

Constructing a Structural-Functional Model of Social Expectations of the Personality

Construcción del modelo estructural-funcional de las expectativas sociales del individuo

Doctor of Psychological Sciences Ihor Popovych
Kherson State University, Ukraine

ihorpopovych999@gmail.com

ORCID iD: <https://orcid.org/0000-0002-1663-111X> ;

Scopus Author ID: 57208214862 (Popovych, Ihor S.

<https://www.scopus.com/authid/detail.uri?authorId=57208214862&eid=2-s2.0-85069638342>); ResearcherID: [F-3030-2019](https://orcid.org/0000-0002-1663-111X)

Doctor of Psychological Sciences Alla Borysiuk

Bukovinian State Medical University, Ukraine

borysiuk.alla@bsmu.edu.ua

ORCID iD: <https://orcid.org/0000-0002-6618-221X> ;

Scopus Author ID: 57208186681 (Borysiuk, Alla S.

<https://www.scopus.com/authid/detail.uri?authorId=57208186681&eid=2-s2.0-85064070608>); ResearcherID: [C-6195-2017](https://orcid.org/0000-0002-6618-221X)

Doctor of Psychological Sciences Larysa Zahrai

Vasyl Stefanyk Prekarpathian National University, Ukraine

todoriv_larisa@i.ua

ORCID iD: <https://orcid.org/0000-0003-2823-8179> ;

ResearcherID: AAC-6900-2020

Postgraduate Student Oleksandra Fedoruk

Vasyl Stefanyk Prekarpathian National University, Ukraine

lesyafedoruk@gmail.com

ORCID iD: <https://orcid.org/0000-0001-9553-7553> ;

ResearcherID: AAD-4392-2020

Ph. D. Pavlo Nosov

Kherson State Maritime Academy, Ukraine

pason@ukr.net

ORCID iD: <https://orcid.org/0000-0002-5067-9766>

ResearcherID: G-1196-2019

Scopus Author ID: 57211927353 (Nosov, Pavlo S.

<https://www.scopus.com/authid/detail.uri?authorId=57211927353>)

Ph. D. Sergiy Zinchenko

Kherson State Maritime Academy, Ukraine

srz56@ukr.net

ORCID iD: <https://orcid.org/0000-0001-5012-5029> ;

ResearcherID: G-7831-2019

Postgraduate Student Vadym Mateichuk

Kherson State Maritime Academy, Ukraine

mateichykv@gmail.com

ORCID iD: <https://orcid.org/0000-0001-9328-0651> ;

ResearcherID: [V-6120-2019](#)

Correspondence: Ihor Popovych. Full Professor, Department General and Social Psychology, Kherson State University, Kherson, Ukraine. 27, Universytetska st., Kherson, 73003, Ukraine; e-mail: ihorpopovych999@gmail.com

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Abstract

The purpose of the study is to construct and substantiate the *structural-functional model* of social expectations of the personality. A completely new approach to understanding and organizing the study of social expectations of the personality is proposed. Social expectations as a process and result of a person's mental activity are theoretically substantiated. The methodology of the study was a *systematic approach* which allowed to solve the problem holistically. It was determined *the verified system of principles* on which *the modeling* of social expectations of the personality was based. It is stated that the following principles are based on the development of the *structural-functional model*: *systematicity and integrity of the researched subject, complex approach to the research subject, reflection of the internal and external world of the research subject, interdependence of internal and external factors of the research, principle of functionality and social determinism of the researched subject, the principle of subjectivity*. The structural and functional model of social expectations of personality was constructed, which allowed to study internal determinants, psychological parameters of social expectations of personality. Ten functions of the *structural-functional model* of social expectations of the personality are distinguished.

Resumen

El objetivo del estudio es construir y argumentar el *modelo estructural-funcional* de las expectativas sociales del individuo. Se ha propuesto un enfoque completamente nuevo para comprender y organizar el estudio de las expectativas sociales del individuo. Se ha argumentado teóricamente que las expectativas sociales son el proceso y el resultado de la actividad mental de una persona. La metodología del estudio se ha compuesto del *enfoque sistemático* que permitió revelar integralmente el problema. Se ha determinado el *sistema verificado de los principios* en los cuales se basaba la *modelización* de las expectativas sociales del individuo. Se afirma que los siguientes principios sirvieron de base para el desarrollo del *modelo estructural-funcional*: *carácter sistemático e integridad del sujeto investigado, enfoque integral del sujeto investigado, presentación del mundo interior y exterior del sujeto*

investigado, interdependencia de los factores internos y externos del estudio, principio de funcionalidad y determinismo social del sujeto investigado, principio de subjetividad. Se ha construido el modelo estructural-funcional de las expectativas sociales del individuo, que permitió investigar los determinantes interiores y los parámetros psicológicos de las expectativas sociales del individuo. Se ha destacado diez funciones del *modelo estructural-funcional* de las expectativas sociales del individuo.

Key words

Modeling – Expectations – Anticipation – Society

Palabras clave

Modelización – Expectativas – Anticipación – Medio social

Introduction

Modeling as a method of scientific leaning is based on the ability of the human mind to abstract similar features or properties in objects of different nature and to establish connections between them. *The structural-functional model* of social expectations of personality – a specially created object, in its characteristics is similar to the social expectations of the studied person. The constructed *structural-functional model* is a mixed-type model; it is endowed with the necessary structural and functional features. Structural ones include a clear reflection of the components and their structural elements that demonstrate the internal structure of the studied object. Functional features are: relationships and links within *the model*, with the environment; the separation of the sphere of “me” and the sphere of “not-Self” personality, the presence of “input / output” which is a prerequisite for building such a level of *structural-functional models*.

During our research, it was suggested that for the effectiveness of the study of the substantive psychological parameters of the personality’s social expectations, understanding of the optimization processes of the development of social expectations and the ability of the personality to construct the expected future, it is advisable to create a *model of social expectations* of the personality, the structural components of which will serve as a prototype of the studied socio-psychological phenomenon. Regarding *the modeling method*, it has its strengths and weaknesses. Among the advantages of this method, scientists highlight: predictability, design of a given system state, goal orientation as a result model. The disadvantages include over-simplification, which can lead to the disguise of important peculiarities and the formulation of general conclusions that may be deprived of practical and sometimes theoretical value. There is no one-size-fits-all approach to interpreting the definition of “*model*” or “*modeling*” in the scientific literature. In one case, the “*model*” refers to the characteristic of typical tasks, in the other, the list of activities. The *model* in the

professional field is a profile of competences, a set of tasks, skills and skills of a specialist¹.

The psychological encyclopedia states²:

“*Modeling*: 1) a way to simplify the study of mental processes and mental states of a person using their real or ideal *models*. *The model* means some system of objects or characters that reflects the essential properties of the original; 2) the situation in which the subject observes and tries to reproduce *the model* of behavior taken. With the help of *modeling*, the socialization of the personality takes place.”

In other resources, we find that by model or *multimodel* scientists understand an artificially created object in the form of a diagram or a drawing that is similar to the studied object and reflects in a simpler, reduced form the structure, properties, relationships and links between the elements of the studied object as well as signs, indexes and objects, which are a reproduction of specific-quintessential predicates, features of the model-original, subject-original, object-original for concrete verification of theoretically-true representations in different spheres of learning^{3,4}.

Modeling, as a method of scientific learning, is based on the ability of the human mind to abstract similar features or properties in objects of different nature and to make certain connections between them. Constructing a *model* of social expectations of the personality is based on a system of principles, a number of approaches and initial methodological provisions. Our *model* belongs to the structural-functional type of models. By *structural-functional model* of social expectations of personality we mean a specially created object, in its characteristics similar to the social expectations of the studied person. In *modeling* the social expectations of the personality, we seek to identify the object of study through *the model*. The constructed *structural-functional model* is a mixed-type model; it is endowed with the necessary structural and functional features. Structural ones include a clear reflection of the components and their structural elements that demonstrate the internal structure of the studied object. Functional features are: relationships and links within *the model*, with the environment; the separation of the sphere of “*Self*” and the sphere of “*not-Self*” personality.

¹ Popovych, I. S. “Psychology of Social Expectations of Personality: Methodology, Theory and Practice”. (Kherson: OLDI-PLUS. 2019).

² Stepanov, O. M. “Psychological Encyclopedia”. (Kiev: Academic. 2006).

³ Golovin, S. Yu. “Dictionary of psychologist-practitioner”. (Minsk: Harvest. 2001).

⁴ Khmil, V. V. & Popovych, I. S. “Philosophical and Psychological Dimensions of Social Expectations of Personality”. *Anthropological Measurements of Philosophical Research*, 16, (2019): 55-65.

Scientific interest is the fundamental positions of experimental psychology of modeling⁵, theoretical and methodological foundations of modeling researching^{6,7}, understanding of personality as a subject of activity^{8,9}. Of course, on content, the conceptual model of career expectations draws attention, taking into account a number of motivational theories in which expectations are a key category^{10,11}.

The purpose of the study is to construct and substantiate a *structural-functional model* of social expectations of the personality.

Hypothesis. We assume that for the effectiveness of the study of substantive parameters of the personality's social expectations, it is advisable to create a *model* of the personality's social expectations, the structural components of which will be a prototype of the studied socio-psychological phenomenon.

1. Methodology

The methodological basis for constructing the *structural-functional model* of social expectations of the individual has been empirical studies in various spheres of human activity that relate to expectations and reveal important aspects of this phenomenon. Methodological interest was presented by research in the following fields: educational and professional training of students^{12,13,14,15,16,17}, sports and training activities of athletes of different

⁵ Druzhinin, V. N. "Experimental Psychology". (St. Petersburg: Peter. 2000).

⁶ Tytarenko, T. (Ed), Zlobina, O., Liepikhova, L., Lazorenko, B., Kochubainik, O., Cheremnyh, K., Klypeets, O., Larina, T., Kraichinska, V. & Gundertaylo, Yu. "How to build your own future: the life tasks of personality". (Kirovohrad: Imex-LTD. 2012).

⁷ Stoff, V. A. "Modeling and Philosophy ...

⁸ Boryshevskiy, M. I. "Personality in the dimensions of self-consciousness". (Sumy: Ellada. 2012).

⁹ Rubinstein, S. L. "Existence and consciousness. Man and the world". (St. Petersburg: Peter. 2003).

¹⁰ Lawler E. E. & Porter, L. W. "Antecedent attitudes of effective managerial performance", *Organizational Behavior*, Vol. 2, (1967): 122-142.

¹¹ Vroom V. H. "Work and Motivation". (New-York: Jossey Bass. 1994).

¹² Halian, I. M. "Personal determinants of responsibility of future educators", *Insight: the psychological dimensions of society*, 1, (2019): 15-21.

¹³ Klenina, K. V. "Theoretical and methodological analyzing of content characteristics of an individual's perfectionism", *Insight: the psychological dimensions of society*, 1, (2019): 84-89.

¹⁴ Popovych, I., Blynova, O., Aleksieieva, M., Nosov, P., Zavatska, N. y Smyrnova, O. "Research of Relationship between the Social Expectations and Professional Training of Lyceum Students studying in the Field of Shipbuilding", *Revista ESPACIOS*, Vol. 40(33), (2019): 21.

¹⁵ Popovych, I. S. & Blynova, O. Ye. "The Structure, Variables and Interdependence of the Factors of Mental States of Expectations in Students' Academic and Professional Activities", *The New Educational Review*, 55(1), (2019): 293-306.

¹⁶ Popovych, I., Blynova, O. Zhuravlova, A., Toba, M., Tkach, T. y Zavatska, N. "Optimización del desarrollo y psicocorrección de expectativas sociales de estudiantes de filología extranjera", *Revista Inclusiones*. Vol: 7 num Especial, (2020): 82-94.

¹⁷ Shevchenko, A. V. "Research on the correlation between social desirability and value orientations in adolescence", *Insight: the psychological dimensions of society*, 1, (2019): 90-94.

sports^{18,19,20,21}, tourist activity²² and migration processes²³. Implementation of a systematic approach to the study of social expectations involves the separation of three components: *the socio-psychological features of awareness of the expected course of events, the socio-psychological features social and psychological features of the sensory regulation of personality of the expected results of activity of the expected attitude of the personality to the participants of interpersonal interaction and social-psychological features of the sensory regulation of personality of the expected results of activity*²⁴.

The following methods have been used to realize this research goal: retrospective analysis of scientific literature, synthesis and systematization of information; modeling – the creation of an artificial prototype of a research object (Stoff, 1966). Graphical visualization was performed using the programs “MS Word” and “MS Excel”.

2. Results

Let us reveal the essence of the constructed *structural-functional model* of social expectations of the personality (see Fig. 1).

Let us turn to the characteristics of the structural components of *the model*. The internal organization of the components of social-psychological features of personality awareness about the expected course of events is imitated by the following structural elements: the totality of knowledge about oneself and the perception of yourself; information on the expected course of events; information about participants of interaction, perception of others; probable scenarios.

¹⁸ Blynova, O., Kruglov K., Semenov, O., Los, O. & Popovych, I. “Psychological Safety of the Learning Environment in Sports School as a Factor of Achievement Motivation Development in Young Athletes”, *Journal of Physical Education and Sport*, 20(1), (2020): 14-23.

¹⁹ Popovych, I. S., Blynova, O. Ye., Bokshan, H. I., Nosov, P. S., Kovalchuk, Z. Ya., Piletska, L. S. & Berbentsev, V. I. “The Research of the Mental States of Expecting a Victory in Men Mini-football Teams”, *Journal of Physical Education and Sport*, 19(4), (2019): 2343-2351.

²⁰ Popovych, I. S. & Blynova, O. Ye. “Research on the Correlation between Psychological Content Parameters of Social Expectations and the Indexes of Study Progress of Future Physical Education Teachers”, *Journal of Physical Education and Sport*, 19(3), (2019): 847-853.

²¹ Popovych, I., Zavatskyi, V., Tsiuniak, O., Nosov, P., Zinchenko, S., Mateichuk, V., Zavatskyi, Yu. & Blynova, O. “Research on the Types of Pre-game Expectations in the Athletes of Sports Games”, *Journal of Physical Education and Sport*, 20(1), (2020): 43-52.

²² Popovych, I. S.; Zavatskyi, V. Yu., Geyko, Ie. V., Halian, O. I., Zavatskyi, Yu. A. y Radul, I. H. “Research on the Structure, Variables and Interdependence of the Factors of Tourists’ Mental States of Expectation for Leisure in Ukraine”, *Revista ESPACIOS*. Vol. 40(37), (2019): 22.

²³ Blynova, O. Ye, Popovych, I. S., Bokshan, H. I., Tsilmak, O. M., & Zavatska, N. Ye. “Social and Psychological Factors of Migration Readiness of Ukrainian Students”, *Revista ESPACIOS*, 40(36), (2019): 4.

²⁴ Popovych, I. S., Halian, I. M., Halian, O. I., Burlakova, I. A., Serbin, Iy. V., Toba, M. V., Buhaiova, N. M. & Bokhonkova, Yu. A. “Sensory Regulation of Future Teachers in a Situation of Uncertainty”, *Revista ESPACIOS*, Vol. 41(2), (2020): 28.

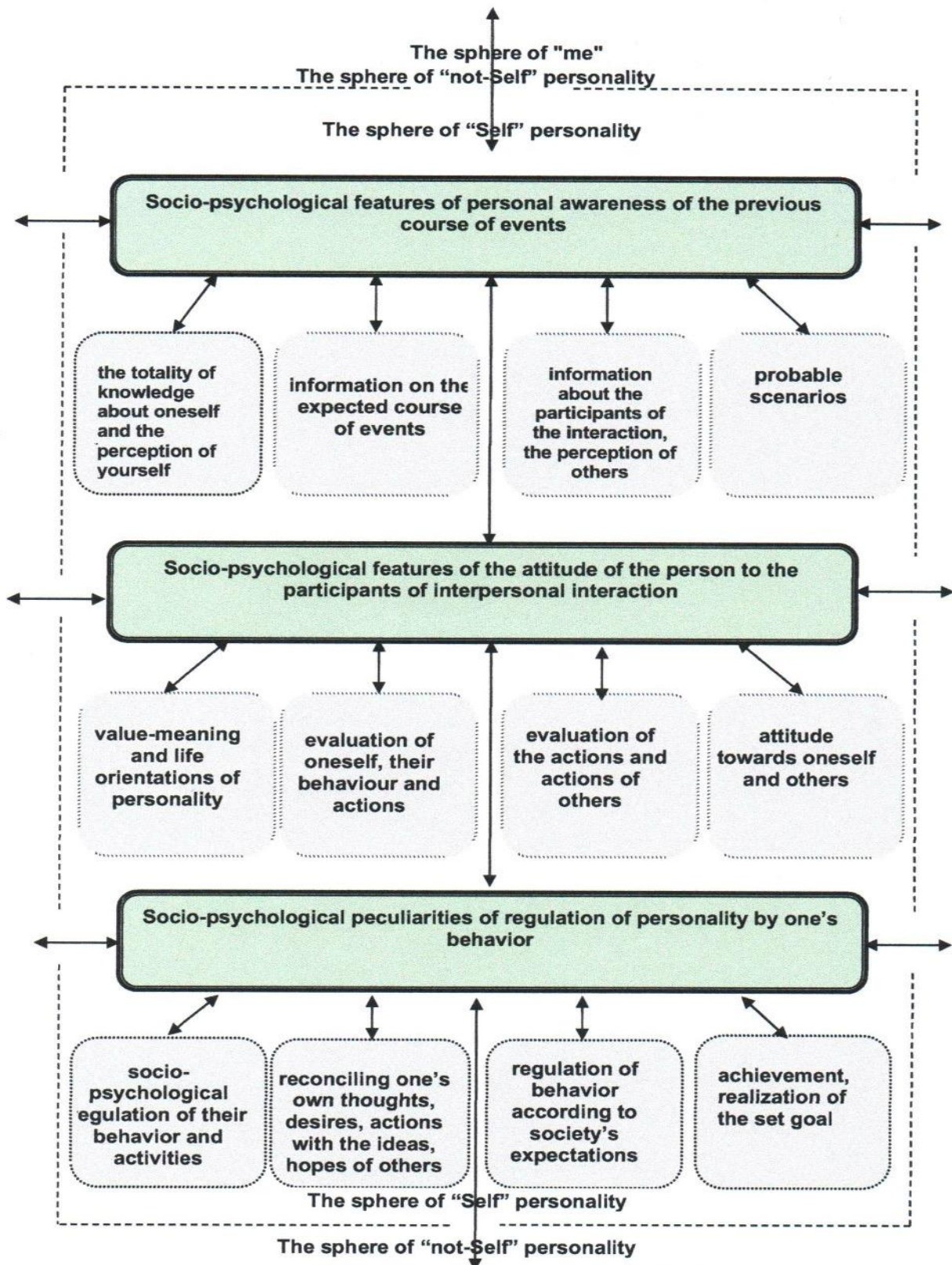


FIGURE 1: Structural-functional model of social expectations of the personality

The internal organization of *the component of social-psychological features of the expected attitude of the person to the participants of interpersonal interaction* is imitated by the following structural elements: value-meaning and life orientations of the person; evaluation of oneself, their behaviour and actions; evaluation of the actions and actions of others; attitude towards oneself and others. The internal organization of a component of socio-psychological features of personality's regulation of the expected results of activity is imitated by the following structural elements: social and psychological regulation of their behavior and activity; reconciling one's own thoughts, desires, actions with the ideas, hopes of others; regulation of their behavior according to the expectations of the community, society; their own pursuits, achievement of the set goal, achievement of success.

Accordingly, the structural components of *the socio-psychological features of personality awareness of the expected course of events, socio-psychological features of the expected attitude of the person to the participants of interpersonal interaction and socio-psychological features of the personality's regulation of the expected results of activity* imitate the internal organization of the prototype object – a *structural-functional model* of social expectations of the personality.

The structural components, the structural elements and the relationships between them reflect the sphere of “*Self*” personality. The sphere “*Self*” in Fig. 1 is conditionally outlined by a contour line. Outside the contour line, that is, under the sphere of “*not-Self*”, we understand society, social pressure, and social environment. All structural components have inputs and outputs links, meaning that each of them has a direct connection to the social environment, just as the influence of the social environment can affect each of them, which is a realization of *the principle of integrity*. Creating the model, we were guided by the reference position of *the systematic approach*, which made it possible to present the object of study – “*structural-functional model of social expectations of the personality*” as a set of interrelated components: semantic psychological parameters, factors, properties that have a relationship with social reality, they have an input – a resource and conditions of formation, and an output, that is, a goal. The links were denoted symbolically «→» and the relations were denoted by «↔». *The structural-functional model* is interconnected, that is, built solely on interrelationships, which is the implementation of *a systematic approach* to research.

The implemented research makes it possible to state that the *structural-functional model* of social expectations of the personality is capable of fulfilling the following ten functions (see Table 1).

Function name	Function content
1) <i>Reconstructive</i>	It reproduces the qualitative specificity of the substantive psychological parameters of the social expectations of the personality
2) <i>Descriptive</i>	Provides visibility and clarity of functioning of structural components

3) <i>Measuring</i>	Promotes quantification of the studied object
4) <i>Epistemological</i>	Provides the ability to study, analyze and synthesize structural components and subordinate structural elements of the model
5) <i>Interpretative</i>	Provides explanations, generalizations and a comprehensive description of the relationships of components and their content elements within <i>the model</i> ; relationships with the environment
6) <i>Predictive</i>	Allows you to schedule the required model components, predict the behavior of the prototype object
7) <i>Representative</i>	Ensures that a reference sample reproduction, in our view, perfectly reflects the object and subject of the study
8) <i>Criterial</i>	Provides verification of the truth, adequacy of knowledge about social expectations of the personality, construction of a <i>model of the expected future</i>
9) <i>Heuristicity</i>	Contributes to the generation of new ideas, hypotheses about the object and object of study, and related social and psychological phenomena
10) <i>Ascertaining</i>	Formalizes data on social expectations of i personality, facilitates the construction, testing of hypotheses and theories

Table 1

Functions of the model of the personality's social expectations

3. Discussion

The composition of the placement of the structural components is as follows: 1) *socio-psychological features of awareness of the personality about the expected course of events*; 2) *socio-psychological features of the expected attitude of the personality towards the participants of interpersonal interaction*; 3) *socio-psychological features of personality regulation of the expected results of activity*.

By placing the components in the figure, we are guided by this understanding – at first a person perceives information, gives it an assessment, and forms an attitude, which is accompanied by activity, actions, functions or their absence. Such a positioning arrangement is by no means and should not be regarded as hierarchical subordination. The formed attitude towards a personality participant in the interaction can be a source of personal behavior. Based on the behavior of others, you can make an initial impression about them and form an attitude. We do not consider this positioning to be a realization of *the principle of hierarchy*. The undisputed confirmation of this principle is the placement under each structural component of its elements. If you are talking

about *the input / output of the structural-functional model*, then the output is the goal. The structural element of “*achievement, realization of the set goal*” is the implement of the model’s goal. Although we have contradictory arguments, this does not diminish the value of what is done, but rather sets us on the search for the veracity, the true. This is not the only contradiction that we observe and substantiate, constructing *the structural-functional model* of social expectations of the personality. *Isomorphism / homomorphism* are worth to be mentioned. Isomorphism is the complete similarity or equivalence of the correspondence between the object being studied and *the model of study*. *Homomorphism* is a partial similarity between a model and its prototype, in which there is no inverse correspondence. We understand that whatever model we create, it will be endowed with signs of *isomorphism* and *homomorphism*. If there were no differences between the original and its model, there would be no need to create a *model*. The opinion of V. Stoff is topical, who characterizes *modeling* as a reflection of certain sides of the prototype, as opposed to reproduction, which is identical in all parameters. Reproduction preserves the quality of the original object and does not require *modeling*²⁵. The scientist practically refutes *isomorphism / homomorphism*. It is important that the constructed *model* is as complete as possible reflects the structural-functional content of the studied phenomenon and that the obtained conclusions were reliable.

In the component of social and psychological features of personality awareness about the expected course of events, the key category is “*awareness*”. Close to the term “*awareness*” is “*knowledge*” and “*consciousness*”. In our view, awareness combines facts, events, rumors; “*knowledge*”, for example, of the likely course of events; understanding of the course of events, the most socio-psychological reality; knowledge of the peculiarities of the social situation, interpersonal relationships, even at the superficial, domestic level and also brings together other elements that are of additional importance. Since understanding is a process aimed at the formation and assimilation of meanings, therefore, understanding social reality inevitably involves providing it with personal meaning. Through awareness of the situation the person evaluates the methods, techniques, means and conditions of interaction with others, attitudes to them and identifies the likely scenarios. Therefore, we think that it is advisable to use the term “*awareness*”, which most fully characterizes the structural component of the studied phenomenon.

We consider social expectations as a unity which implies the coherence of the three above mentioned components. Focusing on the substantive features of the components of the social expectations of the personality, their mutual harmonization and combination – is the implementation of *the descriptive function of our model*. The component of *socio-psychological features of personal awareness of the expected course of events* is a kind of fusion of knowledge, received and tested information, awareness of the socio-psychological reality, participants of interaction, knowledge about oneself from primary conceptions to such complex integrated education as the image of “*Self*” and *Self-concept*. Important is the knowledge gained as a result of

²⁵ Stoff, V. A. “Modeling and Philosophy ...”

interpersonal interaction with others, about them and about yourself, the idea of how he is perceived, evaluated, understood by other participants in the interaction and accordingly how he perceives, evaluates and understands them. The component of the *socio-psychological features of awareness* is supplemented by prognostic information about the expected course of events, information about one's likely scenario of behavior and scenarios of others, in fact, any information about actions, contacts, relationships and interactions in the context of expected behavior; a variety of likely scenarios.

An important personal factor that influences *the component of socio-psychological characteristics of the awareness of the personality about the expected course of events* is the totality of knowledge about yourself and the self-perception. A participant who is confident in their own importance expects others to treat him or her the same way. A participant who has a significant lack of attention and positive approving emotions, a proper assessment of his actions, ultimately deprived of love; does not receive recognition from other relevant people or at least minor elements of attention from others of course he doubts his worth and is not able to build a harmonious relationship. Such personality's see the problem of avoiding any social contact as they always expect to be alienated. At the heart of such relationships, which lie between expectations and behavior, is the "*Pygmalion effect*". Social expectations interpret the reactions of others, determine the nature of actions and actions of the personality, determined by those socio-psychological formations that formed during his or her life and make sense of the *Self-concept* of personality. We outlined the substantive psychological parameters of *the socio-psychological features of personal awareness of the expected course of events*.

The component of socio-psychological features of the expected attitude of the person to the participants of interpersonal interaction is a unique combination of value-meaning and life orientations of the personality, projects and perspectives of personal development. Assessment of oneself, their actions and activities is a self-esteem of the individual in different situations of life, which is accompanied by an *internal / external* attitude towards oneself, others, as well as to one's life. Assessment to interaction participants that are meaningful to others is a derivative of self-esteem. These assessment and attitude processes are interrelated, affecting each other qualitatively and quantitatively. Certainly, at the core of this component, along with the value-sense and life orientation, we consider the desires, dreams, beliefs, ideals and worldview of the personality.

The value-meaning and life orientations of the personality are an important structural element of *the socio-psychological features of the attitude of the personality towards the participants of interpersonal interaction*, the internal basis of its attitude to reality. The value factor is a product of the vital activity of the social community and society in general, forming the personality's perception of proper behavior in different areas of life. Personality values serve as a link between the public and the individual and are an important factor in the social regulation of personality behavior. Together with motives, it is the basis for forming the personality's intentions in a behavioral situation. Intentions are

the implementation of the achievement's plan of the intended result, the internal preparation of the person for realization of purposeful actions, activities, behavior. Social expectations are accompanied by an assessment and self-assessment of personality qualities, actions, activities and formation on this basis of a certain attitude both to yourself and to others. Self-esteem is a significant factor in a person's perceptions of himself, his capabilities, his role and place in the community, his willingness to perform activities or behaviors. Self-esteem and attitude to yourself are important regulators of behavior that have a decisive impact on one's performance. We outlined the substantive parameters of *social-psychological features of the personality's attitude to the participants of interpersonal interaction*.

The component of the socio-psychological features of personality's regulation of the expected results of activity is an original and unique psychological formation which defines the ability of the person to regulate his behavior and activities; to compare, contrast, and reconcile his ideas, aspirations and expectations with the ideas, expectations and aspirations of others. In particular, significant others, be guided by the achievement of the goal, the desired result, his own thoughts, desires, actions and regulate his behavior in the light of the expectations of the referents, the community, the society.

Socio-psychological regulation of the expected behavior and expected results of the activity of the person is certainly dependent on self-esteem, evaluation of actions and behavior of others, but the dominant role is given by your own aspirations, realization of the set goal, and achievement of success. The totality of knowledge about yourself and perceptions of yourself, your actions and activities "serves" the formation of self-esteem as the ability of the subject to analyze your inner world and on this basis to form appropriate regulatory systems. Formed appropriate regulatory systems change the perception and attitude of both yourself and others and affect the content and dynamic characteristics of social expectations of the personality.

Important factors at the stage of forming the social expectations of the personality, designing and implementing *the model of the expected future* are the ability to reconcile your own thoughts, desires, actions with the ideas, expectations of others and the ability to regulate your behavior according to the expectations of the community. If these processes are accompanied by arbitrary regulation of purposeful behavior then the individual overcomes internal and external barriers, his own achievements will be realized despite the pressure of "Self" and the pressure of "society" the goal will be achieved. Such a person is able not only to design models of the expected future but also to reach the highest steps of *self-creation*. We outlined the substantive psychological parameters of *the socio-psychological features of the regulation of the expected results of person's activity*.

The structural components of the social expectations of the personality and their substantive structural elements are considered by us in indissoluble unity, the level of development, the level of formation and the level of ability of

which can be estimated as indicators of the formation's degree of personality subsystems and socio-psychological phenomenon in general.

It is worth noting that the dividing of the separate components of the social expectations of the personality into structural elements is somewhat conditional, since one structural element can be part of several components, in particular, the structural element of "*self-assessment, actions and activities*" that we have attributed to *the component of the social-psychological features of the personality's attitude towards participants in interpersonal interaction*, is also relevant to the other two components of the model but with a lesser extent.

Social expectations of the personality are a necessary component of the description of the situation of social interaction since this interaction is realized in the conditions of uncertainty and diversity of uncontrolled factors affecting the process and result of this interaction. There is a need not only for the implementation of purposeful behavior. *The anticipating* and forecasting of future events, the construction of probable variants of scenarios for the development of these events become relevant. Under *anticipation* we mean the ability of the individual to predict the possible development of the course of events while forecasting is the image of a possible future. Insufficient information about the probable course of events, the interaction of participants reduces the effectiveness of forecasting. It is worth remembering that N. Bernstein provides²⁶:

"The presence of a "curled" image of space in the psyche is a model for a required future".

We have studied this image and substantiated it theoretically. We consider it appropriate to call it the *model of the expected future*²⁷. *The model of the expected future* connects one's own motor skills and represents the image of space – these are the hypothetical components of a behavioral act that are components of social interaction. Thus, we consider social personality behavior as a set of expected and predicted behavioral acts that are embedded in *the model of the expected future*. *Constructing the model of the expected future* is realized through a personality-driven project of the result of social interaction. This forecast is provided by the *predictive function* of the social expectations of the personality. Our statement is a completely new interpretation and perception of the social behavior of the personality.

Human behavior cannot always be accurately predicted unless one relies on previous experience of interaction. Experience allows the personality to come to ideas about *the attitudes* of the participants of the interaction which is an internal affective orientation that depends on the past experience. Understanding them can help to explain the actions and activities of any participant. *Attitudes* are the socio-psychological characteristics of the

²⁶ Bernstein, N. A. "Essays on motion physiology and activity physiology". (Moscow: Medicine. 1966).

²⁷ Popovych, I. S. "Psychology of Social ...

interaction participants. They can be a reliable enough benchmark to build effective interaction with others. It should be noted that *attitude* has a peculiar structure, the components of which are the tendency to perceive, evaluate and understand a social object and to influence it. Knowledge of *attitudes* of interaction's participants greatly increases the effectiveness of social interaction.

4. Conclusions

It became clear that the construction of the *structural-functional model* of social expectations of the personality, in our case, became a necessary and expedient step because the obtained results could not be received in another way. Conducted theoretical-methodological analysis, substantiation of the concept and construction of the *structural-functional model* of social expectations of the personality allowed us to qualitatively study and reveal the essence of the object of our study.

Constructing the *structural-functional model* of social expectations of the personality is an important step in obtaining scientific facts about the psychological content parameters of the studied phenomenon. This approach allowed us to talk about the psychological measurement of social expectations of the personality, which is a strategic task of the cycle of our experimental research.

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