of the society.

This leads to certain distortions in the perception of entrepreneurs as a group and of the discourse they create. And this is a problem because the attitude impedes the development of economy and leaves economically active and productive social group without support.

That is why the image of social group of entrepreneurs requires special analysis for its further changing and transformation and for social construction of the society.

Since the image can't be observed directly, it demands special approach to studying it.

Hacker [3] supposed that basic function in the process of regulation is fulfilled by the "systems of operative reflection" that are represented in memory and define individual way of productive activity. These systems include: anticipation of the result of work, knowledge of the conditions of work (for example, knowledge of the material properties and principles of machinery functioning), hypotheses about transformations (operations) that are needed to pass from the **factual, real condition/situation** to the desired one. In scientific literature there is a notion of the image of future action as a conception of something. Basically, systems of operative reflection fulfill cognitive function of expectation forming and so represent a searching model that defines actions.

The chain "comparison-change-feedback" explains the nature of work activity as an interaction of a man and situation (work environment). The environment generates certain objective tasks about which a man forms his own subjective opinion like specific systems of operative reflection. In the process of their implementation he influences the situation by changing it.

Hacker [2] identified three levels of regulation: sensorimotor, perceptual-conceptual and intellectual. Intellectual level precedes the other two. On this level a man develops general plan of task performing. On the perceptual-conceptual level he regulates individual actions. On the sensorimotor level he regulates the process of task performing.

From the point of view of the quality of activity, Hacker [2] considered intellectual penetration into the essence of the activity structure to be the most important change of mental structure.

Mental process of sensabilization, automatization, verbalization and intellectual processing govern the quality of activity. So, subjective representation in a form of specific systems of operative reflection (let's

label it “concepts or the image of future action”) serves as a predictor of the result of activity. From this point we can speak about the quality of a concept: its functionality and productivity, possibility to use it for describing, explaining and predicting changes and for transforming the reality.

The concept may have different level of formation. This is especially interesting on the stage of the unformed concept, new valuable concept, for example, on the stage of the concept of future activity. Concept (P.K.Vlasov) – is a “value-cognitive-performative pattern that initiates organizational activity. In general, organizational activity on the stage of a concept organizes four basic components: *needs* (demands of physical and mental well-being); *values* (what initiators considers to be good or profitable and starts to act in order to keep or to get it); *goals and intentions* (situational-specific form of values, certain object or the goal of action); and emotions (the form under which a man feels the changes of meaning of the resources) [6].

Taking into account all this, it is interesting to investigate the possibility to analyze the trajectory of concept life, to predict its reference in activity. So a question arises: how is it possible to investigate the concept of activity? [6]

Since communication (verbalization) is a way of forming and realizing the concept of activity (according to Hacker [3]), verbal reflection of the concept of activity is rather representative for the description, for studying the concept of activity and for predicting the activity itself.

Hacker supposed that the system of operative reflection “works” in the interaction of a man and situation (work environment) in a chain “comparison-change-feedback”.

Subject’s verbal reaction to the object reflects verbal image of this object. To be specific, the system of knowledge (morphology), attitude towards an object (axiology) and instrumental relation/action (praxiology) of an object [4]. Such verbal reaction is a partial or full description of the object. In fact, description that a man builds is anthropocentric, that is it bears a trace of a man’s subjective attitude towards object.

As a rule, verbal reactions (texts) are not considered from such point of view. For example, in linguistics text/meaning of a text is linear, that is logically derived from the meaning of linguistic units of a text. In sociology, the meaning of the objects is generally viewed as most frequent reactions of a group of respondents towards an object, it is also linear (only from the respondent’s position). We propose to view verbal reaction towards object

as a total product of a man's culture that includes his values, knowledge, actions/instruments. Such reaction reflects subject's concept in relation to the object. Through his verbal reaction a man interprets the object, so to say "embeds" it into his own subjective context. A man creates his own individual discourse of the objects in which his individual construction of social world is reflected. Through his verbal reaction a man constructs social world that includes this object as well.

From the point of view of system approach, verbal reaction is an element of interaction between a man and an object, and the meaning of such verbal reaction is system effect that consists simultaneously of object's and subject's characteristics. So on the basis of verbal reaction we can study both the object for a certain group of subjects and to make inferences about the group itself (its system of values, attitudes, knowledge, actions).

So in order to analyze verbal reflection of the concept of activity we need an isomorphic structure of activity, on the one hand, and a man, on the other. This structure should reflect the dynamics of these relations and allow to predict activity.

As a basis of such structure we adopted hierarchical model of activity description developed by G. Sukhodolsky. It includes:

- elements and structures that define *morphology* of activity;
- needs, values that fulfill them and estimates that reflect them define *axiology* of activity;
- development and functioning define *praxiology* of activity;
- existence, characteristics and cognition express *ontological* aspect of the world [4].

Research method

We propose an approach and method of meaning reconstruction. By decomposing subject's verbal reaction, breaking it into elements, we propose to consistently identify all subjective elements, "imprinted" in respondent's verbal reaction, to reconstruct the meaning of object and so to reconstruct subjective concept, construction of the subjective social world with the help of which a man attributes meaning to the object.

The structure of the approach is as following.

Morphology of activity is a content of activity, its correlation with concrete activity and with objects included in it. These objects are included into verbal description, chosen by a man for oriented activity. Linguistic equivalent of morphology of activity are the concepts included into description, their quantity. Semantics of concepts points to the content of activity and its orientation. The quantity of concepts tells about cognitive complexity and the level of differentiation and so – about man's awareness

of concepts, its availability and controllability of activity.

To reconstruct the whole concept of activity we can't use one single method, since we didn't manage to find such method in literature. So we decided that a complex of methods is needed that will allow to reconstruct the concept of activity.

Linguistic equivalent of *axiology* and values that take part in activity is the weight (frequency) of concepts and their emotional evaluation, that is emphases in morphology. Frequency and evaluative structure forms hierarchical structure of the concept of activity and tells about man's priorities and attitude towards activity.

Praxiology of activity description is formed by explanatory pattern disclosing what lies behind a given description (the reason for choosing these very elements in this very hierarchical and evaluative structure). It uncovers man's motives that trigger the concept. Explicit and implicit logical-semantic webs of connections included into description can serve as a linguistic equivalent of praxiology. They uncover intentional nature of utterances. Praxiology uncovers basic driving motive, development and functioning of man's activity.

Key concepts that form the description and their hierarchy serve as parametric criteria of comparison and allow to compare different concepts or the concepts of different people and to study them. This forms *gnoseological level of activity description*.

The context in which there arises a possibility for the appearance and existence of such concept of activity expresses *ontological level of activity description*. This level doesn't have direct linguistic equivalents, that is those that have no explicit reflection in the text of description. It is reflected in basic presuppositions that allow the very context of activity description to exist. It may be expressed in archetypes, ethnical stereotypes that explain the origin and existence of a concept.

Methodically, it looks like a sequence of the stages of meaning reconstruction.

- *The selection of meaningful reactions.* Formal reactions need to be separated from *meaningful* ones in order for the data to be consistent and informative. Formal reactions are not informative, they express stereotypical emotional attitude. Judgments and wishes can also be included here.

- *Reconstruction of the morphology of an object.* It includes thematic classification of verbal reactions with the help of the method of thematic-rhematic segmentation of a sentence [3]. In each utterance we have isolated

a theme (what the sentence is about) and a rheme (what is specifically told about this psychological subject). The use of this method was based on the structuralist tradition of differential organization of signs [5, pp. 253-291]. The rhemes of utterance are contrasted with the themes on the basis of syntactical construction of a sentence. The themes in a normal structure of a sentence usually take place of the subject, the rhemes take place of predicate. With the change of “normal” structure of a sentence, a certain object becomes especially noticeable, that is it takes place of a rheme. The result of this stage is thematic, that is morphological, structure of an object.

- *Axiological structure of an object.*
 - includes *classification* of verbal reactions in relation to their modality within thematic groups into positive, negative and neutral utterances.
 - Includes frequency classification of semantically connected rhemes. Semantically close rhemes unite into classes and their frequency is defined. The most frequent rhemes and those with positive estimate reflect the value of the elements of morphology of objects. The result of this stage is reconstruction of the axiological structure of an object.
- *Reconstruction of praxiology.*
 - *Positive and negative image.* All identified elements of the morphology of an object with positive and negative axiology (the most frequent rhemes with positive or negative estimation) allow to reconstruct an integral image of an object. On this stage we used the method of narrative semiotics (structural semantics (Greimas, Propp, Pearce [5, p. 173])). It supposes identification of the surface and deep structure of the level of syntax. Surface structure is immediately recognized and easily accessed from text. Deep structure is a fundamental system of values embedded into a text (consists of norms and values). Narrative structure is defined by basic roles (actants) and the relationships and their movement towards one another. The result of this stage is a narrative pattern or an integral image of an object showing elements of morphology, their axiology and relations between them.
 - *Reconstruction of intentions.* It includes reconstruction of social intentions that “trigger” the resultant image. Verbal reaction reflect performative component as well – intentions of a group of respondents. On this stage we used methods of functional

pragmatics (K.Buhler, C.Morris and Karnap), based on the theory of action (J.Austin). Basic instrument on this stage is a *linguistic pattern that reconstructs the purpose for which an actor undertakes the action*. To reconstruct an intention, we used the following question: "Which needs are met and what are the expectations of a group during the interaction with this object?" Positive image reflects satisfied expectations/intentions, and negative one reflects frustrated expectations/intentions.

- *Reconstruction of gnoseology.*

Semantic scales and thesaurus of object description. It includes contrasting of negative, positive and neutral images. They contain shared elements of morphology. They are "prevailing" that is they form basic scales of object description. On the basis of such notions, we can restore the whole scale if we propose their antonyms. As a result, we got the scales by which the group of respondents "measures" an object by showing certain attitude towards it. The resultant generalized scales, reconstructed intentions and synthesized image can be considered to be the end of a procedure.

Participants of the research

We want to illustrate this using the example of empirical research of the meaning of image of social group of entrepreneurs that was conducted using the method of random sampling (5000 respondents during the period 1995-1998, in Ukraine). The research has pointed to the explicit multidimensional nature of the meaning of category "Entrepreneur" [7]. Basic social, gender and age groups are proportionally represented in a sample.

Purpose of the research

We wanted to define the thesaurus of notions that describe attitudes towards social group of entrepreneurs. We also wanted to synthesize the notions included into description into general image, that is to define relations between them and the modality of image.

Objective difficulty of research lies in the fact that an image doesn't have direct expression and is hidden from the direct observation. In order to research it, it should be explicated.

Besides, new social groups and institutions are still on a stage of formation, so an attitude towards them and their image are not yet fully formed and don't have a representation clearly expressed and embedded in social environment. These limitations should be taken into account when planning and conducting experiment.

The conception of research was based on the following: attitude towards social-economic space is formed on the basis of the *image* of the world and is a synthesis of one's own already existing knowledge about the world and changes in environment. We have taken into account a subject's tendency to perceive an object as a whole and have called it image *integrity*. Image has verbal expression, exists in a form of utterances, judgments and has conceptual saturation. The measure of notions' variety that describe image was called image *differentiation*.

The notions in image are in a certain connection with each other (cause-effect, sort-kind, part-whole, attribution). This was called image *coherence*. The image of social group much or less fits the reality, that is it possesses *adequacy, reality*. Image has emotional-evaluative component, that is *modality*: positive, negative and neutral. In such case positive, negative or neutral attitude towards social groups is demonstrated.

To gather data, we used method of unfinished sentences since it allows the participants to freely express their judgments not taking into account that social group of Entrepreneurs was new and unknown phenomenon for them. To process judgments we used method of meaning reconstruction that was introduced above.

For our survey we used method of interviewing respondents. They were asked to finish the sentence: "*What can you tell about...?*" The answers were fixed word for word.

Results and discussion

The resultant judgments were analyzed in relation to the criterion of reality. We found out that the majority of judgments (73%) were not connected with company's real behavior in the market. This is shown in the following statements: "*I don't know what it does, but I know that it cheats on trusting people*", "*This is simply a siphoning of money*", "*Firms open up to become rich at the expense of people, they don't hope to work forever, that is why they exist due to the deception*", "*Normal laws are needed in order for normal companies to exist*". On the one hand, it points to the lack of awareness of the respondents. On the other hand, it points to their activity in forming judgments. The existence of judgments in situation of absence of information points to the fact they are stereotypical and unreal. So the image of entrepreneurs is also unreal and expresses stereotypical attitude towards this social group. Since this image is unreal, the notions included in it can also be unrepresentative for the description of this social group.

We have also analyzed modality of judgments and found out that:

25% of judgments have positive modality. For example, "*I think the*

company is rich, if it will issue stocks, they can be bought”, “I think the company has money, so they work effectively”, “The main thing is to work for people, if it works for them, then it is good”.

60% of judgments have negative modality. For example: *“They can go bankrupt any moment”, “Charlatans who lie and steal”, “Like all companies, try to make money out of air”.*

9% of judgments have neutral modality. For example: *“I am tolerant towards any form of activity”, “I don’t mind at all, let it flourish, but without me”, “I didn’t interact with them, my attitude is calm”.*

6% of judgments – respondents didn’t express any attitude referring to the lack of information. That is stereotypical judgments fix negative attitude of social environment towards this social group.

After that we have chosen the most frequent judgments and obtained positive and negative linguistic attribution of social group of “Entrepreneurs”. We have identified the thesaurus that describes image of this social group and have decided that the notions that are included in stereotypes are located depending on modality of the poles of the following scales:

Table 1.
Scales of notions that form stereotypical image of “Entrepreneurs”

Absence of purpose	Presence of purpose
Simplicity	Complexity
Orientation towards a circle	Orientation towards a social community
Instability	Stability
Lack of power	Financial power
Dishonesty	Honesty
Unavailability	Availability
Absence of scope	Scope
Closed up	Openness
Insincerity	Sincerity
Inability to make business	Ability to make business
Short life	Longevity

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Abstracts

PETRO WŁASOW, GANNA KYSELOWA. **Metoda rekonstrukcji istoty i wizerunku przedsiębiorców.** W artykule przedstawiono wyniki badań empirycznych przeprowadzonych za pomocą metody rekonstrukcji istoty w celu przeanalizowania stosunku społeczeństwa wobec grupy społecznej przedsiębiorców oraz określenia modalności tego obrazu. Wykazano, że większość opinii wyrażanych nie odpowiadają rzeczywistości, odzwierciedlają stereotypowe postawy społeczeństwa wobec tej grupy społecznej. Większość opinii przedstawia negatywny wizerunek przedsiębiorcy, który w odróżnieniu od pozytywnego, oparty jest na logicznie uwarunkowanym rozumowaniu oraz w aspekcie pojęciowym jest bardzo zróżnicowanym. Pokazano, że konsekwentne uporządkowanie i klasyfikacja reakcji werbalnych pozwalają zrekonstruować obraz werbalny i istotę wizerunku przedsiębiorców.

Słowa kluczowe: metoda rekonstrukcji, znaczenie, istota, wizerunek, przedsiębiorstwo, przedsiębiorca.

ПЕТРО ВЛАСОВ, ГАННА КИСЕЛОВА. **Метод реконструкції смислів та іміджів підприємців.** У статті розглядається вербальна реакція на об'єкт як сукупний продукт людської культури, що включає його цінності, знання, дії/інструменти. У процесі емпіричного дослідження, використовуючи метод реконструкції смислу, було досягнуто ціль проаналізувати відношення у суспільстві до соціальної групи підприємців та визначити модальність цього образу. Для вирішення задачі дослідження було використано метод незакінчених речень і метод тема-рематичного членування речення. Було показано, що більшість суджень, що були висловлені, не відповідають реальності, що вказує на стереотипне відношення суспільства до цієї соціальної групи. У більшості суджень є представленим негативний образ підприємця, який, на відміну від позитивного, базується на логічно обґрунтованих висновках і у понятійному плані є особливо диферційованим. Більш за те, було показано, що негативний образ значно більше, ніж позитивний, базується на ціннісних переконаннях. Було однозначно показано, що послідовне упорядкування і класифікація вербальних реакцій дозволяють реконструювати вербальний образ і смисл об'єкта для суб'єкта.

Ключові слова: метод реконструкції, смисл, значення, імідж, підприємництво, підприємець.

ПЕТР ВЛАСОВ, АННА КИСЕЛЕВА. **Метод реконструкции смыслов и имиджей предпринимателей.** В статье рассматрива-

ется вербальная реакция на объект как совокупный продукт культуры человека, включающей его ценности, знания, действия/инструменты. В ходе эмпирического исследования, используя метод реконструкции смысла, была реализована цель проанализировать отношение в обществе к социальной группе предпринимателей, и определить модальность этого образа. Для решения задач исследования были применены метод неоконченных предложений и метод тема-рематического членения предложения. Показано, что большая часть высказанных суждений не соответствует реальности, что свидетельствует о стереотипном отношении общества к этой социальной группе. В большей части суждений представлен отрицательный образ предпринимателя, который, в отличие от положительного, основан на логически обоснованных умозаключениях и в понятийном плане оказывается особо дифференцирован. Более того, продемонстрировано, что отрицательный образ значительно в большей степени основан на ценностных убеждениях, чем положительный. Однозначно показано, что последовательное упорядочивание и классификация вербальных реакций позволяют реконструировать вербальный образ и смысл объекта для субъекта.

Ключевые слова: метод реконструкции, значение, смысл, имидж, предпринимательство, предприниматель.

PETRO VLASOV, ANNA KISELEVA. **Method of meaning reconstruction and entrepreneurs' image.** *The article deals with verbal reaction to the object as the combined product of human culture, including its values, knowledge, action / tools. In the empirical study, using the reconstruction of the meaning of the method has been implemented aim to analyze the attitude of society to the social group of entrepreneurs, and to determine the modalities of this image. To solve the problems of research were applied method of incomplete sentences and thematic division of the sentence method. It has been shown that most of the opinions expressed do not correspond to reality, reflecting the stereotypical attitude of the society towards this social group. In most of the judgments presented a negative image of the entrepreneur, who in otlichie from positive, based on a logically sound reasoning and is particularly differentiated in the conceptual plan. Moreover, it demonstrated that a negative image is significantly more based on the belief values than positive. Clearly it shows that the sequential ordering and classification of verbal reactions allow to reconstruct a verbal image of the object and meaning for the subject.*

Key words: reconstruction method, value, meaning, image, business, businessman.

3.

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Oksana ALPERN

Create Yourself

Issue of identification is one of comprehensive problems of modernity. It appears quite sharply in various dimensions of life, forming a kind of modern human life context, and particularly in one sphere of existence - education. Educational system that is connected with quality of provided educational services – are strong and systemic crisis evidences.

Nowadays urgency to research problems of identification related with new capabilities, opening to the individual for its development in the era of global dissemination of informational networks and the world globalization. The challenges, observed in education in this context, associated primarily with the ability to implement changes, according to external factors adapt to or their containment in education.

Identification question in our days can be regarded as priority in the crisis of the educational system, as a person acquires education according to predefined standards which creates certain limitations, and now pursue their education itself, using available opportunities and resources of globalization in accordance with their needs. The main point of education in this context is the motivation of the individual to such activities, excitation of creative thinking process for its efficiently own potential development.

The purpose of research is proof of thesis ,that building individual path of personal development , based on its identification, can be the basis of systemic changes in education.

Objectives of our study: consider identity as foundation for creating personal path of self-development in the educational process; describe possibilities of building an educational based process of such trajectories; consider main features of conceptual change in education through of creative educational process. Awareness of the need to maximize the release and development of personal potential in education consider as ground for overcoming the crisis in education and the development of new educational strategies.

Conceptual idea of research is based on position comparing to sense of identity as a phenomenon, which allows you to "Build yourself."The main way out of the recession in education is construction of educational trajectory based on identity cards, directed on maximization of personal potential growth process, and the development of new educational strategies based on this approach.

Let us consider modern concepts regarding the crisis of identity in full of globalization and information world. These include concepts of K.-O. Apel, S. Baumann, H. Jonas, E. Levinas, A. Toffler. Different conceptual schemes of identity developed in historical and philosophical perspective, was considered by A.V. Kuzmin (metaphysical sense of autonomy), M.V. Zakovorotna (socio-philosophical concept of identity in the information society), V.L. Abushenko (historical formation of "identity " concept), E.V. Trubina (poststructuralist methodology of identity research), A.Y. Shemanov (cultural-historical analysis of identity), I.V. Dudenkova (philosophical-anthropological approach to individual identity) [1, p. 3].

According to A. Toffler concept: "The third wave changes the nature of identity ...an individual is less linked with context of his birth and has a great selection of self-determination. The more Third Wave grows, the more people take greater choice in accordance with the strengthening of identity and heteronomy in a new social structure. Arrival of Third Wave is also associated with notable acceleration of social and cultural change, so that elected identifications, becomes more short-term, and people accept or refuse some components of their identities faster than ever " [2, p. 281-282].

The issue of human identification in the educational process raises profound problem of its existence, self-identification of itself. The essence of the problem lies in the ratio of internal I and its proof in the outer world. Important components of this paradigm - internal self

determination, which makes self-identification and the ability to build effective communication possible in such quick-changing surrounding world, providing maximum self-realization.

In the opinion of T. Sidorova, identity can be understood as "slipping similarity" - self-identity that people try to find, acquire, or create in different cultural practices [1, p. 2]. J. Young thought: "Once the community breaks down - identity invents" [7, p. 164]. "Identity", obliged by attention she attracts to itself, and passions, that it generates, acting as a surrogate for community and environment, which are not available in the rapidly globalizing, almost privatized and individualized world, and so it may be represented in a good repository which provides security and confidence and therefore is so desired." - Z. Bauman thought. [1, p. 120].

We share the view of Carl Jung "I am not what happened to me, I am what I decided to become" and, close in meaning, thought of John Kelly, that no one should be a victim of his own biography [5, p. 56]. That challenge is on building yourself, your life and educational trajectory based on self-identification.

Self identification based on personal values also seems to be quite promising - values are changing in the modern world. To rank of the highest values entered not only freedom of choice but also the freedom of maneuver. It gains megavalue and gives access to all other values. Therefore theses about personal development based on self-identification, issue of conscious choice becomes paramount. Considering that the individual faces lots of choices, it should learn as much as possible and make only one true. In our opinion this is the choice that is based on values of internal desire and congenital abilities.

Considering an education as a social institution that must respond to a crisis of identity, we will determine the key factors that affects the person's choice of education.

Modern education system does not teach us to be creative and solve most integrative life tasks but only how to fit under the pattern. It standardizes, averaging individual capabilities, limiting it to the conscious development and impose its own goals and objectives.

Thus, the problem of identity, which is quite acute in modern society, can be solved only through conscious trajectory choice of identity. The role of education - to discover this unique human talent, assist to save it, promote its maximum realization to find their place in society. Then, according to his identity, the process of acquiring education will act as a continuous process of gaining "self - meaning" and save your own life

meaningful boundaries.

Main difficulty of the modern education system: lack of clear targets for which education is necessary. And even more – obtaining an education is a goal that does not lead to increase motivation and productivity. If education is received for a specified individual higher goals, it is acquired at a higher level of necessity realization [4, p. 70]. Courses and disciplines are selected, taking into account pre-defined and pre-conscious needs, while knowledge, skills and competencies derived efficiently with a higher results.

Initiation of standards-based testing leads to standardized thinking. Such approach prevents not only student's own creative educational path, but even perceive knowledge as part of achieving personal goals. After all, the aim here is the successful delivery of tests and routine mechanical preparation for it, rather than creative process of discovering the world. Proof of this thesis, we can find in a study of P. Sacks "Standardized minds" [3, p. 38].

Sir Ken Robinson, speaker and international advisor on creative thinking issues sure that if you're at the right place, doing what you want to do, what belongs to your soul, then such occupation will never bore you and devastate, but rather fill with energy and stimulate. Sir Ken Robinson also believes that "most people can not imagine what they are capable of, do not know what their talent and opportunities really are. And many believe they have no talent at all" [5, p. 128]

The future of education lies in the creative development of personality based on her identification, precisely in the fact what is unique, different from all other people on earth. The creative direction of personality - this is all that reveals its uniqueness. According to B. Shaw the challenge is not to find itself, but to create. Education shall maximally promote personality to its expression. Recall modern TV show "I have a talent" where people reveals their talents, somewhere far lost on their life road.

In our opinion, the educational system changes, built on disclosure of personal potential, will contribute to overcome the crisis of identification in the modern world. As globalization and increasing informatization facilitate opportunities providing educational offers to persons, supplying relevant information, knowledge and services according to its selection opens up new opportunities to build his personal educational trajectories of development. This allows to move to a whole new paradigm of education directed on obtaining the necessary knowledge, skills and competencies in order to realize his goals in life according to its priorities.

In these new conditions special significance and role takes knowledge of philosophy, psychology, cultural studies, and other humanities, as well as the emergence of new interdisciplinary fields.

Today, any decelerated reforms of education, does not carry changes its paradigm, caused by the lack of important interdisciplinary researches. It makes no sense to search perpetrators and to shift the responsibility from one shoulder to the other - systemic crisis should be resolved by the systemic output.

We must move away from the standard educational system, where a teacher or lecturer carrier some information, instead of mediator (mentor) of the individual student. Does he bring him to achieve his life goals? Do they help students "build themselves" through creative processes of self-motivation and management results?

Let us state main principles of the educational process based on of personal development trajectory.

Changing the paradigm of education - from "provide student education" to the opposite - "conscious acquiring education necessary for the evolutionary development of personality."

Basic principles of the educational process based on personal development trajectory:

- Construction of the educational process based on self-identification and inherited from individuum values,
- The development of positive convictions regarding the educational process to ensure the realization of personal potential,
- Student motivation management
- Building a conscious attitude to learning based on modern psychological knowledge,
- The changing role of the teacher in the new learning process - individual mentor who accompanies the process of finding and acquiring new knowledge and competencies,
- Working out on their own development paths in collaboration with the teacher of the new generation,
- The use of new qualitative tools to measure personal progress in the educational activity.

Realization of necessity to maximize the release of efficiently own potential in education - main ground for crisis overcoming in education and development of new educational strategies.

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Abstracts

OKSANA ALPERN. Stwórz sobie. W artykule analizuje się kryzysowy stan edukacji. Pokazano, że podstawą procesu edukacyjnego jest osobista trajektoria rozwoju jednostki; rozwój potencjału osobistego w procesie edukacji może być podstawą do przezwyciężenia kryzysu w procesie edukacji we współczesnym świecie oraz opracowania nowych strategii edukacyjnych.

Słowa kluczowe: kryzys edukacji, identyfikacja, osobista trajektoria rozwoju jednostki, potencjał osobowości, strategie edukacyjne.

ОКСАНА АЛЬПЕРН. Створи себе. В статті проведено аналіз проблеми ідентифікації в сучасному світі і як один з її проявів – кризовий стан в освіті. Проблема ідентичності розглянуто як основу створення персональної траєкторії розвитку особистості, на основі якої буде будуватись освітній процес. Усвідомлення необхідності максимального вивільнення та розвитку особистісного потенціалу в процесі освіти – підґрунття для подолання кризи в освіті та розробки нових освітніх стратегій.

Ключові слова: криза процесу освіти, ідентифікація, персональна траєкторія розвитку особистості, особистісний потенціал, освітні стратегії.

ОКСАНА АЛЬПЕРН. Создай себя. В статье проведено анализ проблем идентификации в современном мире и как одно из ее проявлений – кризисное состояние в образовании. В исследовании проблему идентичности рассмотрено как основу создания персональной траектории развития личности, на основании которой будет строиться образовательный процесс. Осознание необходимости максимального освобождения и развития личностного потенциала в процессе обра-

зования может быть основанием для преодоления кризиса процесса образования в современном мире и разработки новых образовательных стратегий.

Ключевые слова: кризис процесса образования, идентификация, персональная траектория развития, личностный потенциал, образовательные стратегии.

OKSANA ALPERN. **Create yourself.** *The problem of identification in the modern world is analyzed in this article as one of its manifestations - the state of crisis in education. Problem of identity is considered as the basis for creating individual path of personal development, on which educational process is built. Realization of necessity to maximize the release of efficiently own potential in education - main ground for crisis overcoming in education and development of new educational strategies.*

Key words: crisis of education, identification, individual path of self-development, personal potential, educational strategies.

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Tendencies of formation of pedagogical competence of foreign language teachers in universities of Ukraine

Introduction. The main challenge in the sphere of professional pedagogical education issued by the “Branch conception of development of continuous pedagogical education” and the “National strategy of development of education in Ukraine for 2012-2021” presupposes not only the high-quality training of pedagogical staff for all spheres of education but also the creation of efficient system of training as well as advanced training of academic staff and teachers on the basis of combination of national acquisitions of world achievements and withstand European traditions of providing development of teachers who are able in the process of permanent perfection to carry out professional activity on the principles of humanism, democracy, free competition and high-tech innovations. A problem of pedagogical staff training is especially up-to-date for modern higher education, as nowadays a special role is given to the problem of providing a labour-market of Ukraine with the mobile, skilled specialists ready for self-development and self-perfection.

Thus, in a period of updating of all aspects of vital functions of society

and expansion of international connections the level of professional training of foreign language teachers at higher educational establishments of Ukraine is determined by the level of formedness of their personal qualities and professional abilities among which the special place is given to pedagogical competence. That is why the main **aim** of the article is the investigation of formation of pedagogical competence of foreign language teachers. In order to achieve the main aim it is necessary to do the following **tasks**:

- to analyze the state of the investigated problem and specify the concepts such as “competency”, “competence”, “pedagogical competence” in Ukrainian and foreign scientific literature;
- to find out peculiarities of formation of pedagogical competence of foreign languages teachers during the process of professional training at higher educational establishments of Ukraine;
- to ground the choice of didactic principles on the basis of which the pedagogical competence of foreign language teachers is formed.

Analysis of the latest research studies and publications. The general questions of formation of pedagogical competence among the teachers of higher educational establishments found their reflection in the scientific works of I. Zyazyun, S. Sysoieva, N. Kuchugurova, L. Banashko, O. Sevastianova, B. Kryshchuk, I. Kostikova, S. Tafintseva, O. Dobrotvor, R. Hryshkova, and many others.

The questions of competent approach in the process of professional training at higher educational establishments are studied by native and foreign researchers, namely: I. Zymniaia, I. Zyazyun, A. Markova, T. Ivanova, N. Bibik, O. Lokshyna, O. Pometun and others.

The ways of formation of components of professional competence of teachers are discussed in the scientific works of L. Khoruzha, A. Nasimchuk, N. Guziy and others.

Presentation of basic material of the research. Changes that are happening in the present-day Ukrainian society and related to the necessity of bringing to date the system of higher education, defined not only by including Ukraine into the single European educational space but by the processes of globalization of world economy as well. It is globalization of economy that expects of modern higher educational establishments training of foreign language teachers who are initiative, responsible and highly skilled. That is why the formation of pedagogical competence which assists the acceptance of efficient decisions in the professional activity is of great interest of Ukrainian and foreign scholars.

In other words, the main issues that are of the utmost interest for our research are giving definitions of such concepts as “competency”, “competence”, “pedagogical competence” and eliciting structural components of pedagogical competence. Most Ukrainian and foreign scholars that study abovementioned problem take a stand according to which a competency is defined as a complex of interdependent qualities of a personality (knowledge, ability, skills, methods of activity) that are needed for qualitative productive activity, and a competence is defined as possessing of corresponding competencies [5].

The “National scope of qualifications and Order of development and further accompaniment of the National system of qualifications”, in its turn, gives two different definitions of what “competence” and “competency” mean. According to it, a competency is defined as the ability and willingness to use knowledge, skills and personal, social, methodological aspects in the process of study or work, and also for professional and personal development. Competence, in its turn, is defined as the ability of person, in particular, the person’s knowledge and skills to do his/her job in the right way [8].

I. Zyazyun defines a competence as special type of organization of knowledge, that provides possibility to take efficient decisions, in particular, in extreme conditions [3].

Thus, the definitions of “competence” and “competency” analyzed in the article show completely different points of view on this concept in scientific literature.

A pedagogical competence, in its turn, is defined as a system of scientific knowledge, intellectual and practical abilities and skills, personal qualities and formations, that under sufficient motivation and high level of professionalism of psychical processes provides self-realization, self-preservation and self-perfection of personality of teacher in the process of professional activity [5].

It is necessary to mention that there is also no single idea in determining structural components of pedagogical competence in Ukrainian and foreign scientific literature.

Thus, A. Markova thinks that there are two aspects of competence of a teacher, namely:

- procedural (pedagogical activity, pedagogical communication, personality of a teacher);
- resultative.

The scholar also insists that special, personal, individual and

extreme professional competences are the basic structural components of pedagogical competence [7].

L. Banashko, in her turn, under the basic structural components of pedagogical competence distinguishes theoretical pedagogical knowledge, practical abilities and personal qualities of a teacher [5].

L. Martyniuk, studying the formation of professional competence of a teacher, distinguishes four structural components of pedagogical competence, namely: pedagogical mastery; a communicative art; using of pedagogical technologies; innovative activity [10].

In addition, it is necessary to add, that the analysis of pedagogical literature on this question allows us to assert that native Ukrainian scientists distinguish different types of pedagogical competence. They include special competence, methodical competence; psychological competence; reflection of pedagogical activity; common cultural competence; valueological competence; communicative competence; conflictological competence; diagnostic competence; social competence; personal competence; competence in the field of information technologies and others [5; 10].

All above-mentioned types of pedagogical competence are connected with demands placed on the knowledge of teachers and peculiarities of their professional activity.

During the investigation, we found out that some contradictions influence the formation of pedagogical competence of foreign languages teachers during the process of professional training at higher educational establishments of Ukraine, namely:

Firstly, the desire to approach the Ukrainian system of professional training of foreign language teachers to the world and European requirements and the absence of necessary financial, organizational and skilled conditions.

Secondly, the analysis of practical activity of teachers of higher educational establishments shows that the process of formation of pedagogical competence does not provide the sufficient amount of credits on realization of pedagogical practice in the process of which students can apply their knowledge and experience for teaching definite disciplines while they are studying at universities.

Thirdly, the presence of permanent increase of requirements to training of foreign language teachers and the lack of developed theoretical principles of its realization in the system of pedagogical education in Ukraine.

The peculiarity of formation of pedagogical competence of foreign language teachers is characterized by the necessity and possibility to resolve contradictions determined in the research.

Formation of pedagogical competence of foreign language teachers must be put in practice on the basis of the definite didactic principles the distinctive feature of which is their complexity [1].

The didactic principles that influence the formation of pedagogical competence of foreign language teachers include the principle of scientific character, the principle of unity of theory and practice, the principle of humanization of studies, the principle of democratization, the principles of pedagogical creativity and self-realization. Let us discuss them in more detail.

1. Principle of scientific character. Principle of scientific character is important principle of studies at present-day higher school. Principle requires that the content of education can acquaint the foreign language teachers with objective scientific facts, concepts and laws; can explain modern achievements and prospects of their development in the future.

2. Principle of unity of theory and practice. Principle of unity of theory and practice requires understanding of importance of theory in life by pedagogical university graduates, skillful application of theoretical knowledge in solving practical tasks and participating in solving up-to-date problems.

3. Principle of usage of advances of modern SciTech. Solving of educational tasks that are set for future teachers, cannot be to a full degree effective without the usage of modern advances of SciTech and possibilities they provide to humanity every day.

4. Principle of humanization of studies. Principle of humanization of studies means the creation of conditions for formation of the best qualities and abilities of future teachers, respect to their personality; understanding of their demands, interests, dignity; education of humane, sincere and friendly personalities. This principle provides psychological transformation of personality of a future teacher, his transformation from the transmitter of educational information to an adviser and consultant of students.

5. Principle of democratization. Principle of democratization provides obligation of democratic mutual relations between the subjects of studies, updating the content of education, filling the content of education by universal and civil values. This principle means respect to personality of future teachers and development of their internal freedom and self-respect.

6. Principles of pedagogical creativity. Principles of pedagogical creativity are understood as conditions for development of personal creativity of foreign language teachers - diagnostics, optimality, interdependence, facilitation, creativity, addition, variant and self-organization.

7. Principle of self-realization. Principle of self-realization lies in an ability of teachers to organize their activity rationally and in introduction of their internal possibilities and capabilities in life.

Thus, the results of the analysis of scientific pedagogical literature on questions of development of didactic principles and their classifications prove that their integrated usage provides efficiency of training process at a higher educational establishment and create favourable terms for the formation of pedagogical competence of foreign language teachers [1].

Conclusions of undertaken study. Thus, under a pedagogical competence it is possible to understand the system of scientific knowledge, intellectual and practical abilities and skills, personal properties and formations that provides self-realization, self-preservation and self-perfection of a personality of a teacher in the process of professional activity and consists of certain structural components. In the process of research the different types of pedagogical competence are distinguished, the formation of which is influenced by the integrated usage of selected didactic principles.

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Abstracts

NATALIA ARISTOWA. Kształtowanie kompetencji pedagogicznych nauczycieli akademickich języków obcych na Ukrainie. W artykule przedstawiono różne interpretacje pojęć «kompetencja», «kompetentność» i «kompetencje pedagogiczne». Kompetencje pedagogiczne rozpatrywane są jako system wiedzy naukowej, umiejętności praktycznych i intelektualnych oraz cech osobistych, które przy wystarczającym poziomie motywacji zapewniają samorealizację i samodoskonalenie nauczyciela w toku działalności zawodowej. Określono specyfikę oraz zasady dydaktyczne, wpływające na proces kształtowania się kompetencji pedagogicznych nauczycieli akademickich i pracowników dydaktycznych języków obcych na uczelniach wyższych Ukrainy.
Słowa kluczowe: kompetencje, kompetencje pedagogiczne, szkoła wyższa, wykształcenie wyższe, zasady dydaktyczne, przygotowanie zawodowe.

НАТАЛІЯ АРІСТОВА. Тенденції формування педагогічної компетентності вчителів іноземної мови у вищих навчальних закладах України. У статті подано різнобічні трактування понять «компетенція», «компетентність» та «педагогічна компетентність», варіанти їхнього тлумачення вітчизняними та зарубіжними авторами в педагогічній теорії та практиці. У до-

слідженні педагогічна компетентність тлумачиться як система наукових знань, інтелектуальних і практичних умінь і навичок, особистісних якостей і утворень викладача, яка забезпечує самореалізацію, самозбереження та самовдосконалення його особистості в процесі професійної діяльності і складається із певних структурних компонентів. Структурні компоненти та різні види педагогічної компетентності проаналізовані у статті. Визначена специфіка формування педагогічної компетентності та виявлені дидактичні принципи, які впливають на процес формування педагогічної компетентності викладачів іноземної мови у вищих навчальних закладах України.

Ключові слова: компетенція, компетентність, педагогічна компетентність, вища освіта, вищий навчальний заклад, дидактичні принципи, фахова підготовка.

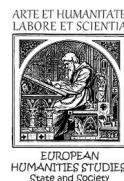
НАТАЛИЯ АРИСТОВА. Тенденции формирования педагогической компетентности преподавателей иностранного языка в высших учебных заведениях Украины. В статье представлены различные трактования понятий «компетенция», «компетентность» и «педагогическая компетентность», варианты их толкования отечественными и зарубежными авторами в педагогической теории и практике. Педагогическая компетентность рассматривается как система научных знаний, интеллектуальных и практических умений, навыков и личных качеств, которая при достаточном уровне мотивации обеспечивает самореализацию, самосохранение и самосовершенствование личности преподавателя в процессе профессиональной деятельности. Структурные компоненты и различные виды педагогической компетентности проанализированы в статье. Определена специфика формирования педагогической компетентности и выявлены дидактические принципы, которые влияют на процесс формирования педагогической компетентности преподавателей иностранных языков в высших учебных заведениях Украины.

Ключевые слова: компетенция, компетентность, педагогическая компетентность, высшее образование, высшее учебное заведение, дидактические принципы, профессиональная подготовка.

NATALIA ARISTOVA. Tendencies of formation of pedagogical competence of foreign language teachers in universities of Ukraine. In a period of updating of all aspects of vital functions of society

and expansion of international connections the level of professional training of foreign language teachers is determined by the level of formedness of their personal qualities and professional abilities among which the special place is given to pedagogical competence. For this reason the article is dedicated to the formation of pedagogical competence of foreign language teachers. The various interpretations of conceptions "competency", "competence" and "pedagogical competence" are given in the article. The variants of their interpretation by local and foreign authors in pedagogical theory and practice are analyzed. In the article pedagogical competence is defined as a system of scientific knowledge, intellectual and practical know-how and personal qualities which can provide realization of personal potential of a teachers in the process of pedagogical activities and which consists of definite structural components. Structural components and different types of pedagogical competence of foreign language teachers are studied in the article. Peculiarities of formation of pedagogical competence are determined and didactic principles that influence the formation of pedagogical competence of foreign language teachers at the higher educational establishments of Ukraine.

Key words: *competency, competence, pedagogical competence, higher education, higher educational establishment, didactic principles, professional training.*

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Natalia BOCHARINA

Humanistic orientation of future social workers

Problem. In modern society despite all the economic and political problems, strengthening humanistic ideas is becoming the main priority of Ukrainian statehood. These ideas were implemented less or more over different eras in the life of people through the development of individual branches of science. In recent years, the national psychology has highlighted the key strategic position of personal development, promoted in the past by various representatives of the humanistic and phenomenological trends in psychology and sociology. Now humanistic strategies have become fundamental in building the new direction of development and formation of future professional social service.

Scientific psychology concentrates on the problems that are aimed at the development of growing up in the individual moral and spiritual abilities as most essential in the human system of values. This orientation due to many social factors and, above all, the state-national focus give the priority to spirituality in science and education.

The problem of social workers training takes special place in the structure of modern education since social workers are designed to assist

the individual in its socialization, in addressing the subject of interaction with the environment. Scientists argue persuasively that altruistic level of social and psychological assistance differs only in the personality structure that dominates humanistic component because social workers.

The purpose of this writing is to elucidate the features of the integration components of humanistic orientation of future social workers. The study of current and potential psychological indicators, as of a subject of the educational process, would facilitate the development of professional self-determination, cultural and professional competence, positive social and communicative activity and valuable relations to others and to themselves for future social workers.

Analysis of recent research and publications. In modern psychological and pedagogical literature, humanistic trend seen as a development of value-motivational sphere of personality (G. O. Ball, I. D. Bech, N. F. Shevchenko); selective attitude of the individual to reality (O. F. Bondarenko, S. V. Yaremchuk); a dynamic personality formation (N. V. Chepeleva, T. N. Danilova); as a set of personal and valuable human qualities (E. O. Pomytkin, A. N. Lysenko, N. V. Nerukh); as the individual willingness to establish appropriate relationships with others (V. A. Semychenko, A. V. Sushchenko, T. V. Titarenko).

The main material. Analysis of the investigated problem revealed divergent definitions of «humanistic orientation identity»: G. O. Ball, I. D. Bech, N. L. Kolominskyi define it as a value-motivational properties of the individual [4, 5, 8]; B. G. Ananiev, A. F. Bondarenko hold the position at which the humanitarian approach is selective attitude to reality [2]; N. V. Chepeleva, T. N. Danilova consider humanistic orientation as dynamic personality formation, content of which is dominated not only in an informative way but also by altruistic, empathic motivation, willingness to cooperate, balanced existential-humanistic values and high capacity for self-knowledge [6]. In the works of A. M. Lysenko, the humanistic identity orientation is seen as a complex structural and personal formation, which reflects the tendency of the individual to act based on prevailing public interest, high social and human needs and provides a positive life setting [9]. S. V. Yaremchuk sees humanistic orientation identity as a dynamic mental formation, characterized by the dominant motifs that define persistent, active-effective, positive attitude of the individual to reality surrounding people and oneself [16].

The theoretical analysis of the research in humanistic orientation of the person (N. L. Kolominsky, N. V. Chepeleva, N. V. Nerukh, A.

N. Parkhomenko) showed that the following components prevail in this structure: motivational (pro-social motivation, self-improvement); cognitional (knowledge and understanding the personality of human, humanity, humanistic orientation); and action's (dialogging, willingness to cooperate, individual susceptibility to active humanistic activities, conscious choice behavior and actions according to the common moral values and ideals of society); emotional value (altruistic, empathic dominance in work with people; openness, responsiveness, mercifulness, tolerance, kindness, reflection).

The current study of the characteristics of social pedagogy training is based on certain personal entities such as cultural and professional competence of the person (V. A. Polishchuk, O. V. Ponomarenko, A. I. Moskaliuk); readiness for professional self-actualization (E. V. Baklanov, L. V. Bondar, R. B. Chubuk); value attitude to others and to themselves (Y. N. Halahuzova, S. Y. Pashchenko, R. X. Vaynola); positive social and communicative activity (A. I. Capska, A. I. Gura, Z. P. Bondarenko and other).

So, the study of the problem of humanistic orientation forming of the individual and training of future social workers allowed us to consider humanistic orientation of future social workers as an *integrated personality formation that accumulates pro-social motives, altruistic installations, humanistic beliefs that define pedagogical interaction style based on moral and ethical culture.*

The empirical study of psychological features of humanistic orientation display of future social workers conducted through our complementary diagnostic psychological methods: the level of formation of emotional and value sphere was measured by the method of «Social Attitudes in the Individual Motivations and Needs Diagnosis» by A. F. Potemkin [12]; questionnaire «Diagnosis of Empathy» by I. M. Yusupov, modified by M. E. Nikireyeva [11]; questionnaire «The Index of Tolerance» by G. U. Soldatov, O. A. Kravtsov, A. E. Huhlayev, L. A. Shayherova [13]. For a comprehensive diagnostics of the motivational sphere of future social workers the following methods were applied: «Determining the Type of Future Trade» by E. O. Klimov [14]; «Research Orientation of the Individual» by E. M. Nikireyev [11]; the questionnaire «Needs Cultivation Diagnostics» by G. D. Babushkina [3]; the questionnaire «Self-Assessment» – by M. O. Alekseev [1]. Defining social-cognitive component of the humanistic orientation, the method of «Value Orientations» by M. Rokych [11] and the method of «Reflection Diagnostics» by A. V. Karpov

[7] were applied.

Research cognitive component of the humanistic orientation of future social workers was measured by the method of «Communicational and Organizational Propensity»(COP) by B. O. Fedoryshyn, V. V. Synyavsky [10]; using the test of «Sociability Evaluation» by V. A. Can-Kalyk, M. D. Nikadrov [15]; using the questionnaire «The Need for Communication» by Y. M. Orlov [10], the test questionnaire to measure motivation affiliation by A. Mehrabiana, modifying M. P. Magomed-Eminova [14].

A study on the stage of experiment ascertaining was attended by 183 students of the II course of Perejaslav-Khmelnysky State Pedagogical University, of Drahomanov National Pedagogical University and of the Institute of Psychology and Social Pedagogy of Kyiv Borys Grinchenko University.

As a result of the pilot study, 20,1% of respondents showed a high level of *cultural and professional competence (social-cognitive component)*, which indicates confidence in their own knowledge and practical skills, awareness of the importance of humanistic values for the implementation of social and educational activities. Less than the half of patients (42,8%) showed an average level of social and cognitive competence, determining more or less adequate level of cultural competence and professional students, the willingness to develop their skills if necessary, and adjust or adapt as required. Low number of students – 37,1% - showed the lack of awareness of social and pedagogical knowledge, humanistic values and inability to moral reflection.

Professional self-determination and self-realization (motivational component) were at a high level in 18,5% of students who have observed tolerance and desire to implement social responsibility objectives for the benefit of others. One-third – 36,4% of the questioned - found the average level of focus on social and educational activities, as evidenced little more active and self-improvement need not sufficiently developed pro-social motivation. And lowest level, due to situational professional self-limited pro-social motivation and weak desire for professional identification, was revealed in 45,1% of the respondents.

Value attitude to others and to themselves (emotional and evaluative component) stated highly developed in 21,6% of respondents, that includes positive self-acceptance as a promising specialist adequately assess their capabilities, seeking understanding with others, are sensitive to one's needs and problems. Average number of respondents - 31,4% - inherited the situationally-induced manifestation of tolerance, excessive feelings of

accountability that prevents full perception of people helping others. The low level revealed in 47% of cases due to intolerance of others, difficulty in establishing contacts with people and selfish trends of the individual.

The positive social and communicative activity (connotative component) highly developed pronounced in 22,1% subjects. They are able to create a favorable social and psychological conditions of interaction, help others, display initiative in communication and include the ability to easily and quickly establish contacts aimed at understanding. The average number of respondents 39,6% indicated the selectivity of communicative activities, inability to deeply understand semantic-role-playing aspect of personal involvement in the interaction. In 38,3% the connotative component was found poor: they cannot operate effectively in problem situations, cannot find the form of adaptive behavior and compromise, showing poor rapport in interactions prone to non-conformism and in dialogue and unable to sociability.

The summary of the results of the pilot study of socio-cognitive, motivational, emotional value and connotative components of humanistic orientation for future social workers shown in Figure 1.

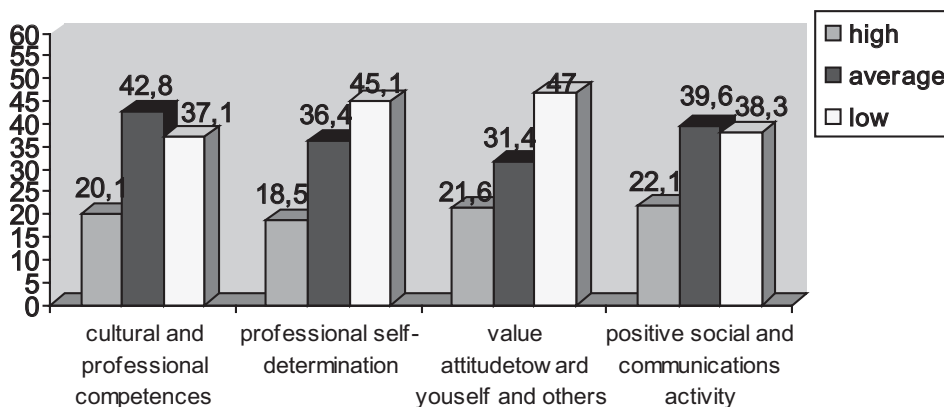


Fig. 1. Features of structural components of humanistic orientation of future social workers

The results of the research give reasons to believe that almost half of future social workers do not realize the importance of value-humanistic orientation role in their life clearly, and therefore, are focused on skills development of social pedagogy and its practical implementation. Only a

fifth of the surveyed revealed a high level of these structural components humanistic orientation, indicating their psychological readiness for self-realization in the field of social and educational activities.

Theoretical analysis of research humanistic orientation of the individual and conducted an empirical study to identify possible criterion, indicators and levels of humanistic orientation of future social workers. The criterion for forming humanistic orientation were identified as follows: cultural and professional competence; professional self-determination and self-realization; value attitude to others; positive social and communicative activity. The criterion used to establish levels of structural components humanistic orientation: high, average, low.

Indicators of *high-level* formation humanistic orientation of future social workers show that the structure of the dominant personality is the ability to moral reflection, awareness of human values, professional competence; commitment to professional fulfillment and professional identification resistant prosocial motivation, the need for self-improvement; a pronounced sense of empathy and tolerance, altruistic behavior; desire to cooperate with others.

Students with an *average-level* observed to date in part cultural and professional competence, moderate capacity for moral reflection, insufficient awareness of humanistic values; unstable prosocial motivation, lack of self-improvement and professional identity; unstable displays sensitivity and sincerity, moderate sense of empathy and tolerance, situational altruistic behavior; sociability mediocre display a positive and constructive dialogue in interactions.

The low-level of development of humanistic orientation of future social workers celebrated not actualized cultural and professional competence, poor moral reflection, not aware importance of humanistic values; prosocial lack of motivation, unfulfilled desire for vocational and professional self-identification; situationally-conditioned of empathy, tolerance and altruistic behavior, lack of co-creation and limited communication links in different activities.

To confirm the functional connection between components humanistic orientation and identification of major components in its structure was conducted correlation and factor analysis (Table 1). Height correlation was detected using Pearson's coefficient (r).

During the height of the correlation matrix observed correlations between components humanistic orientation of future social workers. Revealed moderate height correlation between the value attitude to

others and to yourself with a professional self-actualization ($r = 0,44$ at $p < 0,001$). This means that the personal qualities of the future social teacher – empathy, tolerance, altruistic behavior causes pro-social motivation and readiness to professional self-determination and self-realization. Also found a moderate relationship between the self and professional self and cultural and professional competence ($r = 0,31$ at $p < 0,001$). This indicates that awareness of future social workers the importance of humanistic values, their capacity for moral reflection activates willingness to choosing meaningful to society profession. Also revealed moderate the relationship between cultural and professional competence and value attitude to others and to themselves ($r = 0,31$ at $p < 0,001$). This shows that the understanding and adoption of social educators humane values in society contributes to the development of their positive personal qualities such as: compassion, generosity, tolerance and so on.

There is a moderate positive relationship between social and communicative activity and valuable relations to other ($r = 0,31$ at $p < 0,001$). Thus, the ability of future social workers for positive contact and constructive dialogue, cooperation with other predetermined by their altruistic behavior.

Table 1.

Indicators of correlation (r) and final fragment of factor analysis (F) the relationship of structural components humanistic orientation of future social workers

Components of humanistic orientation	Cultural and professional competence	Professional self-determination and self-realization	Value attitude to others and to yourself	The positive social and communicative activity
Cultural and professional competence	-	0,31**	0,31**	0,05
Professional self-determination and self-realization	0,31**	-	0,44**	0,26*
Value attitude to others and to yourself	0,31**	0,44**	-	0,31**
The positive social and communicative activity	0,05	0,26*	0,31**	-
F	0,35	0,70	0,77	0,31

Notes: ** - significance at $p < 0,001$

* - significance at $p < 0,01$

Correlation analysis confirmed the assumption of joining some of the most important components in the structure of the humanistic orientation of future social workers and provided an opportunity to examine it as a holistic education of the individual student.

The leading system formation components humanistic orientation according to the results of the factor analysis was determined value attitude to others and to themselves ($F = 0,77$), as well as readiness to professional self-determination and self-realization ($F = 0,70$).

Thus, the formation of a humanistic orientation of future social workers made taking into account cultural and professional competences, professional self-fulfillment and students value attitude to others and to themselves and positive social and communicative activity. The formation and integration of individual structural components determines the overall level of formation of humanistic orientation of future social workers.

Conclusions. Empirical study of psychological features of formation of humanistic orientation of future social workers carried out a study aspects of cognitive, motivational, emotional and communicative areas of future social teacher as a subject of social and educational activities. Attention was focused on the study of cultural and professional competence of future specialists, students' readiness to professional self-determination and self-value attitude to society and to themselves and positive social and communicative activity future social workers.

Study these formations personal humanistic orientation of future social workers was a felled study of personality characteristics as important factors of systemic formative constructs humanistic orientation of potential expert. Analysis and generalization results ascertaining experiment made it possible to detect the level of performance and humanistic orientation of future specialists.

In general, the future social workers prevailing low level of development (50% of the subjects) socio-cognitive, motivational, emotional value and connotative a subject of social and educational activities, acting as a dominant aspect of the disclosure content features forming humanistic orientation of future specialists.

The levels of humanistic orientation of future social workers indicate that the performance of students is dominated by low- and medium-formation studied phenomenon. Experimental study and analysis of the psychological characteristics of forming humanistic orientation of future social workers point to the need and feasibility of developing a program forming experiment.

Experimental detection and analysis features of formation of humanistic orientation of future social workers point to the need for the introduction of special psychological, educational work to optimize the personal and professional training of future professionals.

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Abstracts

NATALIA BOCZARINA. Osobliwości badania kulturowych i zawodowych kompetencji przyszłych pracowników socjalnych. W artykule przedstawiono wyniki badań empirycznych dotyczących poznawczych, motywacyjnych, emocjonalnych i komunikacyjnych sfer osobowości przyszłego pedagoga socjalnego jako przedmiotu działalności społeczno-edukacyjnej. Szczególną uwagę skupiono na badaniu kompetencji kulturowych i zawodowych przyszłych specjalistów, gotowości studentów do samostanowienia zawodowego i samorealizacji, stosunku do otaczającego świata i do siebie oraz pozytywnej aktywności społeczno-komunikacyjnej przyszłych pedagogów socjalnych.

Słowa kluczowe: praca socjalna, pedagogika socjalna, wyższe wykształcenie, kompetencje zawodowe.

НАТАЛІЯ БОЧАРІНА. Особливості гуманістичної спрямованості майбутніх соціальних працівників. У статті розглядаються особливості розвитку гуманістичної спрямованості май-

бутніх соціальних педагогів. Емпіричне дослідження здійснювалося в аспектах вивчення пізнавальної, мотиваційної, емоційної та комунікативної сфер особистості майбутнього соціального педагога як суб'єкта соціально-педагогічної діяльності. Акцентувалася увага на вивченні культурних та професійних компетенцій майбутніх фахівців, готовності студента до професійного самовизначення й самореалізації, ціннісного ставлення до соціуму та до себе та позитивної соціально-комунікативної активності майбутніх соціальних педагогів. Експериментальне вивчення та аналіз психологічних особливостей розвитку гуманістичної спрямованості майбутніх соціальних педагогів вказують на необхідність та доцільність розробки програми формувального експерименту розвитку зазначеного феномена.

Ключові слова: гуманістична спрямованість, соціальна робота, соціальна педагогіка, формувальний експеримент, вища освіта.

НАТАЛЬЯ БОЧАРИНА. Особенности гуманистической направленности будущих социальных работников. В статье рассматриваются особенности развития гуманистической направленности будущих социальных педагогов. Эмпирическое исследование осуществлялось в аспектах изучения познавательной, мотивационной, эмоциональной и коммуникативной сфер личности будущего социального педагога как субъекта социально-педагогической деятельности. Акцентировалось внимание на изучении культурных и профессиональных компетенций будущих специалистов, готовности студента к профессиональному самоопределению и самореализации, ценностного отношения к социуму и к себе и положительной социально-коммуникативной активности будущих социальных педагогов. Экспериментальное изучение и анализ психологических особенностей развития гуманистической направленности будущих социальных педагогов указывают на необходимость и целесообразность разработки программы формирующего эксперимента по развитию указанного феномена.

Ключевые слова: гуманистическая направленность, социальная работа, социальная педагогика, формирующий эксперимент, высшее образование.

NATALIA BOCHARINA. Humanistic orientation of future social workers. The article features with the development of a humanistic orientation of the future social teachers. Empirical study was carried out in the aspects of cognitive, motivational, emotional and communicative

spheres of the person of the future social teacher as the subject of social and educational activities. There is a focus on the study of cultural and professional competence of the future experts, preparedness of the student to professional self-determination and self-realization, the valuable relation to society and to themselves, and the positive social and communicative activity of future social teachers. Experimental study and psychological analysis features of the development of a humanistic orientation of the future social workers point to the necessity and feasibility of development of programs for different formative experiment on this phenomenon development.

Key words: *humanistic orientation, social work, social pedagogy, formative experiment, higher education.*

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Oksana SAMOILENKO

Noospheric education as a technology of upbringing and education of the 21st century personality

Topicality of the research. The research of the noospheric paradigm of the education is associated with the analysis of a wide range of the scientific issues. The mankind is experiencing an acute period of formation of its own future, as well as the future of the planet. Therefore, no one doubts the fact of globality, its inevitability and the potential of spiritual conquest.

Over the period of two thousand years, the global culture, including that of Ukraine, has accumulated a significant reforming potential, which, however, is still not understood or demanded in education science and practice. During various historical eras, education performed an important function - the formation of model of the future of humanity. Conceived in ancient Greece and Rome, then transformed in medieval Europe, education gradually developed and consolidated system-forming functions, and, with the transition to the scientific phase of its development, presented itself as a social system that can systematically solve social development problems in the classical (XVI – XVIII c), non-classical (XIX - beg. XX c), post-classical (20-90 yy of XX c) science [3, p.

4]. Singling out the new scientific direction - the philosophy of education - of the late twentieth century makes it possible to follow the basic trends of the evolution in teaching and determine the most adequate guidelines and methods for its implementation in the new historical setting.

New education for people – the Noospheric education – is based on the study of the Laws of the Universe. In order to not just survive, but to live and prosper, the mankind must learn, know and comply with the Laws of the Universe. And in this process the main role is given specifically to education, which manages the process of person's mental development during formational years. Any management is guided by the system of principles (laws). Education is not an exception.

The discovery of the Main Law (Common Law of Creation) and Theory of the Genetic Unity of the World (B. Astafjev 2002-2004.), General Laws of the Universe and the Universal Law of Human Society (H. Maslow 2005-2006.) is a direct indication that humanity has reached the stage of evolution where it is possible to consolidate all scientific knowledge in a holistic and periodic system of special laws of the human psyche. This is to ensure the society, teachers, psychologists, parents know key principles by which psyche of a child develops, and are guided according to those principles in the educational process. The world evolves from infinity in the past to infinity in the future, overcoming some nodal points of the evolutionary development with the transition to new levels, including mental development. During its formation, every world system, including the system of "a person" follows the evolutionary path of the development of all previous systems. This is due to the unlocking of mental abilities, potentials and qualities of people. All World Systems can and should live according to the same General Law [1, p. 4]. Our present is a time of a fundamental restructuring and the organization of physical, mental, moral and spiritual life of a person on Earth according to the Laws of the Universe creation. That's what caused an urgent need of the research of the education as a fundamental form of discovery of the world through the knowledge of natural genetic code of cognition. The term Noospheric education is introduced to outline the evolution of new training and education technologies of an individual of the XXI century – mentally, physically, intellectually and spiritually sound, according to the Overarching Laws of the Universe.

The purpose and objectives of the article are to present the essence, goals and tasks of the noospheric education as a training and education technology of the individual of the XXI century.

The state of the research problem. Despite of the fact that the subject areas outlined in the articles title have not received an extensive scientific attention, many of its aspects were highlighted in the framework of different approaches and concepts of education, civilization and globalization in the studies of several scholars.

The analysis of problems related with the phenomenon of noospheric education are addressed in the writings of some foreign researchers (I. Trubetskova, V. Shyba Lori), Russian scientists (N. Maslov, N. Kulikova, Z. Kolycheva, Z. Kuliyeu, L. Nikiforov A. Pankrushyna and others) and Ukrainian scientists (A. Andreev, T. Yemets, V. Karpenko, G. Kurmyshev, S. Mashkina, V. Nadurak, V. Pozdnyakov, Yu. Sokolov and others). Their research claimed that in the beginning of the XXI century, there was a need to understand the methodological foundations of the doctrine of the noosphere in the context of harmonization of the social and natural interactions in the transition of society to sustainable development.

Transition to the noospheric concept of the educational space is associated with the process of humanization of education on bio-ethical basis in the context of some modern civilization processes – the formation of the noosphere as a sphere of the advanced state of “intelligent” nature, whose existence is inspired by human activity.

Of great importance to the research of the noospheric paradigm of education is socio-natural development and its basic forms in the establishment of the sphere of noos (mentality). This issue has been addressed in the works by V. Baryakin, A. Bragin, I. Getmanov, V. Danilov, M. Zhulkova, Yu. Ziyatdinovoyi, V. Karpenko and others who, during their analysis of potential noospheric concept of education in solving global problems go beyond the specifics of the World as an organic whole, part of which is The Man.

Education as a social institution in terms of co-evolution – the unity of the social and biological developments of the ecosystem of “Man - Society” – serves as a part of general philosophical constructs of a thinker. Problems of the noospheric functions of social institutions, systems of management and synergy (laws and mechanisms of the development of the noosphere) are reflected in the works of V. Vasilenko, V. Knol, I. Kraynyuchenko, Z. Kuliyeu, S. Kutomanova, A. Kyuryahinoyi and others. In Ukraine, this problem is regarded in the theses of A. Naychuk and A. Savchenko.

Social and philosophical aspects of noospheric concept of education looked at through the prism of the work of V. Vernadsky are presented mainly in published works of the Ukrainian researchers (A. Andreeva, A.

Budahovska, T. Yemets, A. Leshchenko, S. Mashkina, V. Pozdnyakov, A. Pankrushyna, I. Trubetskova and others).

The research papers of N. Bezzubtseva, N. Kulkova, A. Pikalova, L. Plotnikova, S. Smirnova, T. Fenvesh presented the analysis of the noospheric knowledge and its role in the education and training process. However, the works of these authors include mostly systematic and philosophical analyses, and cover pedagogical aspects only lightly.

Peculiarities of the process of integration of the content of the disciplines of natural sciences, professional and humanitarian blocks in the context of noospheric thinking aimed at improving of the educational training in secondary, secondary vocational and higher educational institutions, are covered in research papers of I. Bogatova, N. Kaluzhna, Z. Kolycheva, L. Nechyporchuk, L. Nikiforov, L. Ribalchenko and others.

Examination of noospheric worldview in which "nature diminishing logic" thinking is replaced by "nature parity logic" thinking that promotes co-evolution of the society and nature is presented in the works of Y. Kuvshinov, A. Kuznetsova, D. Magomedov, D. Smirnov, A. Engel and others. The Scientists are convinced that the noospheric transition stage of the establishment of a holistic (harmonic) thinking of a personality as the basis of spiritual consciousness is an essential and sufficient condition for qualitative changes in society.

Education – is a social institution that is aimed at forming spirituality and moral consciousness of the individual on the basis of universal values. The latter include environmental imperative "Man – Nature" that underlies the construction of the system of Noospheric Education.

The analysis of the scientific approaches to the nature of the Noospheric Educational paradigm showed that it is based on the provisions of cosmo-planetary organization "Man – Society – Nature" on the basis of the Laws of the World. Discovery of the Postulates and Laws of the World – is "an important direction of human development at the current stage and on the subsequent period of its life and work" [2, p. 2].

At the stage of noospheric transition, the ideals of society refer to refusal of the humanity of the principles of materialistic thinking and transition to ecology-centric thinking, based on the position of universal evolutionism - ideas about the evolution of the universe as a complex capable to self-development and a system of Nature, whose existence is inspired by human activities.

The first steps in the quest for discovering the backbone principles of the Universe were the ideas of the noosphere by E. Leroy, A. T. de

Chardin, V. Vernadsky, I. Dmutrievsky as an area of cosmic mind. These ideas, according to N. Maslova, coincide with the religious beliefs of the Creator and the responsibility of mankind and man for their thinking, behavior, attitude to nature and to each other [4, p. 31]. These scientific concepts constitute the essence of the universal evolutionism, that is a system of Laws of the Universe:

- Awareness of the primacy of the Creator and man's role as a subsystem in hyper system "Man - Society – Nature";
- The realization that science has been underestimating the importance and the role of the rational-logical, pragmatic thinking, which, in essence, ignores the image-intuitive cognitive abilities of a man;
- The gravitation toward a holistic thinking, to the implementation of integrated forms of human activity in which a fundamental role is played by moral principles;
- The emergence of new research directions, which focuses on the study of the world and people in it (general system theory, systemonomy, systemology, social and natural history, holodynamics, evolutionary ecology, synergy, noospheric psychology and pedagogy, etc.) [4, p. 32].

Thus, today there is a need for a person who not only understands the nature, society, culture and modern and past eras, but identifies himself or her herself as part of the mega space - a genetic unity of Universe and of Man. This, in turn, creates the need for new educational methodology based on Overarching Laws of the Universe - the universal rules of the structural and functional organization of the Universe and compulsory life support and evolutionary development of systems of all levels. The structure of the Universe defines the structure of the knowable laws, reflected in the norms and attitudes of the human life. The basis of the structure is morality - the norm of harmonization of human and society with the General Law of the Universe.

Modern science provides convincing evidence for understanding norms of behavior focusing on energy-deep (physical and chemical) processes of human nature (B. Astafjevs, P. Haryayeva, I. Rabi). Being a part of the Universe, a person is subjected to the Law of Harmonic (leftward) movement in the body, brain, soul, genetic material. B. Astafjev proved that harmonic (leftward) dynamics of people who receive positive information and energy are enhanced, and these people become healthier, more harmonious and happier [5, p. 144].

To understand the principle of information transmission, N. Maslow (based on the theory of vibration of muscles in the body of animals and humans academician N. Arinchyna and rhythm dynamics of the Academy of Natural Sciences, Yuri Ivanov) introduced in the system of wave interactions (Fig. 1-2).

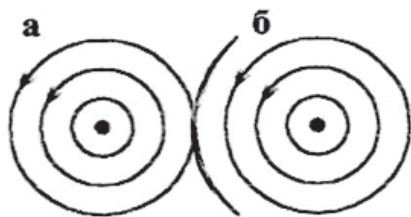


Fig. 1. The harmonious interaction

[5, p. 147]

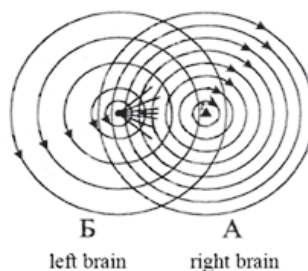


Fig. 2. Inharmonious interaction

[5, p. 148]

Objects (a, b) are in harmony, without disrupting their biorhythms wave interactions (their frequency, amplitude, mass being approximately equal). Comparing Fig. 1 and 2, N. Maslow noted some fundamental differences in the nature of systemic dynamics. The system, shown schematically in Fig. 1, supports and enhances the harmony of objects A and B; they interact in the same rhythm of Laws of the Universe, without breaking them. This is called a harmonious interaction or nature of the interaction. In this dynamics all processes in the body, soul brain occur under natural law. The man does not waste forces and energy for the restoration and is able to develop a higher level of spiritual exaltation of growth in the conditions of high value orientations and high aspirations.

In another system (Fig. 2), the negative impact of A forces B to and, in order to survive, exert extra energy to recover. Violation of biorhythms here means backward movement, which is against natural evolution and dynamics of life. This is the destruction of life, nature, and causes harm.

According to the above, the model of moral personality includes a complete set of the absolute moral principles, congruent General Law of the Universe:

- absolute love for the Universe and its Entities;
- absolute faith in a natural and harmonious start of life;
- kindness and concern for nature and people;

-
- justice, protection of the weak, active honesty;
 - active participation in the harmonization of life;
 - preservation of health;
 - diligence;
 - openness to the Universe;
 - desire for higher potential disclosure of the personality;
 - support of traditions of peoples and families;
 - orientation on knowledge of the Universe [5, p. 148].

Moral personality comply with the Laws of the Universe, using toolkit of the emotionally-volitional domain to profess the absolute moral principles of life. Therefore, today there is an urgent need to revise categorical apparatus of the pedagogy, its aims, methods, pedagogical axiology, teaching and educational practices process based on the General Laws of the Universe. This is possible in the system of Noospheric Education. Noospheric Education is able to educate people with new evolutionary qualities of a holistic thinking, project intelligence, cosmo-planetary consciousness of moral increasing, innovative energetic, communicative capabilities. This, according to N. Maslov, demanded and sometimes necessary for the evolution of the planet as humans, that is not possible without the technological breakthrough in all spheres of the society and the transition to a new, economic, social, moral and cultural level of development in the mandatory nature human activity [4; 5].

Based on the above, we can derive the concept of the education for the noospheric approach – an individual or collective manner and the process of forming the subject of the image of itself (self identification) through individual learning and processing of knowledge and skills by mankind adequately to General Laws of the Universe.

Noospheric education is based on high achievements of science of the 21st century, justifies and offers toolkit to master neuro somatic features of the brain. This 5 level (outline) of the brain allows the individual to implement higher positive aspirations.

The purpose of the Noospheric Education – the motivation of a holistic, ecologically healthy mindset that shapes the vision of a coherent picture of the Universe and can be a tool for solving Global Problems. Parenting of a holistic thinking, based on a synthesis of modern achievements in space science, quantum physics, biology, physiology, system theory, synergetic, neurophysiology, psychology is a method of psychological and educational impact that serve as a tool

of transformation of left-hemispheric thinking of a person. The result is the formation of the Noospheric consciousness congruent of Laws of the Universe. That is why, today announcing perspective and purpose of the education in the coming decades, we call it as Noospheric. This does not mean that today it is so. It aims at mastering current urgent toolkit, methodologies and techniques offered to mankind by evolution of life.

Conclusions and prospects for further research. The concept of the Noospheric Education is focused on a new level of human thinking in the context of the triad “Nature – The man – Society” based on the General Laws of the Universe. It motivates new understanding of goals, values and results of education system: of a holistic education, sound thinking person armament of effective tools for independent choice of its place in the “Nature - The man - Society” an ability to set goals, choose means and see the consequences of their actions in the future.

The prospects for further studies refer scientific research towards axiological aspects of the system of the Noospheric Education.

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Abstracts

OKSANA SAMOJLENKO. Neosferowa oświata jako technologia wychowania i edukacji osobowości XXI wieku. W artykule przedstawiono naukową koncepcję edukacji neosferowego etapu rozwoju. Uwaga koncentruje się na nowym etapie ludzkiego myślenia w kontekście triady «Przyroda - Człowiek - Społeczeństwo» na podstawie powszechnego prawa świata. Zaznaczono, że koncepcja motywuje nowe przedstawienie o celach, wartościach i osiągnięciach systemu edukacji - kształtowanie całościowego myślenia człowieka, uzbrajając go w skuteczne narzędzie do przewidywania konsekwencji swoich przyszłych działań.

Słowa kluczowe: noosfera, noosferowe myślenie, noosferowa edukacja, powszechnego prawa świata, kosmos, przyroda i społeczeństwo.

ОКСАНА САМОЙЛЕНКО. Ноосферна освіта як технологія виховання й навчання особистості 21-го століття. У статті здійснено системний виклад наукової концепції освіти ноосферного етапу розвитку. Зосереджено увагу на тому, що концепція ноосферної освіти орієнтується на новий рівень мислення людини у контексті триади «Природа – Людина – Суспільство» на основі Загальних Законів Всесвіту. Вона мотивує нові уявлення про цілі, цінності та результати діяльності освітньої системи: виховання цілісного, здорового мислення людини, озброєння її ефективними інструментами для передбачення наслідків своїх дій у майбутньому.

Ключові слова: ноосфера, ноосферне мислення, ноосферна педагогіка, Всезагальні Закони Світу та Світобудови, Космос, природа, суспільство.

ОКСАНА САМОЙЛЕНКО. Ноосферное образование как технология воспитания и обучения личности 21-го века. Статья содежит системное изложение научной концепции образования ноосферного этапа развития. Внимание уделено тому, концепция ноосферного образования ориентируется на новый уровень мышления человека в контексте триады «Природа – Человек – Общество» на основе Всеобщих Законов Мира. Она мотивирует новые представления о цели, ценностях и результатах деятельности образовательной системы: воспитании целостного, здорового мышления человека, вооружение его эффективными инструментами для предвидения последствий своих действий в будущем.

Ключевые слова: ноосфера, ноосферное мышление, ноосферная педагогика, Всеобщие Законы Мира, Космос, природа, общество.

OKSANA SAMOILENKO. Noospheric education as a technology of upbringing and education of the 21st century personality.

This article provides a systematic presentation of the scientific concept of education during the noospheric stage of development. The emphasis is on the fact that the concept of the noospheric education is oriented to a new level of human thinking in the context of the triad "Nature - Man - Society" based on the General Laws of the Universe. It motivates new understanding of the goals, values and performances of the education system: education of the holistic and sound thinking of a person, equipping this person with effective tools to predict the consequences of own actions in the future.

Key words: noosphere, noospheric thinking, noospheric pedagogics, Universal laws of the world and it's creation, Cosmos, nature, society.



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Olena SOLOVYOVA

The controversy in views on the problem of creativity

Introduction. The problem of creativity appeals to many scientists in psychological and pedagogical literature. The creation of something new, extraordinary, original, that may be an idea, thought or product is of course the most controversial feature of a personality.

Analysis of the latest research studies and publications. A lot of contemporary scientists focus on the valuable importance of creativity. Among them we may notify Olha Dunayieva, Roman Pavliuk, Svitlana Sysoeva, Teresa Amabile, Li Bennich-Bjökman, Chaz Pugliese, Ken Robinson.

Presentation of basic material of the research. In the article we analyse different points of view on the issue of creativity, present approaches to the study of creativity.

The history of humankind shows that people considered creativity in different ways. In ancient times philosophers, among them Plato, Marcus Cicero and Dante Alighieri, believed that people were inspired by Muses when creating something novel. Not person's but God's powers could make great inventions in the sphere of literature and science.

According to English empiricists F. Bacon, T. Hobbes, J. Locke, D. Hume creativity is a combination of existing elements thus creativity is close to invention. German philosopher I. Kant analysed the creative activity in the doctrine of the productive capacity of the imagination, serving as a link between the mind and sensory experience. Kant's studies were followed by F. Shelling who considered creativity to be the unity of conscious and unconscious human activity.

W. Duff in his works "Essay on taste", "Essay on genius" and "Essay on the original genius" demarcated the original, talented personality of a genius showing high achievement, but not always original thinking. He argued that imagination is a great natural force that depends on the ability of judgment. W. Duff believed that a creative genius is a combination of innate ability to create ideas, evaluate a new idea and aesthetic components that accompany and supervise the search of creative thinking. A. Gerard agreed with W. Duffy and developed a sustainable concept of imagination, comparing it with a magnet that attracts a variety of images and ideas [1].

By the early nineteenth century the idea strengthened that originality is the core of a genius's talent. The central position of F. Galton's concept was that mental abilities are the result of heredity. Prominent personalities inherent energy, health, persevering constancy, endurance, independence of character, natural attraction to science activity [2, p. 262]. In the words of Albert and Runko, cited in C. Pugliese, "it seems to us that, intentionally or not, Galton gave us evidence for the idea that genius was divorced from the supernatural, and although exceptional, was a potential in every individual, because ability is distributed throughout populations" [3]. However, F. Galton's concept contradicts to the theory of modern genetics [4].

In the early twentieth century, which is characterized by psychodynamic or the natural sciences approach to the study of creativity, many scientists entered the debate about the nature of creativity. A. Binet with his experiments tried to prove that mental ability can be measured by appropriate tests. Together with T. Simon the scientist developed a prototype of an intelligent test to measure creative thinking

Later Ch. Spearman, the founder of two factor theory of intelligence assessment, believed that the ability to form analogies is the core, the basis of creativity. Bergson considered art as a continuous birth of the new. All reality is considered by a philosopher as "continuous growth and unfinished work" [5].

But the beginning of the century still belongs to the psychodynamic

approach associated with Z. Freud [3]. Z. Freud believed that preconscious (something hazy between reality and unconscious), and relationships with the opposite sex, and ways to get pleasure were all connected to creativity [6].

Experimental studies of conditioned reflexes made by I. Pavlov had influenced J. Watson, who is considered to be the founder of behaviorism [7]. According to the theory of this scientific school the research subject was to be the behaviour of people and animals but not mind or mental life which could not be objectively observed.

Supporters of Gestalt psychology among them K. Lewin, M. Wertheimer, V. Keler, K. Koffka studied the phenomenon known as "insight" that is a "sudden" discovery of a new way of solving the problem. However, the range of views, according to K. Ponomareva-Semenova is very broad, from the practical to the original construction of creativity insight, which is supported by D. Feldman K. Teylor, to the denying the specific role of insight in creativity (R. Waisberg) [8].

However Gestalt psychologists only designated this phenomenon, finding the essence of insight they did not engage in.

In the inner world relatively isolated from the outside there are created values to which B. Ananiev referred life plans and prospects, deeply personal experiences and there are created some of the images and concepts of self-esteem and. An indicator of the spiritual wealth is the measure of intensity of inward that is processing the experience, developing own attitudes and beliefs, ways of determining etc. The consequence of this work is a creative product. [9, p.16].

Soviet scientists P. Galperin and S. Rubinshtein combined intelligence and learning, that is, those who have more intelligence have greater ability to learn and to produce something new.

J. Guilford, developing ideas L. Thurstone, but denying the views of Ch. Spearman on intelligence, offered to view creativity as a universal creative cognitive ability, which is realized through the ability of an individual to divergent thinking and argued that "creativity" is necessary for our (human) survival as a species. D. Bogoyavlenskaya notes that divergency serves as the epicenter of Guilford's theory thus, over time, many psychologists began to understand creativity and divergent thinking as one and the same thing. D. Bogoyavlenskaya, putting the task to understand this paradox, concluded that the applied by Guilford term "divergency" does not match with the original concept developed in the natural sciences; instead there is a mechanism of bifurcation of

distant associations. In D. Bogoyavlenskaya's words "but this type of productivity, the upper top of which is the test and error method is determined only by flexibility, can neither explain nor identify "creative promises" [10, p. 95].

J. Guilford offered a psychometric approach to the study of creativity. The theory of creativity, formulated by Guilford formed the basis of studies done by E. Torrance who agreed with J. Guilford that creative intelligence is the ability to divergent thinking. Torrance Tests of Creative Thinking included relatively simple verbal and figurative tasks requiring divergent thinking and other problem-solving skills.

E. Torrance considered creativity to be the ability to perceive deficiencies, gaps in knowledge, disharmony and more. He believed that a creative act is divided into three stages that is the perception of a problem, the search for solutions, the creation and formulation of hypotheses, hypothesis testing, and modification of their results [11, p. 57].

In contrast to the views of J. Guilford and P. Torrance, M. Wallah and M. Kogan developed a new approach to the testing process. The process of testing was like a game that was enjoyed by participants, thus the examiner regarded each answer. P. Vernok and D. Hargreaves agreed with M. Wallah and M. Kogan that for creativity one needs an unobtrusive, free atmosphere. R. Pavlyuk states that approach has allowed take a different view on the link between intelligence and creativity.

Another concept was developed by S. Mednyk's RAT (remote associations test). According to his model, a person being tested was given three words from remote areas of associations and then was asked to offer words that were relevant to the other two words. The original response will be determined by a deviation from the stereotype.

A. Maslow and G. Allport deny the existence of creative abilities. They proved that intellectual talent is a necessary but not sufficient condition for a creative activity; the major role in the creation is given to motivation, values, personality traits (cognitive talent, sensitivity to the problems, independence in uncertain and complicated situations). G. Eysenck believed that a high level of intelligence requires a high level of creativity, and vice versa.

The view on the nature of creativity, based on humanistic approach is supported by A. Bolotova. Creativity is a characteristic feature of a person who fully operates and is capable of producing unique ideas, results and original solutions to problems; creative thinking [12, p. 227].

The end of the twentieth century marked the emergence of the

cognitive approach to the study of creativity, the supporters of this approach believe that creativity is better to study in the context of modern cognitive science. R. Sternberg points out that creative people can realize their creative potential if they are able to take risks, overcome obstacles, confront environment and engage in ideas that are not popular at the moment [13].

Ukrainian researches have different views on creativity. For I. Grynenko creativity is a derivative of spiritual abilities that is the integrated combination of intellectual and spiritual (moral norms, emotions and mind that is inherent in the whole person) abilities.

O. Dunaeva considers creativity to be the ability of an individual to perceive the problem and using the most optimal opportunities to create a new, original product of social importance

According to R. Pavluk creativity is the concept that characterizes the full functioning of a human, the ability to generate unique ideas, results, ways to solve problems.

N. Ghotsuliak notes that creativity is the only the technology of the creative process that may be worthless in itself whatever the task before it may be.

Conclusions. The data of the analysis suggest that the views on creativity among scientists are various. The mystical approach in ancient philosophy combined inspiration and fury, madness and unreasonable euphoria. In the period of Renaissance the belief that creativity was a form of genius began to form, de facto destroying supernatural factor that was common in ancient times. The twentieth century presents the most dissonant approaches to the study of creativity. We agree that the methodology of the psychodynamic approach contributed to the isolation of creativity research [3]. The psychometric approach has both positive and negative effects on the study of creativity. On the one hand the tests fascinated research by providing a brief, easy to administer, objectively scorable assessment device. On the other hand this approach is criticized pen and pencils tests as trivial, inadequate measures of creativity [3]. Most Ukrainian scientists, affirming the concept of foreign scientists, understand creativity as creating a new original product, the formation of a unique idea. Some studies are characterized by an extraordinary way in interpreting the concept of creativity, in particular, identifying creativity as a derivative of spiritual abilities, inherent cultural personalities. It is worth noting some controversial views on creativity. According to some scholars creativity is impossible without art and should be considered

only as a technology of a creative process or a characteristic feature of a gifted person. However, this position conflicts with to the consensual view that every human has all the powers of creativity, which only needs cultivating and fostering.

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Abstracts

ELENA SOLOWJOWA. **Sprzeczności w poglądach na problem kreatywności.** Artykuł poświęcony jest aktualnemu problemowi kreatywności w pedagogicznych, psychologicznych i filozoficznych naukach. Przeanalizowano poglądy ukraińskich i zagranicznych naukowców oraz przedstawiono różne podejścia do zrozumienia twórczości od czasów starożytnych do współczesności. Podkreśla się dyskusyjność problemu kreatywności osobowości. Autorka podtrzymuje poznawcze podejście, uważając, że kreatywność najlepiej badać w kontekście współczesnej kognitywistyki.

Słowa kluczowe: kreatywność, pedagogiki, psychologii, kognitywistyka, poznanie.

ОЛЕНА СОЛОВЬОВА. **Суперечності поглядів на природу творчості.** Стаття присвячена актуальній проблемі креативності в педагогічній, психологічній та філософській науках. Аналізуються погляди українських та зарубіжних науковців на проблему та наводяться різні підходи до розуміння креативності з часів античності до сучасності. Підкреслюється дискусійність питання креативності особистості. Підтримується позиція вчених когнітивного підходу, які вважають, що креативність краще вивчати в контексті сучасної когнітивної науки.

Ключові слова: креативність, педагогіка, психологія, когнітивна наука, пізнання, творчість.

ЕЛЕНА СОЛОВЬЕВА. **Противоречия во взглядах на проблемы творчества.** Статья посвящена актуальной проблеме креативности в педагогической, психологической и философской науках. Анализируются взгляды украинских и зарубежных ученых на проблему и приводятся различные подходы к пониманию креативности со времен античности до современности. Подчеркивается дискуссионность вопроса креативности личности. Поддерживается позиция ученых когнитивного подхода, которые считают, что креативность лучше изучать в контексте современной когнитивной науки.

Ключевые слова: креативность, педагогика, психология, когнитивная наука, познание, творчество.

OLENA SOLOVYOVA. **the controversy in views on the problem of creativity.** The paper reflects current views on creativity in the pedagogical,

psychological and philosophical sciences. The views of Ukrainian and foreign scientists on the issue are analyzed and different approaches to understanding creativity from antiquity to the present are presented. The controversy in views on this issue is emphasized. The position of scientists of the cognitive approach, who consider it is better to study creativity in the context of modern cognitive science is supported.

Key words: *creativity, pedagogy, psychology, cognitive science, cognition, art.*

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