THE INNOVATIVE POTENTIAL
OF PSYCHOLOGY IN THE DEVELOPMENT
OF THE MODERN MAN

Collective monograph

.

CONTENTS

STUDY OF COMPONENTS OF HUBRISTIC MOTIVATION OF STUDENTS MAJORING IN PSYCHOLOGY

Babatina S. I.

INTRODUCTION

In consideration of individual success as the realization of certain goals set before the person, there arises the question of the nature of motivation for success, ways and means of such realization, which, in turn, are conditioned by the peculiarities of the personality orientation. Evolvement of a subject capable of conscious setting of life goals and their achievement, able to take responsibility for decision-making is determined by the behavioral strategy that is formed in the process of socialization. Such a behavioral strategy is determined by achievement motivation, which reflects values-based individual's attitude to himself/herself as a person and subject of activity.

The socio-economic situation is becoming more dynamic. The labor market is changing. Employers are interested in finding and selecting highly qualified personnel. Many graduates of professional educational establishments remain non-demanded as professionals, experiencing significant difficulties in practical application of the knowledge they have gained. In our opinion, this is determined by insufficient formation of the system of subjective regulation of activity, which characterizes a person not as a carrier of a certain set of professional knowledge, competences, skills, but as a professional, a subject of professional activity, who keeps its objectivity in a variety of changing circumstances and is capable of self-realization and self-disclosure. Therefore, the issues of studying the subjective qualities of person, patterns and mechanisms of their development in the period of professional training are significant at the present stage of development of human society. Individual success involves the realization of certain goals set before the person, the developed motivation for success, the hubristic motivation in its two forms – the desire for superiority and excellence, which, in turn, appears to be connected with the peculiarities of the personality orientation. A number of components of personality orientation is formed by the

1

main new formations of adolescence. This concerns, first of all, outlook, moral and professional self-determination etc.

The desire for self-affirmation as one of the components of the personality orientation underlies hubristic motivation and acts as one of the mail new formations of adolescence.

The process of development and evolvement of a student majoring in Psychology as a future specialist, in our time, attracts the attention of many theorists and practitioners of Psychology. The development of a student's personality takes place in conjunction with many situations that result in success or failure. Future professional activity determines the direction of personal development, influences the formation of interests, skills, percepts outlines the field of social expectations of the individual.

The study of the problem of personal need and motivational sphere of the student as a future psychologist and his/her desire for success is conditioned by the study of motivational tendencies as components of hubristic motivation, as a factor of desire for success. Hubristic motivation, which acts as an impetus for the personal development of a future psychologist, motivates his/her desire for personal growth, awareness of his/her inherent value as a psychologist, which creates the internal basis of professional training of a future specialist.

Analyzing the motivational sphere of an adolescent's personality – the desire for success, self-esteem, perfection, we analyze the individual orientation, which determines the motivational tendencies for the desire for success, namely: motivation for success, perfectionism, hardiness, affiliation and others.

The desire for success of the individual ensures his/her professional and social self-affirmation and self-realization. Motivation for success makes students carry out their professional and personal advancement – from mastering the profession to achieving professional excellence and self-realization as a practitioner psychologist.

The basic algorithms for the behavioral solution of success achievement and failure avoidance problems are formed between the ages of three and thirteen. The nature of interdependence of activity and achievement motivation of the individual is determined by three areas: individual subjective perceptions of the likelihood of personal success and complexity of the task given to person; the degree of

2

significance of this task for the subject and the strength of the desire to maintain and increase self-esteem; the tendency of a specific individual to adequately attribute to himself/herself, other people and circumstances the responsibility for success and failure.

Self-esteem and social expectations of the person, according to the modern scientist Ihor Popovych, is a two-way mutually agreed mechanism of mutual influences that fundamentally influences self-regulation of an individual's behavior. The scientist notes that social expectations are a link that combines the individual and the social in a personality, and play an active role in the processes of self-regulation of personality both in the behavioral and internally personal terms. Expectations are most often directly linked to the individual's moral standards, innovations in collective norms of behavior, and especially in the processes of self-education, self-affirmation, and self-improvement[1]. These constructs, in the context of the topic raised, are the right ones for understanding and isolating the components of hubristic motivation of adolescents.

Although, hubristic motivation not only has a significant impact on the formation of the future psychologist's professionalism, but also forms one of the planes of his/her professional and life success, today there is a small amount of scientific research devoted to the study of these motivational aspects of personality. At the same time, it is worth noting that modern researches of scientists comprehensively reveal aspects of hubristic motivation through the system of self-affirmations of a person, his/her level of aspirations, self-esteem, professional and personal orientation, high hardiness, attitudes to victory and avoidance of failure, self-belief. The desire for self-affirmation, which underlies the hubristic motivation of the individual, is one of the main new formations of adolescence.

The objective of the problem raised is to outline the author's intention and to determine the components of the hubristic motivation of the individual to carry out a theoretical analysis of the motivational tendencies of the hubristic motivation of the personality striving for success. Following the determined objective, we plan to perform the following tasks and highlight results in paragraphs of the sections,

---

[1] Попович І.С. Психологія соціальних очікувань особистості : методологія, теорія і практика : навч.-метод. посіб. / І.С. Попович. – Херсон : ОЛДІ-ПЛЮС, 2019. – 158 с.

namely: 1) to carry out theoretical analysis of motivational tendencies of a personality striving for success in the field of modern scientific and practical psychology; 2) to empirically determine the presence and nature of the relationship between motivational tendencies of hubristic motivation of adolescents, who strive for success.

The practical achievements of the conducted research will be useful for psychologists of secondary and higher education institutions in the field of youth outreach, in selecting a complex of methods for studying the student's personality orientation in the context of success motivation, in creating development programs aimed at developing constructive forms of hubristic motivation that may be applied in practice of psychological service of institutions of higher and secondary education, during training and professional development of practitioner psychologists.

1. Theoretical analysis of the motivational tendencies of a personality striving for success in the field of modern scientific and practical psychology

For the first time, the concept of hubristic motivations has been investigated by the Polish psychologist Józef Kozielecki. In his transgressive conception, hubristic motivation is central, and is seen by the author as a desire for self-affirmation, reinforcement and enhancement of the personality's self-esteem and self-importance, affirmation and increase of one's personal self-value. The scientist notes that a person always has the freedom of choice and controls his/her behavior. To achieve this goal, he/she goes beyond his/her own achievements and opportunities. In such conditions of personal growth, a person strives for high self-esteem of his/her activity. Therefore, the scientist defines hubristic motivation as a person's desire for affirmation and growth of self-value. According to J. Kozielecki, a person is a transgressive being who understands the conscious way of going beyond what he/she has and what he is. Transgression is a person's creative volitional ability and passion for overcoming boundaries. "People do not just carry out conservative acts aimed at

preserving achievements and results. They try to go beyond what they have"[2].

Psychological mechanisms of transgression are motivational processes that perform the functions that give impetus to action, cause the release of energy by the person, set the general direction of the search for value, support the action, affecting its duration. Motivational processes take place when the personality has two independent informations regarding the typical state and current state. Comparison of these informations and identification of differences drives motivation.

When referring to individual transgression as a hubristic motivation, J. Kozielecki refers to the case when the individual purposefully goes beyond his/her own possibilities, using creative self-affirmation and personal self-actualization, as the main and ultimate goal of the individual's aspirations.

Problems of hubristic personality motivation were also considered by such scientists as S. Petrova, I. Pufal-Struzik, K. Savchenko, R. Tsvetkova, K. Fomenko, T. Khomulenko and others.

Thus, according to S. Petrova, hubristic motivation is the development of the individual, who strives for the achievements and superiority, perfection, implemented through the need in respect and authority among others, recognition, success and headship[3]; I. Pufal-Struzik defines hubristic motivation in the context of development, success, self-fulfillment in creative activities as desire for superiority and desire for excellence[4]; K. Savchenko substantiates that the problem of studying the motivational sphere of the individual is especially relevant in the current conditions of intensive scientific and technological development, including the context of higher education, when there occurs a formation and change of value orientations, reinterpretation of a person's place in society, understanding of responsibility for making decisions in the process of professional training and professional activity. The presence of a unified theory of

---

[2] Козелецкий Ю. Человек многомерный (психологические эссе) / Юзеф Козелецкий. – К. : Лыбидь, 1991. – 288 с. Козелецкий Ю. Человек многомерный (психологические эссе) / Юзеф Козелецкий. – К. : Лыбидь, 1991. – 288 с.

[3] Петрова С.М. Мотивационная обусловленность Я-концепции личности в юношеском возрасте: Дис.... канд. психол. наук, – СПб., 1995. – 220 с.

[4] Пуфаль–Струзик И. Структурно-иерархическая модель творческой активности личности :дисс. … д. психол. наук 19.00.01. М., 2003 . – 357 с.

the motivational sphere of personality would allow to solve personal problems of self-realization of personality. Therefore, the scientist notes that the search for integrated characteristics of the motivational sphere of personality, which may have the purpose of establishing relationships between motives, may be useful on the way to the creation of such a motivation theory, while such characteristics themselves may be useful in the study of personality axiogenesis[5]; R. Tsvetkova considers hubristic motivation in terms of the desire for power and success, which motivates the individual to self-fulfillment[6]; K. Fomenko associates hubristic motivation with psychological factors of success achievement, because success in achieving goals is conditioned by the degree of perfection of those qualities and skills that it requires. Also, the problem of hubristic motivation is central in the researches of the scientist and is considered in the structure of the orientation of the personality of students, who strive for success, towards excellence and perfection. She explored those peculiarities of the student-age personality orientation that are associated with the development of hubristic motivation[7] [8].

In the context of the topic we raised, the conducted analysis made it possible to determine that the development of the named qualities allows the person to strive for superiority and excellence through hubristic motivation. However, these aspirations may not always be the key to success. Hubristic motivation as the desire for superiority and

[5] Савченко К. Взаємозв'язок показника мотивації успіху й рівня актуалізації особистісних мотивів у студентів і слухачів, що здобувають другу вищу освіту. Психологія особистості. 2013. No 1(4) с. 255-262. Савченко К. Взаємозв'язок показника мотивації успіху й рівня актуалізації особистісних мотивів у студентів і слухачів, що здобувають другу вищу освіту. Психологія особистості. 2013. No 1(4) с. 255-262. Савченко К. Взаємозв'язок показника мотивації успіху й рівня актуалізації особистісних мотивів у студентів і слухачів, що здобувають другу вищу освіту. Психологія особистості. 2013. No 1(4) с. 255-262.

[6] Цветкова Р.И. Мотивационная сфера личности современного студента: факторы, условия и средства ее формирования в процес се професіонального становлення: дис. … докт. психол. наук. : 19.00.07 / Цветкова Р.И. – Хабаровск, 2007. – 433 с.

[7] Фоменко К.І. Губристична мотивація в характеристиці спрямованості особистості / К.І. Фоменко // Наука і освіта: науково-практичний журнал Південного наукового Центру НАПН України. – Тематичний спецвипуск «Когнітивні процеси та творчість». – Одеса, 2010. – С. 378-381.

[8] Фоменко К.І. Розробка та апробація методики «Діагностика губристичної мотивації» / К.І. Фоменко // Вісник Харківського національного університету ім. В.Н. Каразіна. Випуск 43. Серія: Психологія. – Харків: ХНУ, 2010. – № 902. – С. 301-304.

the pursuit of excellence is a very important component in the motivational sphere of the individual. Therefore, it is important to develop this construct at a young age, during the ontogenesis of the individual. This age is a sensitive period for the formation and setting of life program, life strategy, personality perspective, which allows a person to construct his/her future, see and feel the time perspective of his/her life and to model his/her actions according to his/her desires, needs and requirements of the environment, which are the main bricks of conscious formation of the regulatory outline of the personality[9].

The study of personality orientation is carried out by studying the whole system of mental properties and states of personality: needs, interests, motivational sphere, ideals, values, beliefs, etc. Thus, orientation is a systematic property of the personality that determines its mental component.

Hardiness, as a construct of orientation of a person that strives for success, characterizes: an extent of that person's ability to withstand a stressful situation while maintaining internal balance; to overcome life's obstacles rather than avoid them; to act effectively against obstacles and difficulties that arise in personal and professional life; to be able to balance between the personal desire for a fulfilling, successful and harmonious personal life on the one hand, and the social expectations and demands of the environment on the other hand; to adapt to the new requirements while maintaining internal equilibrium and further striving for development[10][11].

Heinz Heckhausen argues that, over the course of life, personality changes, and its hardiness either develops or improves, or remains undeveloped, indistinct. Cultivating his/her own hardiness, the personality developed and, while developing, did not stop at mastering something already prepared, established, familiar. Testing of new

---

[9] Фоменко К.І. Шляхи та засоби розвитку губристичної мотивації студентів / К.І. Фоменко // Вісник Харківського національного університету ім. В.Н. Каразіна. Випуск 45. Серія: Психологія. – Харків: ХНУ, 2011. – № 937. – С. 285-287.

[10] Ларіна Т. О. Життєстійкість особистості: соціальна необхідність та безпека // Життєстійкість особистості: соціальна необхідність та безпека // Т. М. Титаренко, Т. О. Ларіна. – К. : Марич, 2009. – 76 с.

[11] Леонтьев Д. А. Тест жизнестойкости / Д. А. Леонтьев, Е. И. Рассказова // Методическое руководство по новой методике психологической диагностики личности с широкой областью применения. Предназначается для профессиональных психологов-исследователей и практиков. – М. : Смысл, 2006. – 63 с.

forms of interaction takes place at every life path; other options for response are produced, unexpected decisions appear[12].

The motive is a reflection of a need that acts as an objective regularity, acts as an objective need to succeed. Also, the motive is something that motivates people to work, directing them to meeting specific needs. The motivational sphere of personality during adolescence is crucial both for evolvement of a person in general and as future specialist in a particular field. According to E. Klimov, personality is the subject of conscious productive activity and social behavior, an individual with a socially conditioned and individually peculiar system of mental properties, which is formed and manifested in activity, communication, and mediates, regulates human interaction with the surrounding world[13].

T. Gordeeva notes that classification of social motives suggested by Murray is popular in foreign psychology. In his book "Explorations in Personality", Murray first identified the need for achievement. He described it as follows: "accomplish something difficult. To master, manipulate or organize physical objects, human beings or ideas. To do this as rapidly and as independently as possible. To overcome obstacles and attain a high standard. To excel one's self. To rival and surpass others. To increase self-regard by the successful exercise of talent". This is the setting that determines the movement toward self-actualization[14].

Also, there is a commonly accepted dispositional approach to the study of motivation suggested by D. McClelland. Human behavior is determined by the need or motive to achieve a specific goal (G). In achieving this goal, one can expect success (E+) or failure (E-). To achieve the goal, a person performs some instrumental activity (I) that either leads to the goal (I+) or not (I-). Sometimes, there are barriers,

---

[12] Хекхаузен Х. Мотивация и деятельность / Х. Хекхаузен. – 2е изд. – М. : Смысл, 2003. – 860 с. Хекхаузен Х. Мотивация и деятельность / Х. Хекхаузен. – 2е изд. – М. : Смысл, 2003. – 860 с. Хекхаузен Х. Мотивация и деятельность / Х. Хекхаузен. – 2е изд. – М. : Смысл, 2003. – 860 с.

[13] Климов Е.А. Психология профессионала / Е.А. Климов // Избр. психол. труды. – М. : Изд-во Моск. психолого-социального ин-та; Воронеж: НПО «МОДЭК», 2003. – 456 с.

[14] Гордеева Т.О. Психология мотивации достижения. Учебное пособие / Гордеева Т.О. – М. : Смысл; Изд. центр «Академия», 2006. – 333 с. Гордеева Т.О. Психология мотивации достижения. Учебное пособие / Гордеева Т.О. – М. : Смысл; Изд. центр «Академия», 2006. – 333 с.

obstacles, which can be localized in the surrounding world (SOs) or in the person (POs) on the way to the goal. When performing activities to achieve this goal, a person feels a certain emotional condition, which can be positive (C+) or negative (C-). Sometimes someone helps a person (H).
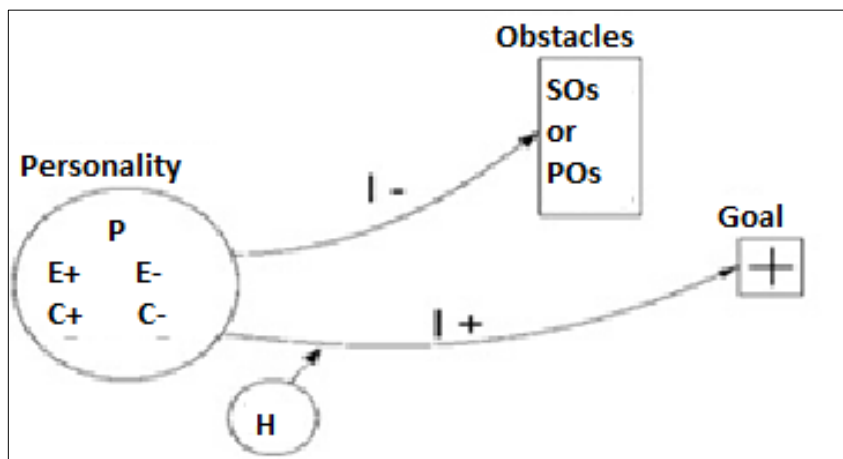
**Fig. 1. Scheme of formation of achievement motivation
by D. McClelland**

In fact, the term achievement motivation was introduced by D. McClelland, who understood it as correlating with the quality of activity criterion. The scientist and his colleagues have developed a content analysis system to study the achievement-avoidance motivation, power motivation, affiliation motivation. They identified four motivational systems: power motivation, achievement and avoidance motivation, affiliation motivation. The first three systems are a reflection of the development of social motives of the individual; the fourth system is a reflection of the need for security. These systems are closely interconnected and each of the three motivational systems is influenced by the fourth. Any social motive may manifest itself in a «distorted» form (power motive – in the avoidance of responsibility; achievement motive – in the avoidance of failure; affiliation motive – in fear of rejection)[15].

---

[15] Макклелланд Д. Мотивация человека / Д. Макклелланд. – СПб. : Питер, 2007. – 672 с. Макклелланд Д. Мотивация человека /Д. Макклелланд. – СПб. : Питер, 2007. – 672 с.

On the way to perfection, the individual sets high requirements to himself and others, which sometimes may interfere with the achievement of the final successful result. If we speak scientifically, we are talking about such a personal property as perfectionism. Perfectionism, as a motivational determinant of the desire for success, is the desire to be perfect, flawless. Perfectionism acts as the driving force of the individual for ensuring personal, professional and social success, for improving professional skills, for self-improvement and self-realization both personal and professional, for self-actualization. Self-actualization is the leading basis of personality that drives and directs people to activity, to development, to achieving acme. Perfectionism, as the driving force of personality development, may act as an obstacle to professional activity and self-actualization of the personality[16][17].

It is important, in the context of the topic analyzed, to pay attention to the affiliation motive of the individual in his/her desire for success, because it is an inducement, a mental activity that aims at establishing specific interpersonal relationships, which may in a certain amount of time become peculiar for the individual and «transform» in personality traits (properties). Affiliation motivation, from the perspective of the personality that strives for it, may be defined as acceptance, desirability of self, friendly support and sympathy, as a mutual and trusting relationship, in the presence of which each partner treats the other kindly, accepts him/her, supports and sympathizes him/her in a friendly manner.

The need for communication of emotional and trusting nature, and the focus on affiliative behavior are two components of the affiliation motivation, while «fear of rejection» is a quite independent variable and may determine the specificity of communication and has a close relationship with anxious conditions, uncertainty, level of psychological protection.

---

[16] Гаранян Н. Г. Психологические модели перфекционизма / Н. Г. Гаранян // Вопросы психологии. – 2009. – № 5. С. 74-78.

[17] Гаранян Н.Г., Низовцева А.А. Структура мотива достижения у студентов с разным уровнем перфекционизма [Электронный ресурс] / Н.Г. Гаранян, А.А. Низовцева // Психологическая наука и образование: электрон. журн. 2012. № 1. – Режим доступа: http:// psyedu.ru.

We agree with the contemporary researcher in the field of hubristic motivation, Karina Fomenko, who argues that the affiliation motive for a student majoring in Psychology is an inducement, a mental activity aimed at establishing specific interpersonal relationships. In a certain amount of time, it may become peculiar for the personality and «transform» into personality traits, which in turn will improve the professional skills of the student majoring in Psychology in his/her professional development[18].

Generalizing the approaches of scientists to the study of the need and motivational sphere of personality, in the topic discussed, we are particularly interested in hubristic motivation not only as the desire to avoid failure, but in general, the movement towards excellence and perfection. In this perspective, hubristic motivation in psychological science shall mean striving of a personality for self-esteem and growth of self-importance. Hubristic motivation has two forms – the pursuit of superiority and the pursuit of excellence[19].

We present the main components investigated in the outlined topic and summarized as a result of theoretical analysis in Fig. 2.

The pursuit of superiority and the pursuit of excellence are associated with the psychological factors of success because the success sought by the individual requires certain skills, qualities and abilities, which this person masters and which certain circumstances of life activity require.

Thus, motivation is what allows a person to move determinedly in the context of life prospects and to succeed in the chosen activity – be it a professional field or other activity, and in personal life as well. Also, the above-mentioned motivational tendencies: pursuit of success – avoidance of failures, perfectionism, hardiness, affiliation influence the person's desire for success. We consider these

---

[18] Фоменко К.І. Шляхи та засоби розвитку губристичної мотивації студентів / К.І. Фоменко // Вісник Харківського національного університету ім. В.Н. Каразіна. Випуск 45. Серія: Психологія. – Харків: ХНУ, 2011. – № 937. – С. 285-287. Фоменко К.І. Шляхи та засоби розвитку губристичної мотивації студентів / К.І. Фоменко // Вісник Харківського національного університету ім. В.Н. Каразіна. Випуск 45. Серія: Психологія. – Харків: ХНУ, 2011. – № 937. – С. 285-287.

[19] Хомуленко Т. Б., Фоменко К. І. Губристична мотивація як чинник прагнення до успіху: віковий аспект / Т. Б. Хомуленко, К.І.Фоменко. – Харків : ХНПУ, 2012. – 222 с. Хомуленко Т. Б., Фоменко К. І. Губристична мотивація як чинник прагнення до успіху: віковий аспект / Т. Б. Хомуленко, К.І.Фоменко. – Харків : ХНПУ, 2012. – 222 с.

motivational tendencies in the context of our research as constituent components of hubristic motivation, which are inherent in the individual in his/her pursuit of success, in enhancing his/her level of perfection and skillfulness.
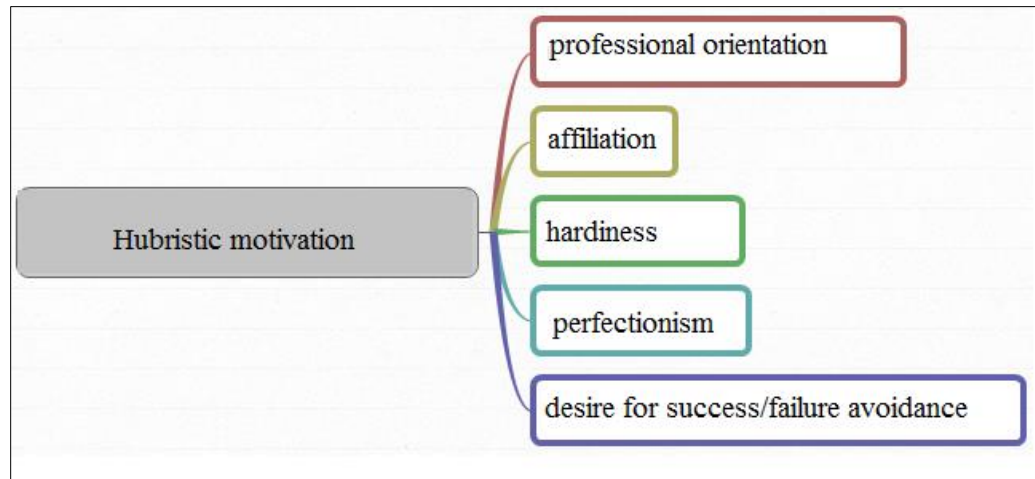
Fig. 2. Components of hubristic motivation

Thus, analyzing the results of scientific research, we can argue that hubristic motivation is one of the components of the motivational sphere of adolescents, who strive for success in both professional and personal life, and forms a personal orientation for the further development and self-realization of the individual. In turn, orientation of the individual is the formation that determines the life program and conscious movement towards the goals, and, the main thing, subjective vision of a perspective lifeline from the platform of adolescence.

Thus, adolescence is sensitive to the formation of hubristic motivation in the system of personal orientation of adolescents. Personality orientation of an individual involves formation of those qualities that motivate and ensure achievement of success in a certain type of activity, and helps to get personal, social and professional maturity.

Thus, adolescence is a period of striving to increase one's self-esteem and self-importance, the pursuit of superiority over others, and the pursuit of perfection in the full spectrum of young person's activities.

12

2. Empirical research of the nature of communication between motivational tendencies of hubristic motivation of adolescents striving for success

Research methods: To achieve the objectives and solve the tasks set, the following methods of research were applied: theoretical (theoretical analysis of scientific research sources, comparison and generalization of scientific data, interpretation of modern theoretical and empirical research in psychology) and empirical (psychodiagnostic test of motivational trends of a person, personality orientation, regulatory personality traits) and mathematical statistics methods to process the results.

Sample and research methods characteristics. An empirical sample of our study consisted of 26 students of Socio-Psychological Faculty at Kherson State University, specialty «Psychology», aged 18 to 25.

The following psycho-diagnostic methodologies were used to achieve this goal:

1. «S. Maddi Hardiness Survey» Methodology. Adaptation by D.A. Leontyeva, E.I. Rasskazova[20]. The survey is aimed at diagnosing the psychological factors of successful stress management, as well as reduction and prevention of internal stress in a stressful situation.

2. Bass Orientation Inventory. This methodology helps to revel the following directions orientations:

1) Self-orientation – the focus on direct reward and satisfaction regardless of work and employees, aggressiveness in achieving status, bossiness, aptitude for rivalry, irritability, anxiety, introversiveness.

2) Interaction-orientation – the desire to maintain relationships with people under any circumstances, focus on joint activities, which often interferes with performance of specific tasks or provision of sincere help to people, orientation to social approval, dependence on the group, need for commitment and emotional relationships with people.

---

[20] Леонтьев Д. А. Тест жизнестойкости / Д. А. Леонтьев, Е. И. Рассказова // Методическое руководство по новой методике психологической диагностики личности с широкой областью применения. Предназначается для профессиональных психологов-исследователей и практиков. – М. : Смысл, 2006. – 63 с.

3) Task orientation – interest in solving business problems, work performance in the best possible way, focus on business cooperation, ability to defend one's own opinion in business interests, which is useful to achieve a common goal[21].

3. Ehlers' Motivation to Success Test (methods of personality diagnostics for motivation to success and for motivation to avoid failures)[22]**.** The questionnaire is designed to diagnose a person's motivational orientation for success.

4. Multidimensional Perfectionism Scale by P.L. Hewitt and G.L. Flett (adaptation by I.I. Grachyova). Diagnostic scale for measuring the level of perfectionism and determining the nature of the ratio of its components. Three components of perfectionism are described: self-oriented perfectionism (SOP) – (setting too high standards of activity); other-oriented perfectionism (OOP) – (setting too high demands for others); socially prescribed perfectionism (SPP) – (individual's believe that others hold unrealistic expectations for his/her behavior)[23].

5. Affiliation Motivation (AFM) methodology by A. Megrabyan (modified by M.Sh. Magomed-Eminov). The methodology allows us to evaluate how successful contacts with strangers will be; predict behavior when making new acquaintances and joining a new team; diagnostics of two generalized persistent personality motives that are part of the affiliation motivation structure: desire for acceptance (DA) and fear of rejection (FR), to measure the intensity of these indicators[24].

Analysis of the results of empirical research. In order to study the need for affiliation motivation of students majoring in Psychology and its impact on future professional activity, we conducted an empirical study using the Affiliation Motivation (AFM) methodology by A. Megrabyan. Analyzing the results of two generalized persistent

---

[21] Карелин А. Большая энциклопедия психологических тестов / А. Карелин. – М. : Эксмо, 2007. – 416 с. Карелин А. Большая энциклопедия психологических тестов / А. Карелин. – М. : Эксмо, 2007. – 416 с.

[22] Розанова В.А. Психология управления // Методика диагностики мотивации к достижению успеха Т. Элерса / В.А. Розанова. – М., 1999. – С. 105-106.

[23] Грачева И.И. Уровень перфекционизма и содержание идеалов личности: автореф. дис. … канд. психол. наук. – М.: ИП РАН, 2006. – 24 с.

[24] Фетискин Н.П. Социально-сихологическая диагностика развития личности и малых групп / Н.П. Фетискин, В.В. Козлов, Г.М. Мануйлов. – М. Изд-во Института Психотерапии. – 2002. – 490 с. – С. 70-72.

personality motives that are part of the affiliation motivation structure: desire for acceptance and fear of rejection, we found that 11% of respondents have a low level of **desire for acceptance** motivation and 89% of respondents have an average level of desire for acceptance motivation; **indicators of fear of rejection motivation** show 3% of low level of development of this motive and 3% of high level of development of this motive, while the rest – 94% have an average level of development of this motive (Fig. 3).
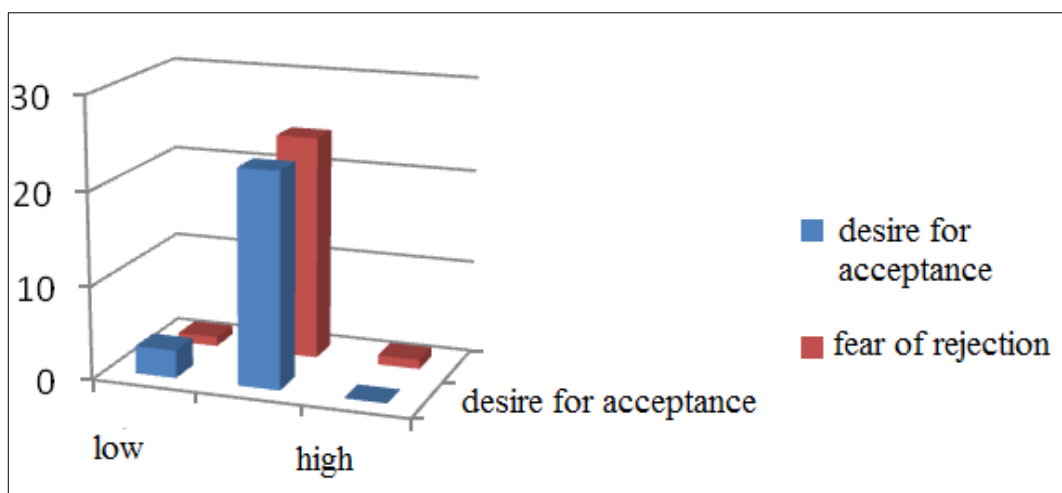
**Fig. 3. Distribution of results of the studied students
by affiliation motivation**

As we can see from the results obtained that an average level of desire for acceptance motivation and an average level of fear of rejection motivation are inherent in most students. Affiliation motivation, in the context of our research, determines professional orientation. However, it is possible to assume that the students under study may contextually "turn on" both desire for acceptance motivation and fear of rejection motivation depending on the desire for communication, or avoidance of communication, seeking solitude. This may also indicate the presence of stress in the studied students, as fear of rejection prevents meeting the need for affiliative communication with other individuals. 11% of those surveyed showed low desire for acceptance motivation and relatively high fear of rejection index. This indicates that students have internal discomfort, stress, and impediment to meeting the need to be in the company of others. According to our result, students with a high level of development of the fear of rejection (3%) actively avoid interaction

with people and seek solitude. If the sum of points on the scale of desire for acceptance is more than that on the scale of fear of rejection, the respondents express a desire for affiliation. In our case, 3% of the respondents have a low level of indicators of fear of rejection motivation and a high level of desire for acceptance motivation, which is manifested in the desire to communicate with other people, interact with them, give help, support and receive it from others. Therefore, the average level of development of affiliation motivation is peculiar for the students majoring in Psychology included in our sample, which indicates that the need to create trusting, warm, emotionally meaningful relationships is essential for them, that the affiliation motivation contributes to success in evolvement of a professional psychologist as a component of hubristic motivation.

Based on the results of "S. Maddie Hardiness Survey", we found that the hardiness component makes 76.4 points for the studied students majoring in Psychology, which indicates the average level of offence of hardiness and its components, in the professional and personal direction. Hardiness in general prevents the emergence of internal stress, makes it possible to maintain internal peace in stressful situations. Through the use of coping behavior and certain coping strategies, these individuals have the potential and ability to overcome both internal and external obstacles that arise in personal and professional life to achieve their goal. It is also important to have pronounced components of hardiness to maintain normal mental health, optimal levels of performance, activity in stressful conditions. In our study, we determine the vulnerability of hardiness in general, and the individual differences of each of the three components constituting hardiness of the subjects of research.

It was found that the average level of such a component of hardiness as control predominates in 58% of students. It allows you to control your life, your activities, your needs and motives. Personality affects the results of his/her hardiness and the choice of the activity that he/she likes. This makes it possible to strive for success and achieve it, to enjoy both professional and personal life. 35% of respondents have a high level of control. This is an indicator of almost ultimate control of a person over his/her destiny. It is in his/her hands, but it does not prove that a person achieves success, a positive, emotionally colored result because total control causes stress, worries and inability to get pleasure from the result. 8% of respondents have a

low level of control – a state of their own powerlessness, inability to influence the course of life, and as a result – lack of successful professional and personal life (Fig. 4).
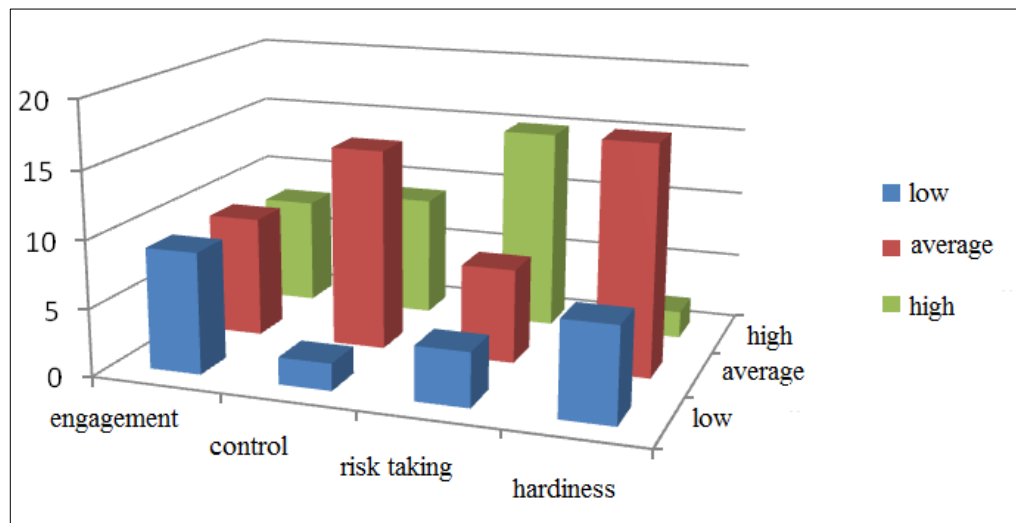
Fig. 4. Distribution of results of the studied students by the test for hardiness and its components

Using the Pearson correlation coefficient (r_p), we determined the inverse relationship between the criteria of control, hardiness component, and self-orientation, professional orientation of the individual, ($r = -0,40$, $p \leq 0,05$). Self-orientated personality is focused on direct reward and satisfaction irrespective of work and employees. Self-orientated personality may be aggressive in achieving status, power, he/she is prone to rivalry, which leads to conflict, irritability, anxiety, and as a consequence – inability to control and influence his/her live, to be the master of the destiny. Control, unlike self-orientation, promotes the development and formation of goals achievement strategies, ability to overcome difficulties, control one's cravings and desires that do not contribute to personal victories. It helps future psychologists to achieve success in education and future professional activity.

Contrary to control, hardiness component – risk taking is of high level in 58% of students, which shows acceptance of both positive and negative experiences as a way to absorb knowledge, experience and desire to act even without guarantees of success. This component has a positive effect on professional orientation of students majoring in Psychology, because it provides the opportunity to form and develop

hubristic motivation as striving for superiority and desire for excellence for a successful future professional activity as a practitioner psychologist. The striving for superiority is manifested in reinforcement of one's self-esteem, thereby securing one's place among others in interpersonal rivalry. The desire for excellence, as a form of hubristic motivation, is manifested in improvement of one's self-esteem through the constant improvement of one's achievements, enhancement of the level of perfection, and the pursuit of skillfulness.

Hardiness component engagement rates are distributed as follows: 35%:35%:0%. It should be noted that such a distribution distinguishes a third of students with low engagement rates. That is, these students are not interested in the fact that this feature helps to find new knowledge, discover new, better prospects for development and be involved in the midst of events, both educational and professional, enjoy their own activities, as the other third of respondents feel it. To feel confident, satisfied both professionally and personally means to direct your activity to the professional direction, forming a hubristic motivation for successful professional and personal development and, consequently, to turn one's own desire for success into professional and personal success.

Perfectionism is a specific personality trait that manifests itself in young people's desire for excellence and social success. In 19% of students surveyed, the level of self-oriented perfectionism is high, and characterizes the personality as too demanding, too self-critical, who carries out constant evaluation of himself/herself, which makes it impossible to accept his/her own defects, shortcomings and failures. The level of such perfectionism does not contribute to the success of a person because dissatisfaction with one's results, a high level of requirements for oneself does not contribute to the completion of actions, interpersonal interaction, satisfaction with oneself, positive evaluation of oneself as a specialist or personality. 54% of students involved in the research have an average level of perfectionism, which is characterized by moderate demands to themselves, acceptance of themselves, their own shortcomings, failures, which help a person to become a better specialist in his/her business and generally enable him/her to develop and succeed (Fig. 5).
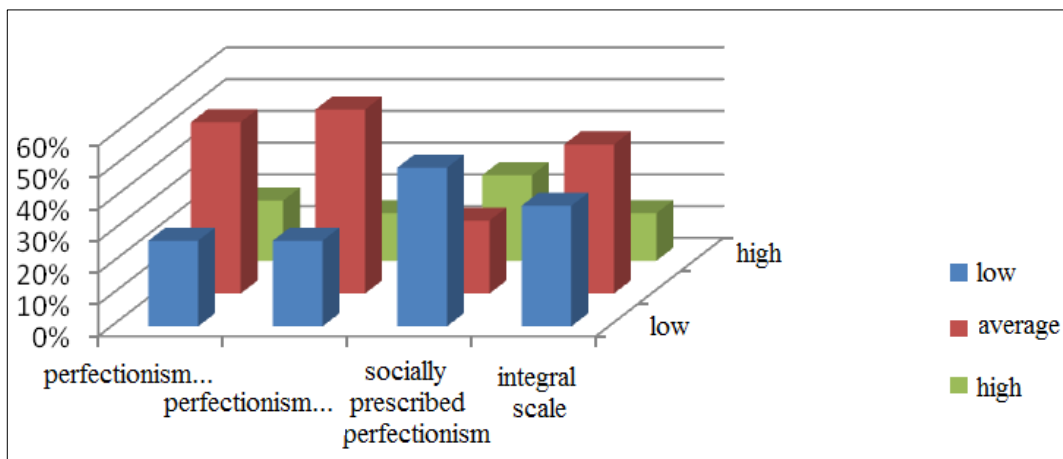
**Fig. 5. Manifestation of perfectionism components
in students of different levels of perfectionism**

Other-oriented perfectionism in most students involved in our sample meets the average level (58% of the students studied), which allows the individual to demand perfection, professionalism from others, making moderate demands, and to understand their shortcomings or failures.

Socially prescribed perfectionism is of low level in 50% of students, which characterizes a person as independent of the evaluations and opinions of others and self-focused. A person with such characteristics is able not only to strive for success, but also to achieve it because he/she does not depend on the evaluation of others, his/her desire for and achievement of superiority and excellence do not depend on the environment because he/she has his/her own understanding of the criteria for success. Expressiveness of a general level of perfectionism in professional orientation of students is average. This shows their desire for excellence in education and further professional activity, and their desire to be the best in the profession. Perfectionism of this level influences the formation and development of hubristic motivation, as one of the components of successful professional activity.

Pearson correlation coefficient (r_p) was used to investigate the peculiarities of the connection of the components of the need and motivational sphere of personality as components of hubristic motivation. The result is a direct relationship between self-oriented perfectionism (SOP) and task orientation (r=0.49, at p≤0.01) and an inverse relationship between aspiration for interaction (affiliation motivation) and self-oriented perfectionism (SOP) (r = -0.48, at

19

p≤0.05), between aspiration for interaction and the general level of perfectionism (r = -0.41, at p≤0.05). An inverse relationship was also found between control and self-orientation (r = -0.40, at p≤0.05), between fear of rejection and engagement (r = -0.42, at p≤0.05), between fear of rejection and control (r = -0.38, at p≤0.05), between fear of rejection and hardiness (r = -0.40, at p≤0.05).

Self-oriented perfectionism (SOP) correlates positively with task orientation (r = 0.49, at p≤0.01). The obtained correlation shows that a person sets himself/herself high demands, constantly conducts self-assessment of his/her behavior, shows interest in solving business problems, performs work in the best way, focusing on business cooperation. The person is able to defend his/her opinion in interests of the business, which is useful for achieving a common goal, and strives to carry out business in the best possible way, and to be flawless in the eyes of others, to gain excitement and respect of others for his/her excellence.

Thus, during the empirical study, it was found that students with task orientation and self-oriented perfectionism have the opportunity to succeed in their chosen business, to strive for superiority and excellence, both personal and professional, to strive for self-fulfillment and self-actualization of personality, as a component of competitive motivation.
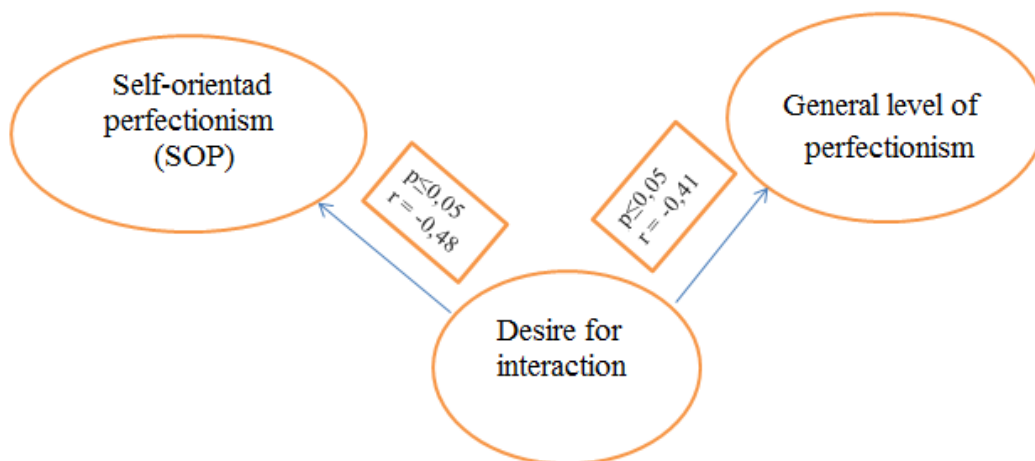
**Fig. 6. Correlation pleiade of the connection
of the studied indicators**

Figure 6 shows correlation pleiade of the connection of the studied parameters: desire for interaction and self-oriented perfectionism,

desire for interaction and general level of perfectionism. The desire for interaction correlates negatively with self-oriented perfectionism (SOP) ($r = -0.48$, at $p \leq 0.05$). The obtained correlation indicates that the desire for interaction involves active search for contacts and communication with them, not imposing high demands to himself/herself, feeling mainly positive emotions, which conflicts with self-oriented perfectionism: inflated, unrealistic demands to himself/herself. Therefore, it makes it impossible to accept his/her own shortcomings and failures, mistakes that may manifest in communication and will not allow to be a full participant in interpersonal interaction. Consequently, non-acceptance of his/her own failure postpones the achievement of perfection and excellence in personal development.

The desire for interaction correlates negatively with the general level of perfectionism ($r = -0.41$, at $p \leq 0.05$). The obtained correlation shows that the person that desires for interaction not only constantly strives for people and feels pleasure from constructive, effective, emotionally positive communication with them, but also sees one of the meanings of life in human interpersonal relations. Thus, at high general level of perfectionism (when a person tends to impose extremely high demands to himself/herself, others, and regard the demands set for him/her by others as inflated and unrealistic), an individual cannot meet his/her need in communication. Thus, the general level of perfectionism makes productive interpersonal communication, which arises at desire for interaction, impossible. In order to achieve perfection, the demands set to himself/herself and others have to be high, and therefore, hubristic motivation has to correlate positively with perfectionism and its manifestations.

Figure 7 shows correlation pleiade of the connection of the studied parameters: fear of rejection and engagement, fear of rejection and control, fear of rejection and hardiness.

Fear of rejection correlates negatively with engagement ($r = -0.42$, at $p \leq 0.05$). Engagement is a person's confidence in the possibility and importance of active participation in the events of his/her life, in the ability to find interesting and subjectively significant things through active search. Fear of rejection is manifested by uncertainty, inhibitedness, which causes mistrust and feeling that he/she has poor communication skills, or if a person realizes that someone has tried to humiliate or use him/her to meet someone else's needs. This may

affect his/her affiliation needs. Thus, the correlation shows that the need for communication, support, understanding remains unmet and the person goes into the world of his/her worries. An internal conflict arises in a person: he/she strives for communication, active actions and at the same time avoids them.
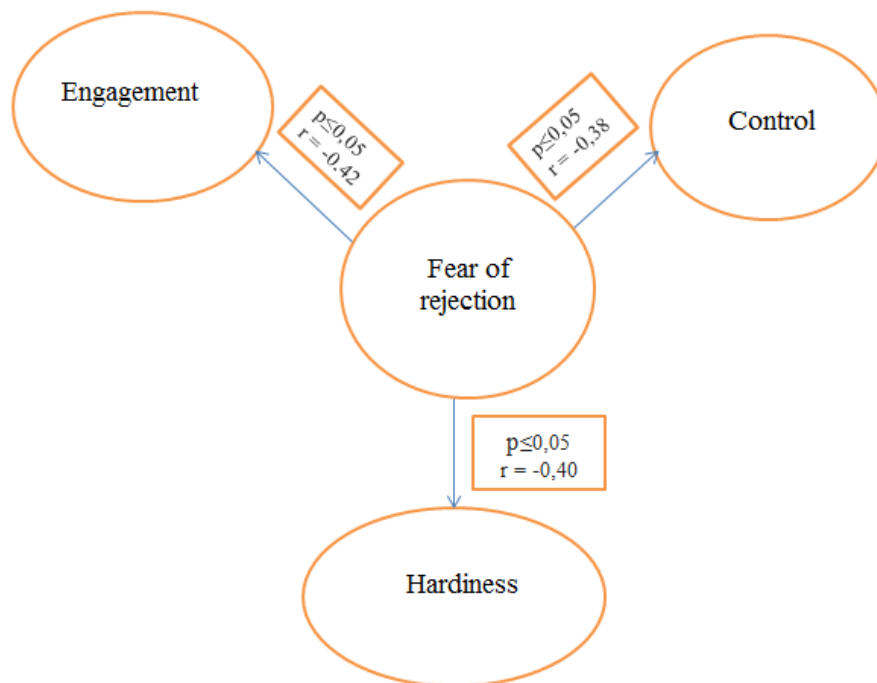
**Fig. 7. Correlation pleiade of the connection
of the studied indicators**

Fear of rejection inversely correlates with control ($r = -0.38$, at $p \leq 0.05$). The correlation obtained shows that control implies the belief that a person can control what is happening to him/her, control and influence changes in life in the desired direction. With fear of rejection, the person shows lack of self-confidence and confidence in others. The person treats others with suspicion and avoids them, which impedes interpersonal interaction, and results in inability to satisfy the need for productive communication, which prevents him/her from verifying the chosen behavioral strategy and nature of reactions to a difficult or dangerous situation in the form of reactions to his/her actions by others. Thus, the fear of rejection prevents the individual from controlling and influencing the changes in his/her life in the desired direction and being successful in the profession.

Fear of rejection negatively correlates with hardiness in general ($r = -0.40$, at $p \leq 0.05$). Hardiness is a system of ideas about oneself, the

world and relationships with it, which prevents the emergence of internal stress in stressful situations, and helps to overcome stress. The person is actively involved in life, activity; he/she controls himself/herself, the situation, influences the course of events, adequately perceives obstacles and looks for ways to overcome them. Fear of rejection is the result of those seeking solitude and avoiding interpersonal interaction. It may indicate the presence of a person's internal discomfort, stress or personal anxiety, which leads to a decrease in human hardiness, inability to withstand stresses and tensions that occur in the interpersonal communication. The correlation obtained shows that the fear of rejection leads to a decrease in human hardiness, the inability to withstand stress, the inability to overcome obstacles o the way to professional and personal success.

Thus, during the empirical study, it was found that the desire for success, self-esteem, excellence is determined by motivational tendencies, namely: motivation for achieving success/avoiding failure, perfectionism, hardiness, affiliation, etc., which are components of hubristic motivation.

In the context of the topic, we determined that perfectionism as a motivational determinant of the desire to succeed may act as the driving force of personality to provide personal and professional success, but may also serve as an obstacle to professional activity and self-actualization. Hardiness, as a construct of the personality striving for success helps to overcome vital obstacles, which also contributes to personal success. Affiliation motivation as a desire for interaction and motivation for success are manifested in the desire to move, to improve professional skills in the chosen field of activity and contribute to the success of the individual. By contrast, the affiliation motivation such as fear of rejection, and failure avoidance motivation do not lead the person towards professional or personal success, but contrarily hinder its achievement.

CONCLUSIONS

Conducted theoretical analysis and empirical research of the problem raised allows us to sum up the information and draw conclusions.

1. Motivational sphere of personality during adolescence is crucial for evolvement of a person in general and of a future specialist in his/her business. Personality with predominating motivation for

success shows the desire to move up, to improve professional skills, to excel in the chosen field of activity. Adolescence is sensitive to the development of personality motivational tendencies in the subjective dimension.

2. Having analyzed the motivational tendencies of students majoring in Psychology during their studies at a higher education institution, motivational tendencies of the desire for success have been determined, namely: motivation for success achievement/failure avoidance, perfectionism, hardiness, affiliation, and professional orientation as constituents (components) of hubristic motivation, which enable an individual to achieve success and superiority in life. Hubristic motivation is the desire for superiority and the desire for excellence. The desire for superiority is manifested in reinforcement of one's self-esteem, thereby securing one's place among others in interpersonal rivalry. The desire for excellence, as a form of hubristic motivation, is manifested in enhancement of one's self-esteem through the constant improvement of one's achievements, enhancement of the level of perfection, and the pursuit of skillfulness.

3. We have empirically determined the nature of the connection between the motivational tendencies of hubristic motivation of adolescents striving for success. In the context of the study, it was found that there are both direct and inverse correlations between the components of hubristic motivation, which may both contribute to and hinder the success of the individual. Therefore, we can point out that hubristic motivation as the desire for superiority and the desire for excellence cannot be a factor in the desire for success, but may only determine the individual trajectory of movement of the subject's own life.

SUMMARY

The author of the study conducted a scientific and theoretical discourse on the determination and justification of components of hubristic motivation of an individual. The author has conducted an empirical study of a set of components that determine the desire for excellence and success in the sample of students who have chosen practical psychology as their field of studies. It was empirically determined that there is a connection between hubristic motivation and perfectionism. Desire for excellence and hubristic motivation in general are the driving force of perfectionism. The more the

personality is oriented towards success and self-affirmation, the higher his/her requirements to himself/herself are and the higher the desires are, because the desire for success, as well as the desire for self-esteem and self-affirmation act as characteristics of motivational sphere of a person, who strives for success. Therefore, students who strive for perfection in their activities, such as achieving a certain harmony, are aimed at achieving such harmony in their relations with society as well.

It is substantiated that adolescence is a sensitive period of the subjective movement of the individual in the set of regulatory and motivational tendencies and determination of personal and professional potentials. The practical value of research for practitioner psychologists has been claimed.

REFERENCES

1. Попович І.С. Психологія соціальних очікувань особистості : методологія, теорія і практика : навч.-метод. посіб. Херсон : ОЛДІ-ПЛЮС, 2019. 158 с.

2. Козелецкий Ю. Человек многомерный (психологические эссе) К.: Лыбидь, 1991. 288 с.

3. Петрова С.М. Мотивационная обусловленность Я-концепции личности в юношеском возрасте: Дис.... канд. психол. наук, СПб., 1995. 220 с.

4. Пуфаль-Струзик И. Структурно-иерархическая модель творческой активности личности :дисс. … д. психол. наук 19.00.01. М., 2003. 357 с.

5. Савченко К. Взаємозв'язок показника мотивації успіху й рівня актуалізації особистісних мотивів у студентів і слухачів, що здобувають другу вищу освіту. *Психологія особистості*. 2013. No 1(4) с. 255–262

6. Цветкова Р.И. Мотивационная сфера личности современного студента: факторы, условия и средства ее формирования в процессе профессионального становлення: дис. … докт. психол. наук. : 19.00.07 Хабаровск, 2007. 433 с.

7. Фоменко К.І. Губристична мотивація в характеристиці спрямованості особистості. *Наука і освіта: науково-практичний журнал Південного наукового Центру НАПН України. Тематичний спецвипуск «Когнітивні процеси та творчість»*. Одеса, 2010. С. 378–381.

8. Фоменко К.І. Розробка та апробація методики «Діагностика губристичної мотивації». *Вісник Харківського національного університету ім. В.Н. Каразіна*. Випуск 43. Серія: Психологія. Харків: ХНУ, 2010. № 902. С. 301–304.

9. Фоменко К.І. Шляхи та засоби розвитку губристичної мотивації студентів. *Вісник Харківського національного університету ім. В.Н. Каразіна*. Випуск 45. Серія: Психологія. Харків: ХНУ, 2011. № 937. С. 285–287.

10. Ларіна Т. О., Титаренко Т. М. Життєстійкість особистості: соціальна необхідність та безпека. К. : Марич, 2009. 76 с.

11. Леонтьев Д. А., Рассказова Е. И. Тест жизнестойкости. Методическое руководство по новой методике психологической диагностики личности с широкой областью применения. Предназначается для профессиональных психологов-исследователей и практиков. М.: Смысл, 2006. 63 с.

12. Хекхаузен Х. Мотивация и деятельность. 2е изд. М. : Смысл, 2003. 860 с.

13. Климов Е.А. Психология профессионала. Избр. психол. труды. М. : Изд-во Моск. психолого-социального ин-та; Воронеж: НПО «МОДЭК», 2003. 456 с.

14. Гордеева Т.О. Психология мотивации достижения. Учебное пособие. М.: Смысл; Изд. центр «Академия», 2006. 333 с.

15. Макклелланд Д. Мотивация человека. СПб.: Питер, 2007. 672 с.

16. Гаранян Н. Г. Психологические модели перфекционизма. *Вопросы психологии.* 2009. №5. С. 74–84.

17. Гаранян Н.Г., Низовцева А.А. Структура мотива достижения у студентов с разным уровнем перфекционизма [Электронный ресурс]. *Психологическая наука и образование: электрон. журн.* 2012. № 1. Режим доступа: http:// psyedu.ru.

18. Фоменко К.І. Шляхи та засоби розвитку губристичної мотивації студентів. *Вісник Харківського національного університету ім. В.Н. Каразіна*. Випуск 45. Серія: Психологія. Харків: ХНУ, 2011.– № 937. С. 285–287.

19. Хомуленко Т. Б., Фоменко К. І. Губристична мотивація як чинник прагнення до успіху: віковий аспект [Монографія]. Харків : ХНПУ, 2012. 222 с.

20. Леонтьев Д. А., Рассказова Е. И. Тест жизнестойкости. Методическое руководство по новой методике психологической

диагностики личности с широкой областью применения. Предназначается для профессиональных психологов-исследо-вателей и практиков. М.: Смысл, 2006. 63 с.

21. Карелин А. Большая энциклопедия психологических тестов. М. : Эксмо, 2007. 416 с.

22. Розанова В.А. Психология управления. Методика диагностики мотивации к достижению успеха Т.Элерса М., 1999. С. 105–106.

23. Грачева И.И. Уровень перфекционизма и содержание идеалов личности: автореф. дис. … канд. психол. наук. М.: ИП РАН, 2006. 24 с.

24. Фетискин Н.П., Козлов В.В., Мануйлов Г.М. Социально-сихологическая диагностика развития личности и малых групп. М. Изд-во Института Психотерапии. 2002. 490 с. С. 70–72.

Information about the author:
Babatina S. I.
Candidate of Psychological Sciences, Associate Professor,
Associate Professor at the Department of General
and Social Psychology,
Kherson State University
27, Universytetska str., Kherson, 73000, Ukraine

PSYCHOLOGICAL FEATURES OF GENDER IDENTITY DEVELOPMENT AT YOUNGER SCHOOL AGE

Kikinezhdi O. M.

INTRODUCTION

The objective of the paper is to follow the development of gender identity at a young school age is caused by the need to study the internal mechanisms of personal identification with certain patterns of sexual behavior, the social need to identify the socio-psychological factors of formation of an egalitarian personality in the context of democratic soiety life and and reformation of national education.

Theoretical analysis of the study made it possible to identify its universal and interdisciplinary character, define the psychological logic of studying gender consciousness differentiation features and identity of the child, depending on the social and educational factors and list the less studied aspects (H. Ball, M. Boryshevskyy, E. Erickson, T. Hovorun, I. Kon, H. Kostyuk, L. Kohlberg, S. Maksymenko, V. Moskalenko). Identity as an integrated personal formation is formed in the process of self-identification with significant patterns of sexual behavior that are widespread in the immediate social environment.

The grade-schooler occupies a special position in the system of public relations because school education activates the process of conscious assimilation of norms of behavior, rights and duties of those normative knowledge and moral feelings that are arisen in pupils under the influence of assessment of a significant adult-teacher. It is known that the younger school age is characterized by the inclusion of the child, on the one hand, in a tougher, than it used to be, system of social and regulatory influences (training), on the other hand – the greater importance of interaction with peers, the mass media, and therefore the strengthening of the horizontal cultural transmission.

The core of the methodology of gender approach in national psychology is the idea of human subjectivity, which is associated with the self-determination of her or his existence in the world, the author's position of the assessment of life events and self-determination in

various spheres of sexual relations. According to Academician S. Maksimenko, the school demands should take into account the potential of the children, because depends not only on the school achievements, development of personality depend on it, since "the student's success is a measure of subjectivity in their own path: a measure of independence, originality, creativity, flexibility etc"[1].

Scientists stress that the first teacher is the "fully functioning" organizer of the creative and development environment of development of each child's unique "I", regardless of their gender. In the joint activity and dialogue of the teacher and child in elementary school, the "personality of the future" is born as an active and creative subject of activity (M. Boryshevskyi, H. Kostyuk, V. Kravec, S. Maksymenko, R. Pavelkiv, Yu. Prykhodko, M. Savchyn, N. Shevchenko and others).

In our opinion such phenomenon is vividly represented within the humanitarian and phenomenological approaches, and it enables to answer the question about the development of subjectivity, self expression and acquiring of "self" in the contradictions of life. Although the practical aspect of the gender identity question is quite "open", however it has a profound inner layer, as it encompasses a lot of unrevealed psychological mechanisms of personal and spiritual development of a human.

Gender identification plays an important role in the formation of gender self-consciousness of a person, in formation of his/her self-image, and acquiring the requirements for gender-role behavior. Gender identity characterized as being marked by awareness of gender-role cultural standards as well as social and psychological instructions, accepting the traditional or egalitarian modes of behavior, formation of ego-structures in the continuum of masculinity and femininity, by representation of the individual experience of self-knowledge and attitudes to evaluating oneself and others, by agreement and balancing between the real and ideal gender Self.

In the context of humanistic, genetic and cognitive psychology, and in accordance with the author's model of gender-identity identification of personality, the content characteristics of the gender

---

[1] Максименко С. Д. Генеза здійснення особистості. Київ : ТОВ "КММ", 2006. С. 121.

image of "I" development and the gender perceptions of schoolchildren as subjects of educational activity have been considered.

Identity is an objective process and the result of sexual self-determination of the personality, which are represented by the dynamic whole "I am a boy/I am a girl", "I am a man/I am a woman as future adults". The main constructs of gender as a prevailing orientation to the traditional or egalitarian distribution of gender roles in the family and society are reflected in the ambivalent content of the value dispositions of children.

The author's model is based on understanding "gender identity" as a crucial personal formation in the structure of sex self-consciousness, which is manifested in different interactions and attitudes. Masculinity and femininity as individual's attributes are the basic categories in the analysis of sex-role "I" formation. In addition, gender orientations (traditional or egalitarian) are important indicators of individual's self-identification.

Psychological model demonstrates such principles of gender identity construction: interconnection and interrelation of social and psychological processes of sex-role self-identification on social and individual levels; behaviour differentiation based on individual's sex; asymmetry; polarization-opposition; hierarchy; andro-feminocentrism or egalitarianism, sexism as a biased and stereotyped attitude; evident and "hidden" discrimination, gender stereotypes, etc.

Category of gender was considered by us in the context of psychological concepts of S. Bem, through the prism of theories of gender schemes and lenses, namely polarization, androcentrism and biological essentialism, in this phenomenon there is a certain analogy with the conclusions of L. Vygotsky "symbolic mediation" of psychics, when a cultural sign is a means of organizing the subjective behavior of the individual during his or her maturity. Socialization provides the child's entry into the gender culture of society and is the most important determinant of constructing her gender identity, subjective activity in the process of self-creation of gender "I" according to age, zone of the closest development and leading activity, new formations in mental development. (H. Ball, L. Boshovych, M. Boryshevskyi, I. Bech, T. Hovorun, L. Vygotsky, O. Leontiev, H. Kostyuk, S. Maksymenko, T. Tytarenko and others).

The problem of gender identification the grade-schooler is poorly researched, so an empirical study of the psychological features of gender identity formation of grade-schooler and the impact of the immediate environment on this process have become the objective of our study.

1. Program and psychodiagnostic methods of research

The concept of our study is based on the understanding of gender identity as an important personal formation in the structure of sexual consciousness, which manifests itself in different interactions and attitudes. Masculinity and femininity as personal characteristics serve as basic categories in the analysis of development of gender-determined "I". Gender orientations (traditional or egalitarian) are an important indicator of personal self-determination. Methodological approaches to the empirical study of the development of gender identity of grade-schooler were based on the developed by us principle of psychological model in the context of the traditional (gender-differentiated) and personal-development (egalitarian) paradigm[2].

We have formulated a hypothesis: the development of gender identity of the grade-schooler involves the conscious mastering of new social roles (I-student), which can simultaneously manifest itself in the ambivalence of gender orientations, and the repertoire of gender behavior, which remains flexible for correction. According to the hypothesis, the following tasks were set: 1) to determine the children's perception of the features of the image of I-boy and I-girl, men and women; 2) to find out knowledge and assessment of interests of representatives of their own and opposite gender; 3) to clarify the child's understanding of intra-family and intra-group relations in terms of his or her gender; 4) to find out the psychological and socio-cultural factors that influence on the development of gender identity of the grade-schooler; 5) develop and test an educational program aimed at strengthening the egalitarian behavior of the grade-schooler.

The study considered that the content of gender images of modern man and contemporary woman is an important factor of the development of adequate gender identity of the grade-schooler, which

---

[2] Кікінежді О. М. Ґендерна ідентичність в онтогенезі особистості : монографія. Тернопіль : Навчальна книга – Богдан, 2011. 400 с.

in the future will facilitate their different orientation of fulfilling future family and social roles. When choosing tasks, we proceeded from the fact that, being free in the choice of images, gender features, children will be guided in their answers, first of all, by their own experience, by internalized gender-role settings.

To identify the semantic field of gender self– and mutual characteristics mastered by grade-schooler, we have modified the following methods: experimental method of semantic differential by S. Bem, semi-projective test of achievements motivation by G. Shmalt, drawing methods "My family", questionnaires (differentiation of verbal aggression, gender identification, methods of identification of the child with parents (A. Zakharov), a content analysis of the content of the image and the desired real "I", the content of standards of gender-behavior by means of the method of unfinished sentences: "women (men) dream about ..." "women (men) should ...", "girls (boys) dream ..." and method of semantic differential , narrative in creating verbal image "ideal" and "real" boy/girl, expert reviews[3,4].

Factor weight is only considered, there are limits of probability $p<0.05$ and 0.01. All statistical operations were performed by using the program Microsoft Excel. The total sample was 111 students, age – 7–10-years (gender mixed groups were formed on the basis of one class).

Grade-schooler's gender ideas

Our study confirms the well-known data that grade-schooler (6/7–10 years) is a significant stage in the formation of mental gender, the acquisition of secondary gender identity, since the development of new social roles of children begins at school. The image of the modern woman in the representations of both genders remaines mostly androgynous ($p<0.001$) with feminine-masculine and moral qualities. Moreover, girls have a structured and balanced image of the ideal woman ("beautiful, pretty, smart, fashionable, strong, independent, confident, powerful, active ($p <0.001$), while boys supplement it traditional qualities (great housewife).

As children grow older, the cognitive component of the image of the ideal man is getting deeper: independent ($p<0.001$) and financially

[3] Захаров А. И. Психологические особенности восприятия детьми роли родителей // Вопросы психологии. 1982. № 1. С. 59–67.

[4] Психология детства. Практикум. Тесты, методики для психологов, педагогов, родителей / под ред. А. А. Реана Санкт-Петербург : "Прайм-ЕВРОЗНАК", 2003. С. 54.

secure (p<0,05). Both genders are considered by most children to be less positive, but still male gender is considered stronger and more authoritative than the female (p<0,05). The image of a typical/real man of schoolchildren with traditional beliefs appears hypermasculine, and women – feminine but positive with androgynous characteristics. The boy's stereotypical representation can be explained by the reproduction of the real gender situation, which in the nearest social environment is characterized by a blanding of gender roles and dominance of androcentrism. It is found out that in the boys' mind the gender portrait of "real" boy and "good" student matches (98% confluence estimates) with a slight masculine accent (active, courageous, physically strong, smart, dedicated, love adventure and risk, resourceful, capable of winning) the boys' assessment is higher than girls'. The image of a "real" girl and a "good" student in the representations of girls appears mostly androgynous, which includes a fusion of feminine-masculine and moral qualities. Boys attribute more traditional, feminine features to the female image comparing to girls' image of a "good" girl.

According to the nature of gender representations of grade-schooler, there have been identified three groups gender-typed, ambivalent and androgynous. The gender-typed, composed of feminine girls and masculine boys (about 29%) the sexual preferences of traditional character are emphasized. In this group of children (about 80% of girls and 90% – boys) traditional views on games, toys, types of classes and activities dominate. The girls of this group are found more egalitarian about games, toys, interests, desires, activities. "The abivalent group (15% of children) was characterized by a lack of clarity and ambiguity in the attitudes and behaviors of gender-specific prescriptions inherent in both traditional and egalitarian responses, depending on the context of the life situation. Fragmentation of arguments, uncertainty of what fits and what doesn't fit to specific gender, uncertainty about future family responsibilities and social roles: "I do not know what I will do at home when I will be a grown up", "I do not know what I will be", etc. (40,3% of boys and only 14% of girls approve girls' hobbies concerning technical devices).

Girls and boys from the androgynous group (56% of both sexes) do not separate the world into "male" and "female". 60% of girls and 50% of boys are capable of de-stereotyping traditional roles, which is manifested in the unbiased acceptance of unusual, gender atypical activities, doll games for boys, and games with soldiers for girls. The

motivated acceptance of androgynous gender identity of these children is manifested in the dominant flexibility of gender behavior, a wide range of activities in the situations of personal choice. Their future perspective is full of understanding of open, individual opportunities for developing of boys and girls of the modern professions, such as: businessman, banker, economist, politician, doctor, journalist, director, actor, taxman, judge, musician, scientist, judge etc. The image of the "real" woman in the representations of both sexes is predominantly androgynous ($p<0,001$), including the synthesis of feminine-masculine and moral qualities. Their future perspectives are full of understanding of the open opportunities for the development of both boys and girls in modern professions, such as: banker, economist, cosmetologist, pharmacist, designer, engineer, translator, teacher, artist, taxman, judge, musician, businessmen etc. Thus, the children of this group have a tendency to de-stereotype traditional roles. Herewith, girls have a more structured and balanced psychological portrait of a perfect woman at the expense of masculine qualities ("beautiful, stylish, smart, fashionable, well-earned, strong, independent, capable to do everything, courageous, active" ($p <0,001$). The boys' female image is complemented by traditional feminine traits and roles (kind, great house wife, caregiver).

The self-identification of grade schoolers with "significant" gender determined parent-adult as a reference circle of the microsocial is a feature of the content of their gender consciousness. The mother remains the model of the "real" woman for 53% of girls and 49% of boys, the father – is the "real" man for 40% and 34% in accordance. It is reveled that girls, comparing to boys, have got a more detailed picture of the "real" man, whose image is endowed with universal human qualities. Therefore, the gender identification of the grade schooler is acquired under the influence of the new social situation of development – education. The role of the student unifies gender-differentiated requirements to their behavior, activating the assimilation of both masculine-feminine and moral prescriptions, which deepers the imitation of androgynous patterns of behavior (Fig. 1).
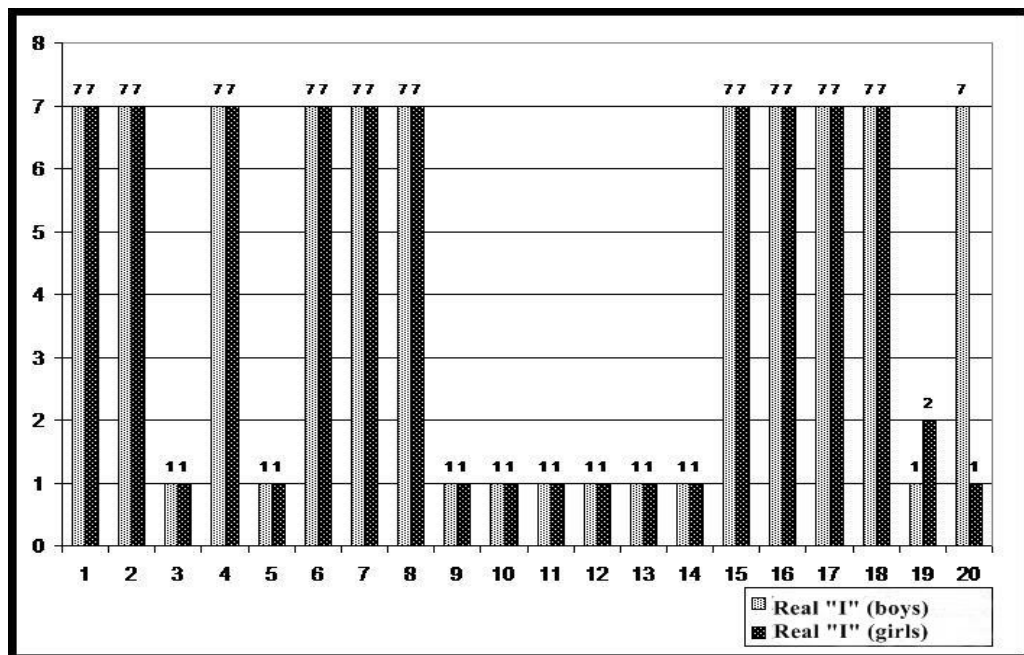
**Fig. 1. Gender profiles of the real
"I" according to feminine-masculine properties**

Note: qualities are: strength (1), weakness (2), rudeness (3), tenderness (4), tearfulness (5), restraint (6), courage (7), cowardice (8), hard work (9), laziness (10), intelligence (11), unintelligence (12), kindness (13), anger (14), accuracy (15), politeness (16), caring (17), beauty (18), compliance (19), perseverance (20).

There have been revealed different orientations of both genders for group interaction and joint participation in preparation for holidays, competitions, etc (70% of girls and 60% of boys) in the content of the behavioral component of the real "I" of grade schoolers. Most of them are positive about inter-gender relationship as a source of help, which enriches the psychological content of personal interactions at this age. However, there is still a gender differentiation in the orientation towards communication in the gender-homogeneous groups, in the choice of the nature of games, leisure activities and so on.

Content of gender-role identity of grade-schooler

The content of gender identity is in the identification of grade schoolers with "significant" parent-adult as a reference circle of the micro-society. The mother is the model of the "real" woman for 53% of girls and 49% of boys, the father – is the "real" man for 40% and 34% respectively. It is revealed, that girls comparing with boys have got a more detailed picture of the male image, endowed with personal, human qualities. Trustful relations with the same-gender

adults (46% of girls and 37% of boys), extention of relations with parents of the opposite sex (43% of girls and 35% of boys). The differentiation of gender roles of the grade schoolers can be traced in the content of households (70% of girls and 45.2% of boys clean up, help to cook, pet, 9% of girls and 16,1% of boys are able to repair, work in the garden , use house equipment). It has been found out that girls' process of gender identification is taking place in a broader, more specific and coherent role-playing field. Boys' future gender roles are more abstract, with a narrower repertoire of specific skills or norms of behavior.

Thus, the gender self-esteem of a child with an emphasis on moral qualities as a result of the direct transfer of holistic perceptions by adults of her biological sex, forms the basic gender-role idea: "I am a good boy/a good girl" or "I am a bad boy/a bad girl". Such a transposed and assigned holistic attitude to oneself as a representative of a certain gender "I am, as a boy/girl, know, want, know" is mediated by gender knowledge, which, internalizing through the prism of emotional experiences, intellectual-volitional comprehension of the child, becomes a cause of self-analysis, self-reflection, attainment of the conscious desired image of the (ideal) "I", aiming for androgynous or stereotyped behavior in the future (Fig. 2).

Therefore, the gender identification of the grade schooler is acquired under the influence of the new social situation of development – education. The role of the student unifies gender-differentiated requirements for their behavior, activating the assimilation of masculine-feminine and moral prescriptions, which develops an androgynous model of gender behavior. Found similarities in the structure of the desired I (good school girl/boy) in both genders (saturation of significant positive traits of intellectual and volitional and masculine qualities), such as: courage, strength, determination, intelligence which can be a prerequisite for the development of self-reflection and self-categorization, which is consistent with the conclusions of scientists: I. Bulakh, L. Dolynskaya, V. Kotyrlo, R. Pavelkiv, Yu. Prykhodko, N. Shevchenko. The revealed similarity of the semantic structure in the images of the ideal and the real self of both samples indicates a tendency towards androgynous gender identity, which finds its manifestation in the behavior, values, sexual beliefs of the desired (moral) qualities of the student.
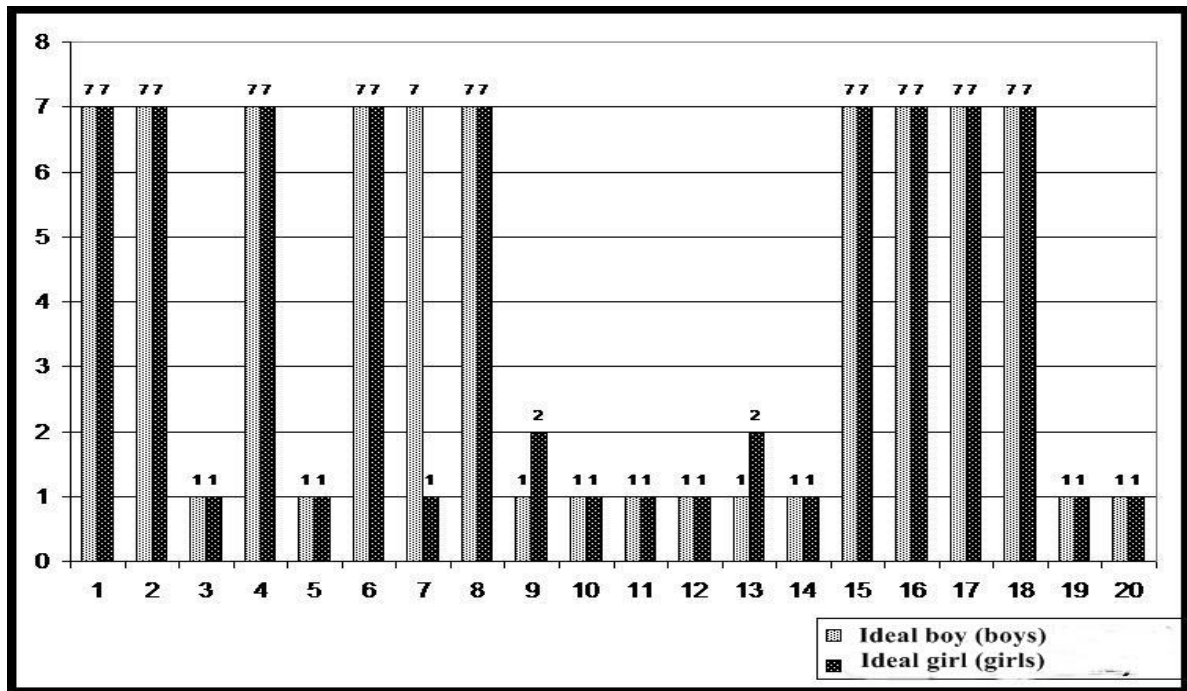
**Fig. 2. Gender profiles of the ideal
"I" for feminine-masculine qualities**

*Note: qualities are: strength (1), weakness (2), rudeness (3), tenderness
(4), tearfulness (5), restraint (6), courage (7), cowardice (8), hard work (9),
laziness (10), intelligence (11), unintelligence (12), kindness (13), anger (14),
accuracy (15), courtesy (16), caring (17), affection (18), perseverance (19),
perseverance (20).*

Similarity in the structure of the desired "I" is proved by the findings of research of I. Bulakh, R. Pavelkiv, Yu. Prykhodko, N. Shevchenko, which focus on the latent period of development of sexual consciousness, which are characterized by orientation to moral principles of behavior regardless of gender. Along with the similarity of the semantic structure of images of the real self of boys and girls, the varified differences relate to boys' greater focus on masculine achievements – higher, harder, stronger. In the image of the real and desired "I" of girls, these "masculine" achievements are balanced by the high appreciation of feminine heritage. The peculiarity of ideal gender images for boys imitation deepends on internal "conflict" (the ideal boy is courageous, fearless, combative, and the ideal student is responsible, polite, obedient). As for the girls, the ideals of "a good" student and a "real" girl do not contradict each other, which gives impetus to the "weak" sex to choose a wider range of models of gender behavior for imitation cinema, literature, real and imaginary characters from the life of the closest people. A boy-grade-schooler begins to

37

reorient from being an adult as a "significant other" into the identification with the behavior of peers, that deepers the mechanism of self-reflection.

The age dynamics of the cognitive component of the image of the ideal man is manifested in his masculinization (independent ($p<0,001$), financially secure ($p<0,05$), since the representatives of both sexes consider the male gender stronger and more authoritative than the female ($p<0,05$). If the image of a typical/real man in both sexes appears masculine, then the "real" woman is androgynous and feminine The greater stereotypical representation of boys than girls can be explained by the mechanism of reproduction – the simulation of the real gender situation, which in the closest social environment is characterized by the contradiction of gender roles and the dominance of androcentrism. The lack of statistically significant differences in the motivation of achievement of representatives of different genders is another confirmation of the internalization of the role of the student in the image of the ideal "I", which becomes integrated in the fulfillment of the new social roles and may manifest itself in the internalization of androgynous models of gender-role behavior.

2. Features of gender differentiation of grade schoolers

The specificity of gender differentiation of grade schoolers is clearly manifested in the characteristics and content of achievement motivation. According to the results of the G. Schmalt test, it was found that girls grade schoolers comparing to boys grade schoolers have higher grades on all achievement motivation scales (except the "fear of failure") (Table 1).

Table 1

**Diagnostic indicators of grating motivation achievement
in boys and girls of primary school age**

Scales	Crazy chicks	Girls to a
A (1)	25	27
B (2)	24	26
In (3)	25	26
D (4)	23	25
E (5)	24	24
E (6)	26	27
A+E (7)	51	53
C+D (8)	48	50
B+D (9)	48	50
Indus (10)	71	80
Soc 11)	48	50
OU (12)	5 *	7 *
BN 1 (13)	6	4
BN 2 (14)	3	4
MR 1 (15)	11	12
MR 2 (16)	8	11
HN 1 (17)	0	3
CH 2 (1 8)	3	3

*Note: * significance of differences by Student's test at p = 0,05; A-labor, craft; B-artistic activity; B-educational activity; D-sphere of self-affirmation; E-assistance activities; E-sport. A+E-sphere of traditionally male world; B + D-sphere of the traditionally femфдe world; C+ G-sphere of gender-neutral activities; Indus – individual values; social norms; HУ hope for success; BN1-active avoidance of failure; BN2 – fear of failure; ZM1-general motivation 1; ZM2-general motivation 2; CH1– "Pure Hope 1"; ChN2 is "pure hope 2". Scales 1-11– avarage mean; scales 12-18 – stanine.*

However, the results of "hope for success" are higher for boys comparing to girls (7,2:5,4). The lack of statistically significant differences in the achievement motivation of representatives of different genders is another confirmation of the internalization of the role of the grade schooler boy/girl in the image of the ideal "I". Orientation on the respect of masculinity in the achievement motivation of boys is confirmed by the data their conscious assimilation of various forms of aggressive behavior (both verbal and physical).

Gender differences of grade schoolers' perceptions of "male" and "female" respond to socio-psychological expectations of school life

norms and rules, and fulfillment of educational tasks as subjects of educational activity. The specifics of the content of the gradeschoolers' gender perceptions of the ideal "I" consist of filling them with androgynous standards of behavior. The cognitive component of gender identity is enriched by accepting the challenges of the new social situation – to study successfully, to integrate masculine-feminine and moral qualities. The revealed identity of the semantic profiles of the images of gender I am ideal/I am real in the representatives of both sexes points to the unification of the acceptance of the role of the grade schooler girl/boy, which is caused by the growing reflection as a new reality, actualized by school education, which requires androgynous qualities. In this case, there are two different trends: the deepening of gender segregation (communication with representatives of similar gender) and the convergence of genders (communication with representatives of another gender) (E. Makobi), which is the basis of the discovery and development of two children's subcultures: "girl" and "boy", which later begin to be differentiated by dichotomy and opposition in behavior.

During the adulthood, by the end of younger school age, the girls' and boys' content of gender images (the relation between the self-real and the self-ideal) is enriched with new value – significant-coordinates of the direction of their differentiation. At the same time, positive correlations between the androgynous type of gender identity and the pursuit of success, the setting of difficult tasks, and the self-concept of ability adequacy were revealed.

The main psychological mechanism for the development of gender identity of the grade schooler is still the role model, but the reflection is deepening, which contributes to the assimilation of different types of sexual behavior. The girls' process of gender identification unfolds in a broader and more specific and more consistent gender-role range, boys' ideal gender roles and qualities are more abstract, with a narrower repertoire of specific skills or norms of behavior.

Gender landmarks of the family

Parents have been found to play a leading role in the development of gender identity of children, but only 36% of the surveyed adults have an understanding of the foundations of gender ideology and gender education (for example, the consequences of traditional upbringing as a phenomenon of "acquired helplessness" of sons and daughters). The majority of respondents (54%) gave a positive answer to the statement:

"The fact that boys play little dolls is the reason that they grow up and become "silent" dad and that "little girls are not interested in technology, leads to women-adults who are helplessness with various appliances"(63% of dads and moms supported this view). However, there is one common feature in the demonstrated unity of acceptance of traditional gender guidelines – the average score of self-esteem, which in total attests to the ambivalence of gender guidelines, uncertainty about the truthfulness of the chosen educational position. In addition, this conclusion follows from the distribution of parents' affirmative answers to questions which content is rather egalitarian.

The level of parental requirements for girls' adherence of traditional behaviors (household and caring skills) is significantly higher for girls than for boys (3:1). An analysis of the focus group protocols, which consisted of the parents of the grade schoolers (73 samples) shows the liberalization of their views. In this case, fathers were more democratic than mothers. For example, mothers of boys, and more often their fathers, warn them against "sexually inappropriate" (in their opinion) skills, such as mastering the secrets of cooking, culinary delicacies and more. At the same time, girls, on the contrary, are more involved in the understanding of the work of house equipment, as well as household duties, which are usually done by the opposite gender. Personal comparison with the opposite gender and the contrasting to it used by parents to their sons to turn them to the path of "gender acceptance": "You're not a girl to ...". The correspondence of such gender correspondences of positive answers in the upbringing of boys is 3:1, respectively. Despite the declaration of traditional gender preferences, the majority of parents of grade schoolers (96%) support the idea of mixed gender schools rather then single gender schools.

Thus, the emergence of the construct of the ideal "I" and its integration into the real "I" of grad schoolers is made mainly in the process of internalization of the androgynous construct of masculinity-femininity as personality-oriented requirements for the development of the child. Therefore, the overall conclusion of the monitoring of parents' gender preferences can be following: adults (mainly parents of grade schoolers), middle-aged people, feel rather frustrated about the questions of gender self-determination and gender education of children-grade-schoolers, then support traditional or egalitarian positions.A small amount of parents have got a strict position. The overwhelming majority of them agreed with the points of view, which contradict each other: on

the one hand – rejection of the idea of gender inequality of children and adults, on the other – lack of understaing what pedagogical requirements from parents will allow their children to grow up as "real" men and women. However, the vast majority is afraid of possible gender-biased deviations in the case of ignoring the traditional role distribution. Parents of grade-schoolers need gender knowledge, particularly those which debunk gender stereotypes about the natural purpose of male and female roles in the family and society. Behind the prevalence of ambivalent gender educational positions, there is an immature need to go beyond gender bias and the lack of scientific information about the alternative, namely egalitarian, ways of gender socialization, based on a personal approach to the education at school and at home. Gender stereotyping of parents is quite clearly manifested in the assimilation of gender stereotypes of grade-schoolers regarding the evaluation of the behavior of the opposite gender that children thoughtlessly accept as the "opposite". At the same time, these "heard" judgments are quite easily debunked in the process of additional, auxiliary questions, which testify the need to include gender education in the elementary education process. The main task of adults is not to limit children by stereotypical conclusions about the "male" and "female" professions and create all conditions for the development of skills in the process of studying different school subjects and extracurricular activities.

Thus, the specificity of gender identity of the grade schooler depends on the gender preferences of the parents. It has been found that the level of parental requirements for girls' of traditional principles of behavior is much higher than for boys. Differentiated presentation of genders in polar socio-psychological spheres leads to difficulties for children in gender self-determination as a future scenario of a growing personality.

CONCLUSIONS

The empirical generalization of the results of the study allowed us to determine the characteristics of gender identity of the grade schooler, the correspondence of gender perceptions about "male" and "female" to socio-psychological expectations about the rules and norms of school life, the implementation of the rules of students' behavior as subjects of the school life .

The following psychological patterns have been identified: 1) the development of two divergent tendencies is observed: deepening of

gender segregation (communication with representatives of the same gender) and convergence of genders (communication with representatives of the opposite gender), which is the basis of the origin and development of two teenage subcultures: "girls" and "boys", which later will be distinguished by dichotomy and opposition; 2) the cognitive component of gender identity is enriched by taking the challenges of the new social situation; 3) in order to study successfuly, the masculine-feminine and moral qualities in the behavior should be integrated, which further develops androgynous personality traits; 4) Positive correlations between the androgynous type of gender identity and higher aspirations for success are revealed, the setting of difficult tasks of younger students indicates the mechanism of assignment of the "implicit gender models" of grade schooler in the social environment of the "implicit gender models" of young people.

Since the grade schooler is the most sensitive to the formation of egalitarian gender perceptions, it should be as much as possible filled with practice of gender parity. The high level of reconciliation between the correlation of the real and desired image of the "I-Gender" of the grade schooler indicates the development of mechanisms of reflection and decentration, which indicates the transition to another stage of the development of gender identity as a personal formation from non-differentiated and non-personalized ideas of gender "ideal" to its generalization as a result of the activation of the reflection mechanism. Thus, the process of gender identification of the grade schooler is characterized by the transition from abstract ideals of men and women to their gradual interiorization by individualizing of models as representations of the ideal and real "I".

A high level of concordance between the ratio of actual and the desired image of "I-gender" is, in our view, a precondition for the development of mechanisms for reflection and decentration, indicating that phasic (gradual) nature of the formation of gender identity as personal education at this age: from undifferentiated and specific gender ideas about "ideal" for the older preschoolers to their differentiation and synthesis, which is reflected in combination of feminine-masculine characteristics with moral, their integration into an rohinnomu image "I" have younger students, expanding the repertoire of gender behavior in both sexes. Thus, the process of gender identification in the early school years is characterized by the gradual emergence androgynous image I from deepening primary gender

identity of his "I" (physical traits, physical I), the reflexive ideas about the ideal and the real I (own individual abilities and opportunities feminine – muscular traits, volitional and intellectual), their deepening and generalization, expanding the repertoire of behavior due to active, personal perception of the desired ideal self as subjects of educational activity.

The formation of gender identity in a younger schoolboy is due to the assignment of "implicit gender models" that have been tried and approved by the closest social environment . This age is the most sensitive in the context of the formation of egalitarian gender perceptions in connection with the development of the new social role of the grade schooler, which is characterized by the flexibility of sexual behavior, and its approach to androgynous.

SUMMARY

The article deals with the results of an empirical study of gender identity development at younger school age. In the context of humanistic, genetic and cognitive psychology, and in accordance with the author's model of gender-identity identification of personality, the content characteristics of the gender image of "I" development and the gender perceptions of schoolchildren as subjects of educational activity have been considered.

Identity is an objective process and the result of sexual self-determination of the personality, which are represented by the dynamic whole "I am a boy/I am a girl", "I am a man/I am a woman as future adults". The main constructs of gender as a prevailing orientation to the traditional or egalitarian distribution of gender roles in the family and society are reflected in the ambivalent content of the value dispositions of children.

The following psychological patterns have been identified: deepening gender segregation and convergence of sexes; enrichment of the cognitive component of gender identity; integration of masculine-feminine and moral qualities in the behavior as a basis for the development of androgyny of personality. A high level of harmonization between the correlation of the real and desired image of the "I-Gender" of the young students has been noted. It indicates the development of mechanisms of reflection and decentration.

Three groups of gender identity varieties have been identified: sexually typed, ambivalent, and androgynous. Uniformity in the content

of the gender images of real "I" and ideal "I" in the representatives of both sexes involves the integration of feminine-masculine and gender-neutral (moral) qualities, which demonstrates the formation of a new social position – the status of schoolboy/schoolgirl. By the end of primary school age, the content of gender images of girls and boys (the ratio of real "I" and ideal "I") is enriched with new value-meaning coordinates in the direction of their differentiation. Positive correlations between the androgynous type of gender identity and success, setting difficult targets, and I-concept of the adequate availability of ability are established.

REFERENCES

1. Балл Г. О., Мєдінцев В. О., Нікуленко О. О. та ін. Гуманістичні орієнтири в методології психологічної науки: монографія / за ред. Г. О. Балла. Київ : Педагогічна думка, 2007. 98 с.

2. Божович Л. И. Личность и ее формирование в детском возрасте. Москва : Просвещение, 1968. 464 с.

3. Боришевський М. Й. Дорога до себе: від основ суб'єктності до вершин духовності : монографія. Київ : Академвидав, 2010. 416 с.

4. Выготский Л. С. Собрание сочинений : в 6 томах / под ред. А. Р. Лурия, М. Г. Ярошевского. Москва : Педагогика, 1982. Т. 1. 488 с. ; Т. 2. 504 с.

5. Дуткевич Т.В. Дитяча психологія : навчальний посібник. Київ : Центр учбової літератури, 2012. 424 с.

6. Захаров А. И. Психологические особенности восприятия детьми роли родителей. *Вопросы психологии.* 1982. № 1. С. 59–67.

7. Кікінежді О. М. Ґендерна ідентичність в онтогенезі особистості : монографія. Тернопіль : Навчальна книга – Богдан, 2011. 400 с.

8. Костюк Г. С. Навчально-виховний процес і психічний розвиток особистості. Київ : Радянська школа, 1989. 608 с.

9. Кравець В. П., Говорун Т. В., Кікінежді О. М. Ґендерна соціалізація молодших школярів : навчальний посібник. Тернопіль : Навчальна книга – Богдан, 2011. 192 с.

10. Максименко С. Д. Генеза здійснення особистості. Київ : ТОВ "КММ", 2006. 240 с.

11. Павелків Р. В. Системно-феноменологічний аналіз генезису моральної свідомості та самосвідомості у молодшому шкільному

віці. *Актуальні проблеми соціології, психології, педагогіки: зб. наук. пр.* Київ : Логос, 2011. Т.4. С. 108–118.

12. Приходько Ю. О. Нариси становлення та розвитку дитячої психології: навч. посіб. [для вищих навч. закладів]. Київ : НПУ ім. М. П. Драгоманова, 1999. 205 с.

13. Психология детства. Практикум. Тесты, методики для психологов, педагогов, родителей / под ред. А. А. Реана. Санкт-Петербург : "Прайм-ЕВРОЗНАК", 2003. 224 с.

14. Савчин М. В. Вікова психологія. Київ : Академвидав, 2011. 368 с.

15. Скрипченко О. В., Долинська Л. В., Огороднійчук З. В. та ін. Вікова та педагогічна психологія : навчальний посібник ; 2-ге вид. Київ : Каравела, 2007. 400 с.

16. Шевченко Н. О. Особистість молодшого школяра. Київ : Главник, 2008. 128 с.

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

18. Hyde J.-Sh. Half the Human Experience: The Psychology of Women. Lexington – Massachusetts – Toronto, 1991. 475 p.

19. Kohlberg L. A., Ulian D. Z. Stages in the development of psychosexual concepts and attitudes / R. S. Friedman, R. M. Richart & R. L. Varge Wiete (Eds.), Sex Differences in behavior. New York: Wiley, 1974.

20. Maccoby E. E., Jacklin C. N. The Psychology of Sex Differences. Stanford. CA : Stanford University Press, 1974. 391 p.

Information about the author:
Kikinezhdi O. M.
Doctor of Psychological Science, Professor,
Head of the Psychology Department,
Director of the Scientific Research Centre of the Problems of Gender Education and Upbringing Pupils and Students of NAPS of Ukraine,
Ternopil Volodymyr Hnatiuk National Pedagogical University
2, Maxyma Kryvonosa str., Ternopil, 46027, Ukraine

AN EMPIRICAL STUDY OF PROFESSIONAL EXHAUSTION AND LIFE POSITION OF EDUCATIONAL PRINCIPLE STAFF AND DIRECTORSHIP

Tavrovetska N.

INTRODUCTION

The phenomenon "professional exhaustion" is known for a long time, since the beginning of the century, it has become a symbol of the industrial era. In the 70s, this phenomenon was sharply defined as *burnout* due to the autobiographical publications of H. Freudenberger on the demotivation of volunteers working in a drug treatment clinic[1]. Soon, active research began, on the basis of which explanatory theories were created (C. Maslach & S. Jackson, 1981[2]; M. Burish, 1989[3], W. Schaufeli, 1990[4]), which are still acknowledged today. The very first publications caused a widespread public resonance, which contributed to the recognition and dissemination of this term in academic discourse. In general, burnout is defined as a profound professional and personality crisis: "a state of exhaustion in which one is cynical about the value of one's occupation and doubtful of one's capacity to perform"[5].

Today in America, specialized magazines devoted to the problem of burnout have been created, scientific congresses are held, large-scale researches and social programs have been initiated. Burnout has gained official status in Sweden and the Netherlands; in 2018, it turned out to be the most frequent reason for being absent at work (more than

---

[1] Freudenberger H. Staff Burnout. *Journal of Social Issues*. 1974. Vol. 30. P. 159-165.

[2] Maslach C., Jackson S. E. The measurement of experienced burnout. *Journal of Occupational Behaviour*. 1981. Vol. 2. P. 99-113.

[3] Burish M. Das Burnout-Syndrom: Theorie der inneren Erschöpfung. Berlin, Heidelberg: Springer-Verlag, 2014. 292 p.

[4] Schaufeli W. B. Opgebrand : over de achtergronden van werkstress : het burnout-syndroom. Rotterdam: Donker. 1990. 224 p.

[5] Maslach C., Jackson S.E., Leiter M.P. Maslach burnout inventory. Manual (3rd ed.). Palo Alto, Calif. : Consulting Psychologists Press, 1996. 34 p.

20% of sickness certificates in all age categories)[6]. As an official diagnosis, burnout makes it possible to receive psychotherapeutic counseling, treatment and rehabilitation, and financial compensation. It also means that the syndrome is included in reference books and textbooks; that medical personnel can diagnose and treat burnout; that there is professional practice – psychologists, organizational consultants, social workers offer a wide range of assistance and prevention programs[7].

Other European countries (including Ukraine) are guided by the recommendations of the WHO, which defines burnout not as a disease, but as an occupational phenomenon (ICD-10 Diagnosis Code Z73.0). In the revised edition of ICD-11, the description of this syndrome is significantly expanded, it is recognized as the result of chronic stress at the workplace, which has not been successfully overcome, and includes three main signs: a) a feeling of motivational and physical exhaustion; b) negativism and cynicism, distancing oneself from professional duties; c) reduced productivity[8].

Over the past 50 years, many studies have been conducted confirming the seriousness of the problem. The prevalence of burnout in various cultures all over the world, in different social and age groups is shown. The changes in the structure and functioning of the brain, accompanying the burnout process are detected[9]. This is accompanied by violations of the endocrine system: insufficient production of morning cortisol is an objective reason for daily apathy and vulnerability to stress[10].

The generally recognized reason of burnout is the imbalance of external requirements and the internal resource of vital activity (physiological, energetic, emotional, motivational, etc.). A person

---

[6] Burnout is rising in the land of work-life balance [Video by M. Savage and B. Derrier]. *BBC Worklife*.

[7] Schaufeli W. B., Leiter M., Maslach C. Burnout: 35 Years of research and practice. *Career Development International*. 2009. Vol. 14, № 3. P. 204-220.

[8] Всемирная организация здравоохранения. Международная классификация болезней: «профессиональный синдром» эмоционального выгорания. URL: https://www.who.int/mental_health/evidence/burn-out/ru/ (дата звернення: 26.09.2019)

[9] Savic I. Structural Changes of the Brain in Relation to Occupational Stress. *Cerebral Cortex*. 2015. Vol. 25, Is. 6. P. 1554–1564.

[10] Oosterholt B. G., Maes J. H., Van der Linden D., Verbraak M. J., Kompier M. A. Burnout and cortisol: Evidence for a lower cortisol awakening response in both clinical and nonclinical burnout. *Journal of Psychosomatic Research*. 2015. Vol. 78, Is. 5, P. 445–451.

contributes more to work than receives in return[11]. The opinion that the danger of burnout goes beyond the scope of human services professions, and even beyond the scope of any professional activity (for example, «partner» or «parental» burnout) is becoming increasingly widespread[12].

L. D. Demina and I. A. Ralnikova consider this syndrome as an integrative psychological defense – a functional stereotype that saves energy resources and maintains mental health in a situation of maladaptation[13]. But, according to the studies of L. A. Kitaev-Smyk, burnout is much more than ordinary fatigue or a reaction to stress – it is a crisis affecting the highest levels of psychological regulation: values and meanings of life[14]. Burnout experience destroys professional and personal identity. R. Gunderman subtly described this process as the accumulation of disappointments «It is the sum total of hundreds and thousands of tiny betrayals of purpose, each one so minute that it hardly attracts notice»[15]. Following social criteria of success, organizational rules and other people's values, many specialists deviate surprisingly far from their original life goal.

The post-industrial era, with its inherent priority of self-realization and personal responsibility of a individual for their life and career, complicated the mechanisms of burnout development. This actualizes the study of the value-semantic aspects of life activity associated with occupational stress and its overcoming. ***The purpose of this study*** is to elucidate the relationship between expressiveness of professional burnout and the characteristics of value-semantic orientations. This is a complex and important issue, which is based on a contradiction: on the one hand, an active and responsible life position is resource-consuming, i.e. contributes to burnout, on the other hand, finding the meaning and value of one's own activity is a condition for lasting and successful existence in the profession.

---

[11] Bakker A. B., Demerouti E. Job demands-resources theory: Taking stock and looking forward. *Journal of occupational health psychology*. 2017. Vol. 22, № 3. P. 273–285.

[12] Hubert S., Aujoulat I. Parental Burnout: When Exhausted Mothers Open Up. *Frontiers in Psychology*. 2018. Vol. 9. P. 1021.

[13] Демина Л. Д., Ральникова И. А. Психологическое здоровье и защитные механизмы личности. Барнаул: Изд-во АлтГУ, 2005. 132 с.

[14] Китаев-Смык Л. А. Организм и стресс. Стресс жизни и стресс смерти. Москва : Смысл, 2012. 464 с.

[15] Gunderman R. For the young doctor about to burn out. *The Atlantic*. 2014, February 21.

1. The overview of professional burnout of educational principle staff

The education sector traditionally occupies a leading position in the list of occupations subjected to risk of professional burnout. This is caused by the large amount of workload, the need for constant communication with students and parents, taking into account their individual characteristics and problems, the emotional intenseness of the work (the accumulation of negative emotions without the possibility of their direct «discharge»), a high level of organizational control. In the Ukrainian educational sector, the situation is complicated by constant and unsuccessful reforms (changes in the rules and standards of work), low pay and the lack of social prestige of the teaching profession.

We conducted a study of teachers of Kherson secondary and specialized schools. The survey was held in the first academic semester (November-December 2018) as part of regular psycho-preventive, vocational guidance and psycho-hygienic activities. Participants were familiarized with the purpose of the study in advance and agreed to use their data for scientific purposes. The sample consisted of 86 people, including: 20 school principals (heads of school and directors of teaching): 14 women and 6 men, 66 employees (teachers, educators, psychologists, social workers) of secondary and high schools; mainly women (75.7%), which reflects the demographic characteristics of this profession. The age of test subjects ranged from 26 to 58 years old (average age was 33.8), the experience of pedagogical work ranged from 5 to 36 years.

To diagnose burnout symptoms, a standardized questionnaire "Professional burnout" was used for specialists in socionomic professions, developed in 2003 by N. E. Vodopianova and E. S. Starchenkova[16]. The methodology is based on the universally recognized three-factor model of Maslach & Jackson, which considers burnout as a dynamic process distributed over time into separate phases:

[16] Водопьянова Н. Е., Старченкова Е. С., Наследов А. Д. Стандартизированный опросник «Профессиональное выгорание» для специалистов социономических профессий. *Вестник Санкт-Петербургского университета*. Серия 12. Социология. 2013. Вып. 4. С. 17–27.

1) *Emotional exhaustion* is a consequence of emotional overstrain (excessive involvement in work) and is manifested in a feeling of tiredness, emptiness, exhaustion of one's own resources. There is a feeling of «muffledness», «dullness», in severe manifestations emotional breakdowns are possible.

2) *Depersonalization* is a loss of high ideals, feelings of cynicism and detachment from the job (also described as negative, critical, soulless attitude to other subjects of professional activity). In the process of burnout, contacts become formal, impersonal, and conflicts arise.

3) *The reduction of personal accomplishments* is manifested in disappointment from the lack of expected fair remuneration for work, in decrease of professional motivation. It's possible to have feeling of inadequacy, incompetence, dissatisfaction with themselves and others, negative self-esteem of results (as a result, there is a real decrease in productivity and work efficiency, a person is simply not able to do what they did before). Due to the development of burnout processes alienation to work and life in general and psychosomatic health disorders are emerging.

Thus, the questionnaire contains three symptomatic scales characterizing the phase dynamics of burnout. The existence of irregularities is indicated by high scores on the subscales of emotional exhaustion and depersonalization, by low scores on the Professional accomplishment scale (reduction of personal achievements). The scores obtained were converted into integral index with a special formula, bringing it into conformity with the Stan scale (average value of the integral indicator is 5.5, standard deviation is 2) (Vodopianova, pp. 24-25).

The data obtained were processed using descriptive statistics (calculation of average trends and scatter measures, frequency analysis) of correlation analysis. Diagnosis of symptoms of professional burnout among educational principal staff and directorship gave unexpected, at first glance, results.

Table 1

Comparative analysis of the expressiveness of burnout symptoms (M ± SD) among educational principal staff and directorship

|	Integral index	Emotional exhaustion	Depersonalization	Professional accomplishment
educational principal staff	4,75 ± 2,19	19,51 ± 7,96	8,45 ± 5,36	33,70 ± 7,57
directorship	5,31 ± 1,31	20,23 ± 7,65	12,50 ± 4,62	36,25 ± 6,68
relevance of differences, U*	0,22	0,69	0,01	0,34

Note. * the significance of the Mann-Whitney U-test is indicated, with a value of ≤ 0.05 a hypothesis on the significance of differences between groups is accepted

Table 1 shows that although the average indicators of burnout symptoms among management are slightly higher than among employees, in general, the difference in the integral indicator does not have statistical significance. There is no doubt that the level of professional stress of management is higher than that of ordinary employees. Their activities are accompanied by constant mental stress, participation in resolving conflict situations, the need for making managerial decisions, responsibility for the results of the work of the entire school, high requirements for professional and personal qualities, irregular working hours, etc. However, at the same time, directors have greater remuneration for work (in the form of social and material resources), which helps to maintain the necessary adaptive balance. Awareness of personal accomplishments helps management to neutralize emotional exhaustion. Thus, the results obtained do not prove that management in the system of education has higher level of burnout risk than ordinary employees in the same field.

In general, the prevalence of burnout syndrome in the sample is relatively small – no more than 18% among ordinary educational principal staff and 15% among directorship (Fig. 1). Moreover, among the educational principal staff, the number of respondents with a low level of burnout exceeds the number of «burned out» (in general, the distribution is close to normal). The distribution of data in the group of directorship differs from normal one, as well as from expected based on the process-dynamic theory of burnout. All members of directorship demonstrate a high or medium level of professional accomplishment – this fact is intelligible, since they have obvious career progress and achievements. In addition, the school directorship has higher indicator of the Depersonalization scale (when compared with principal staff,

the difference is significant at p = 0.01). Not a single director received low evaluation score; but the excess of standard indicators was identified in 40% of test subjects. In all these cases, high depersonalization is combined with emotional involvement in work (low expressiveness of the symptom of exhaustion). Correlation analysis showed that, unlike ordinary principle staff, the indicator of directorship's depersonalization of is not associated with other scales and an integral burnout index (Fig. 2).

A) educational principal staff (N=66)   B) directorship (N=20)
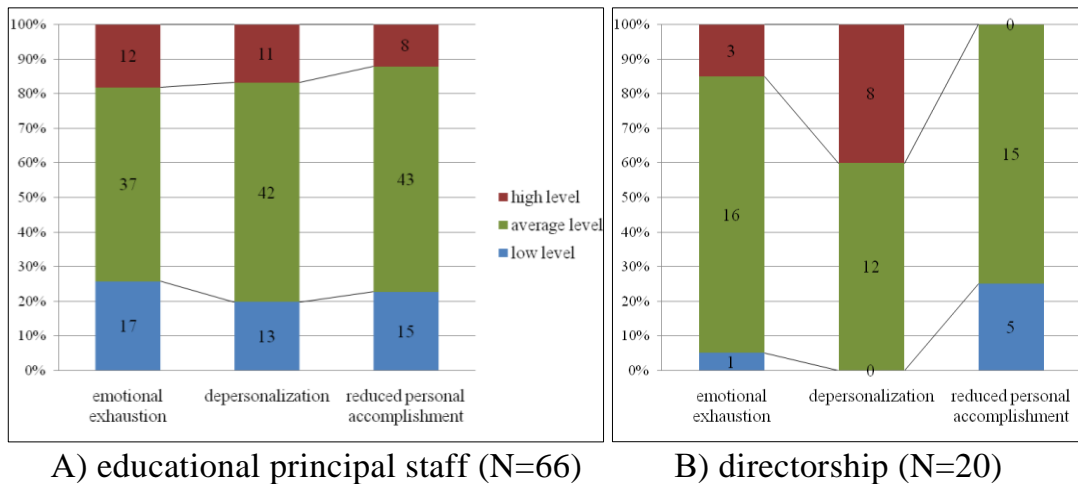
Fig. 1. Distribution of professional burnout indicators among educational principal staff (A) and directorship (B) (number of observations and % share)

Most likely, the depersonalization of directorship is not a symptom or a consequence of burnout at work. This is a component of other personality disorders or professional destructions, which is typical for managers. In the sample of directorship, the expressiveness of depersonalization is directly related to the self-assessment of professional accomplishment (although the correlation does not reach a statistically significant level). This contradicts the logic of the development of the burnout process in accordance with the Maslach & Jackson model. This correlation can be explained by the fact that effective managers are annoyed with slow and incompetent employees, they do not allow themselves to show emotions in relationships with colleagues (impartiality is associated with insensibility), they use subordinates as a tool for achieving their organizational goals. Interestingly, at the level of separate points, the depersonalization

indicator correlates with the ability to put a "spark" to the work and motivate subordinates (p≤0.05), with the ability to create an atmosphere of benevolence and cooperation in the team (p≤0.05).
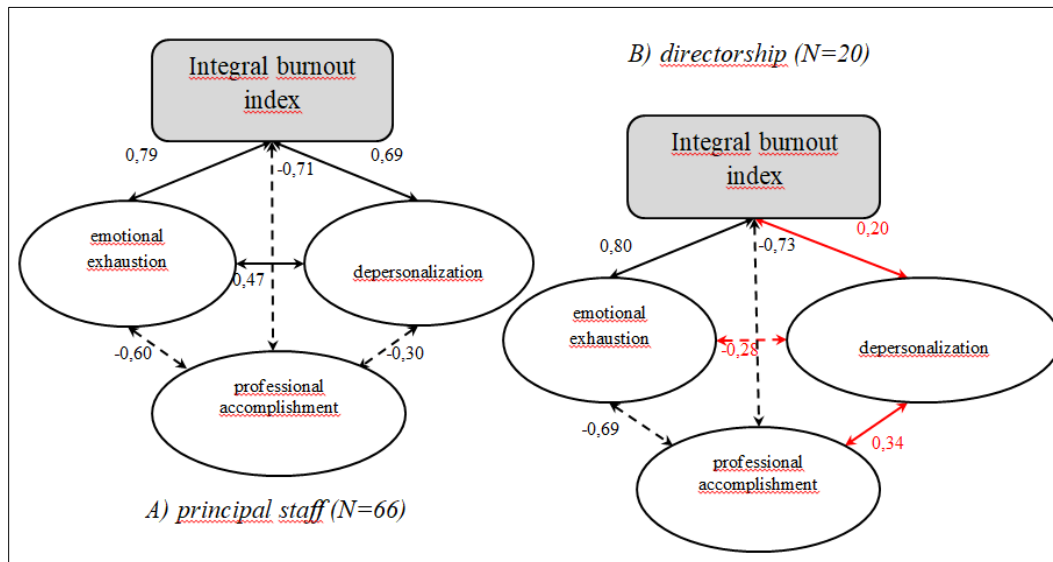
Fig. 2. Structural correlation of burnout indices in the samples of educational principle staff and directorship (the connections highlighted in red are insignificant for a given sample)

All this indicates that the mechanism of burnout development and the structure of its individual components have professional specifics. Earlier, N. E. Vodopianova, E. S. Starchenkova, and A. D. Nasledov pointed out that a certain level of depersonalization is a necessary mechanism for psychological defense and adaptation for a number of communicative professions. The results obtained expand these ideas; they should be taken into account in the psychological diagnosis of various categories of management.

In addition, there are theoretical concepts and empirical studies that explain the stages of burnout development differently than the generally accepted three-factor model of Maslach & Jackson. For example, R. Golembiewski & R. Munzenrider (1988) confirm that cynicism is an early (minimal) phase of burnout, followed by a decrease in efficiency and, finally, exhaustion[17]. Recent studies of M.P. Leiter, C. Maslach (2016) revealed five latent burnout profiles:

---

[17] Golembiewski R. T., Munzenrider R. Phases of burnout: Developments inconcepts and applications. New York: Praeger. 1988. 292 p.

Burnout (high on all three dimensions), Engagement (low on all three dimensions), Overextended (high exhaustion), Disengaged (high cynicism), and Ineffective (high inefficacy)[18]. This gives a new idea on the variety of burnout manifestations.

In the results of correlation analysis, a negative correlation between the indicator of professional accomplishment and professional experience is noteworthy (this tendency is typical for all categories of employees of educational institutions). That is, not only natural emotional exhaustion happens with age, but also the depreciation of one's professional activity. More careful examination of correlations at the level of separate points of the questionnaire showed that with the accumulation of professional experience (this indicator, in turn, is closely connected with age), an assessment of the efforts made to work is significantly reduced, as well as the ability to avoid conflicts; the ability to motivate, "spark" partners and subordinates; the ability to create a friendly atmosphere of cooperation, and an assessment of one's own life prospects and opportunities – see table. 2.

With regard to interpretation of the indicators of the "Professional accomplishment" scale, N. E. Vodopianova and co-authors note the influence of age and the stage of personal development in the profession: the period of professional adaptation is associated with the awareness of young specialists of a certain insufficiency of their knowledge and skills, i.e. low scores of young educators on the scale are not a symptom of burnout. For mature employees at maturity and late maturity stages, low scores on the scale indicate a reduced self-esteem of the results achieved and a secondary decrease in productivity due to the change in attitude to work. Our results confirm these observations.

When comparing the general picture of burnout of educators with the data of previous studies, we found that our statistics are more optimistic. Thus, in a study of E.I. Bondarchuk (2008), a high level of burnout was recorded in 28% of the leaders of educational institutions[19]. It should be noted that the statistics on professional burnout are strongly influenced by the time of the study: the educator's work has a strongly marked annual cycle with a peak of fatigue in April-June and the subsequent recovery period.

---

[18] Leitera M. P., Maslach C. Latent burnout profiles: A new approach to understanding theburnout experience. *Burnout Research*. 2016. Vol. 3. P. 89–100.

[19] Бондарчук О. І. Соціально-психологічні основи особистісного розвитку керівників загальноосвітніх навчальних закладів у професійній діяльності : автореф. дис. … д-ра психол. наук : 19.00.05. Київ, 2008. 34 с.

Table 2

**Correlations of individual manifestations
of the reduction of professional accomplishments
in the general sample of educators (N = 86)**

Scale points «Professional accomplishment»	Professional experience	Integral burnout rate	Emotional exhaustion	Depersonalization	Professional accomplishment
4. The results of my work are not worth the efforts I expend	-0,32**	-0,43***	-0,18	0,04	0,51***
7. When talking to aggressive or conflict employees, I can negotiate and avoid conflicts	-0,23*	-0,16	-0,35**	0,18	0,36**
9. I can put a "spark" in the work (spark interest) of my subordinates (business partners)	-0,43***	-0,17	-0,22*	0,24*	0,60***
12. I work with pleasure, I have many plans for the future related to my professional development. I believe in their implementation	-0,14	-0,46***	-0,51***	0,07	0,58***
17. I can easily create an atmosphere of friendliness and cooperation in the team	-0,25*	0,13	0,00	0,21	0,12
18. I easily communicate at work with everyone regardless of their ambitions, emotional state and manner of communication	0,05	0,05	0,06	0,13	0,13
19. I am satisfied with my life and professional progress (accomplishments)	-0,15	-0,26*	-0,12	-0,15	0,22*
21. I can still do a lot in my life	-0,26*	-0,36**	-0,45***	0,14	0,67***

Note. * p≤0,05, ** p≤0,01, *** p≤0,001

2. The relationship of professional burnout with the characteristics of value-semantic sphere and life position of educators

For diagnosing life position and value orientations of educational principle staff a set of questionnaires was used:

– The questionnaire of life orientations of E. Yu. Korzhova allows us to conclude about the features of life self-determination. The scales of the technique reflect the basic components of life orientations: variability – stability (the desire to change or stay the same); internal – external locus of control (acceptance or delegation of responsibility); focus on the development of the internal – external world (the desire for self-improvement or for practical activities); mobility – inertness (desire for something new or habitual). High scores on the scales reflect the subject orientation characteristic of a person with an active life position and internal determination of vital activity; low scores reflect the object orientation characteristic of a person with a passive life position, determination of the way of life mainly by external life circumstances[20].

– Schwartz's methodology for studying personality values is developed on the basis of the author's theoretical model explaining values as universal motivational types that are present in all cultures and social layers. The methodology gives an assessment of 10 scales representing vital, basic values (the needs of an individual, society, human species as a whole): Power, Achievement, Hedonism, Stimulation, Self-Direction, Universalism, Benevolence, Tradition, Conformity, Security. Two parts of the methodology examine the same values in different aspects: 1) as declared ideals, norms and beliefs that define a personality, but not always manifested in behavior, and 2) as principal trends in social behavior[21]. Schwartz Value Survey includes 60 terminal and instrumental value orientations, which are scored by the respondent from 7 (value of highest importance) to -1 (value opposite to their own beliefs). We analyzed the scores for each item to identify the predominance of individual value ideals in the structure of professional burnout.

---

[20] Коржова Е.Ю. Психология жизненных ориентаций человека. Санкт-Петербург : Изд-во РХГА, 2006. 384 с.

[21] Карандашев В. Н. Методика Шварца для изучения ценностей личности: концепция и методическое руководство. Санкт-Петербург : Речь, 2004. 72 с.

– The scale of existence of A. Langle, K. Orgler (Langle-Orgler Existence Scale, 1989) presents an existential-analytical approach and is intended to assess the quality of human life from the point of view of its meaningfulness and fullness. The general indicator of the questionnaire – existential fulfillment proves the ability to "deal with oneself and the world and be able to accept internal and external requirements and proposals, correlating them with one's own values"[22]. It consists of 4 scales – anthropological abilities reflecting the steps towards finding meaning in life: a person should first perceive life soberly and realistically, see the field of his/her opportunities (self-distance); then "skip" these opportunities through himself/herself, correlate them with his/her own values and be emotionally affected by them (self-transcendence); choose the best situation and the best opportunity for himself/herself and make a decision in its favor (freedom); to consider the methods of action in accordance with the decision made and implement it, thereby introducing the discovered meaning into life (responsibility).

– Maddi's test of subjective alienation (adaptation of E. N. Osin, 2007) was used to measure an individual's experience of existential neurosis and meaninglessness in various areas of life: alienation from work, from society, alienation in interpersonal relationships, from family and alienation from oneself[23].

– Maddi's hardiness test in adaptation of D. O. Leontev and O. I. Rasskazova (2006). Hardiness is "the courage to be", it is a system of beliefs about the self, the world, attitude towards it, which allow a person to withstand and effectively overcome stressful situations. It includes three independent components: *commitment* determines the pleasure of one's own activity, which implies a conviction in the generosity of the world and self-confidence; *control* represents the choice of one's way, the belief that one's own efforts can influence the outcome of what is happening, even if success is not guaranteed (the opposite is the feeling of helplessness); challenge – the individual's conviction that everything good or bad that happens to

---

[22] Кривцова С. В., Лэнгле А., Орглер К. Шкала экзистенции (Existenzskala) А. Лэнгле и К. Орглер. *Экзистенциальный анализ*. 2009. №1. Бюллетень. С. 141–170.
[23] Осин Е. Н. Смыслоутрата как переживание отчуждения: структура и диагностика : дис. … канд. психол. наук : 19.00.01. Москва. 2007. 217 с.

him/her contributes to his/her development through knowledge and experience[24].

– The coping test of R. Lazarus and S. Folkman allows exploring the ways of overcoming difficulties in various areas of mental activity. It includes the following coping strategies: confrontation, distancing from a problem, self-control of emotions and behavior, the search for social support, acceptance of responsibility, planning a solution to a problem, escape-avoidance, positive re-evaluation[25].

The data obtained were processed using correlation and factor analysis (Microsoft Excel 2010 and SPSS 18.0).

Correlation analysis revealed a number of significant interactions between burnout and the highest personal dispositions. Table 2.3 shows significant correlations (we focused on a critical indicator of the Pearson correlation coefficient for the sample of 80 people: 0.815 for $p \le 0.10$; 0.220 for $p \le 0.05$; 0.286 for $p \le 0.01$, 0.361 for $p \le 0.001$)

Table 3

Significant correlations of professional burnout indicators with the results of personality questionnaires

	Integral burnout index	Emotional exhaustion	Depersonalization	Professional accomplishment
1	2	3	4	5
Age	–	0,38***	0,29**	-0,28**
Professional experience	–	0,28**	0,23*	-0,25*
List of value orientations of Schwartz's methodology				
Inner harmony (be at peace with oneself)	0,20	0,25*	–	-0,44**
Life full of impressions (commitment to novelty)	0,20	0,24*	–	–
National security	0,26*	–	–	–
Respect of other people's opinion	–	0,23*	–	-0,27*
Respect for excepted traditions, customs	–	0,25*	–	–

---

[24] Леонтьев Д. А., Рассказова Е. И. Тест жизнестойкости. Москва : Смысл, 2006. 63 с.

[25] Крюкова Т. Л., Куфтяк Е. В. Опросник способов совладания (адаптация методики WCQ). *Журнал практического психолога*. 2007. № 3. С. 93–112.

1	2	3	4	5
Reserved in feelings and actions	–	–	-0,31**	–
Open to other people's opinions, ideas and beliefs	–	–	-0,30**	–
Modest, simple, not seeking to be attract notice	–	–	-0,21	-0,27*
Choosing own goals and intentions	0,26*	0,30**	–	–
Healthy physically or mentally	0,20	–	–	-0,26*
Accepting life (complying with life circumstances)	–	–	-0,35**	*-0,21*
Preserving personal image (protection of feeling of one's own "face")	–	–	-0,36**	–
Self-indulgent (tending to indulge one's own desires)	0,49***	0,36**	–	–
Values – declared norms (Schwartz Value Survey)				
Tradition	–	–	-0,26*	–
Self-direction	*0,24**	0,31**	–	–
Hedonism	*0,22**	*0,19*	–	–
Security	0,25*	0,33**	–	-0,32**
Values – behavioral principles (Portrait Value Questionnaire)				
Security	0,26*	0,34**	–	–
Laengle's Existence Scale				
Self-distance	-0,30**	-0,19	–	0,21
Self-transcendence	-0,20	–	–	0,23*
Responsibility	-0,26*	–	–	0,25*
Existential fulfillment	-0,24*	–	–	0,26*
Korzhova's Questionnaire of Life Orientations				
Life variability	0,40***	0,51***	–	-0,39***
Internal locus of control	–	–	0,29**	–
Focus on the development of the inner world	0,48***	0,41***	–	-0,51***
Life mobility	–	–	0,44***	–
General indicator of subject-object orientations	0,31**	–	0,03**	–
Osin's Alienation Test				
General alienation	–	–	–	-0,22*
Alienation from work	–	–	–	-0,21
Alienation from society	–	–	–	-0,23*
Alienation from other people	–	–	0,19	–
Alienation from family	0,38***	0,34**	–	-0,19
Alienation from self	–	–	–	-0,20
Maddi's Hardiness Personal Views Survey				
Commitment	-0,31**	-0,29**	–	0,46***
Control	-0,26*	-0,28*	0,18	0,33**
Challenge	-0,21	-0,26*	–	0,30**
General hardiness	-0,24*	-0,25*	–	0,39***

Note. The table shows indicators whose absolute value is greater than 0,185: * p≤0,05, ** p≤0,01, *** p≤0,001.

Some important trends have been mentioned according to the data from table 3:

1. The recognition and rejection of a number of values are significantly associated with burnout symptoms – they can be their diagnostic markers, causes or consequences. In general, burnout is accompanied by the desire for inner harmony, an attitude to health and security as leading life principles, an increase in hedonistic attitudes, and the desire for novelty. We believe that such value orientations come as a result of a reassessment of life principles in the process of crisis development and are inherently protective and compensating. Orientation to the choice of one's own desires and goals may underlie burnout, since an active promotion of one's interests leads to "wasting oneself".

Burnout is directly connected with the declared and valid value of "Security". The more emotionally exhausted a person is, the more important the security and stability of society, relationships, and himself/herself are. Self-preservation is the basis of this connection.

The value ideal "Self-Direction" (independence in thoughts and actions) is closely correlated with emotional exhaustion and the overall level of burnout. A similar relationship was also found with the Hedonism indicator, but the mechanism for the formation of these dependencies is most likely different. It is known that one of the consequences of burnout is self-indulgence, desire for comfort, for passive rest and sensual-material pleasures[26].

2. The existential fulfillment of life directly correlates with the level of personal and professional accomplishments of educators and, obviously, is a factor opposing burnout. The expressiveness of burnout, on the contrary, correlates with manifestations of self-alienation and loss of meaning in different areas of life.

3. The strongest and most global correlations relate to burnout and hardiness indicators. Professional effectiveness is accompanied by a high level of engagement, control over life circumstances and risk taking. Emotional exhaustion causes the reduction of all components of hardiness.

---

[26] Левит Л. З. Психология развития и реализации жизненного потенциала субъекта : дис. … доктора психол. наук : 19.00.01. Киев, 2016. 605 с.

4. None of the indicators of coping strategies showed significant correlations with burnout indicators.

5. The indicators of life orientations of the questionnaire of E. Yu. Korzhova demonstrate a complex structure of correlations with individual burnout symptoms. As a whole, subjective orientation turned out to be a factor provoking or enhancing burnout of specialists. As in the case of the "Self-Direction" value, this can be explained by the accelerated expenditure of vital resources – physical, emotional, motivational, cognitive, etc.

The facts obtained contradict the widespread opinion of subjectivity as the basis of personal growth and psychological well-being. An active life position is embraced in most cultures as the most socially acceptable type of behavior and way of thinking. But for the individual himself/herself, excessive commitment is dangerous with natural unhealthy consequences in the form of emotional exhaustion, disappointment, cynicism, negativity, and depreciation of his/her past goals and achievements.

To identify the internal structure of correlations of variables, we conducted a factor analysis (Extraction Method: Principal Component Analysis, without rotation). Five latent factors were identified in the result, together explaining 84% of the spread. As significant factor loads, we considered the coefficients of correlation of the indicator with the factor having an absolute value greater than 0.5.

The first factor has its own value of 11.3 and determines 25.7% of the total variance. The main factor loadings belong to burnout components: emotional exhaustion and reduction of professionalism, as well as two indicators of subject-object orientations – vital variability (desire to change) and focus on the development of inner world (desire for self-enhancement). These indicators are accompanied by a decrease in hardiness due to the lack of commitment, instead of which a feeling of rejection and a sense of being "outside" the life come. The factor is called "Self-Enhancement Burnout".

Table 4

Factor loads of the factor 1 "Self-Enhancement Burnout"

Diagnosable factors	Correlation with factor
Integral burnout rate	0,920
Emotional exhaustion	0,887
Professional accomplishment	-0,866
Focus on the development of the inner world	0,922
Life variability	0,889
Commitment	-0,864
General hardiness	-0,855
Value orientation "Inner harmony"	0,730
Security (declared value)	0,787
Security (behavioral principle)	0,605
Self-distance	-0,538
Self-transcendence	-0,513
Responsibility	-0,739
Existential fulfillment	-0,599
General alienation	0,538
Alienation from family	0,585
Alienation from self	0,515
Professional experience	0,720

The factor positively correlates with professional experience (age), value orientation in achieving inner harmony (to be at peace with oneself), and the expressiveness of the basic value "Security". In this case, it is difficult to define whether burnout is the cause of life orientation to the changes, or on the contrary, an aspiration for self-enhancement is the cause of burnout.

The last version is quite acceptable taking into account the orientation toward internal and external perfection as a popular but not quite healthy trend that has overwhelmed a modern society. Unlike the ancient ideals of self-enhancement, modern perfectionist culture is based on a constant «self-promotion» and dissatisfaction with oneself. It should be noted that during the periods of historical and social crises, as a rule, the popularity of various spiritual practices grows. Society, bewildered and disappointed, is looking for new patterns of behavior, ways to support and strengthen themselves, often turning to various mystical and esoteric teachings. In any case, the identified

factor requires more close study and explanation; this is the prospect of our further researches.

The factor negatively correlates with indicators of existential fulfillment (except for the Freedom scale), which indicates a concurrent crisis, a sense of emptiness and meaninglessness of life; this is confirmed by direct correlations with individual varieties of self-alienation: from family, from self. The latter can be interpreted as a substitute for the traditional symptom of depersonalization, which was not included in the factor. In this case, this is a common life cynicism and the loss of goals that were previously important to the individual.

The second factor has its own value of 10.8 and determines 24.6% of the total variance. Factor loads (Table 5) partially overlap with the content of factor 1, but have the opposite indicator: the rejection of the value of internal harmony and the absence of manifestations of self-alienation. The leading role here belongs to hedonism, "following one's own desires" as a declared value and a guiding principle of behavior. This is combined with an obvious desire for novelty (life mobility and the value of stimulation), the desire not to comply with traditions, generally accepted social norms and life circumstances. This is a kind of active life position in which the activity is aimed at the selfish provision of the individual's desires. Depersonalization logically fits into this trend as depersonalization of others, a negative and formal attitude towards people who make up the professional circle of communication. This is a modern type of consumerism – "take everything from life".

The inclusion of the "Depersonalization" and "Alienation from work" indicators in factor 2 indicates that this type of life-realization is not an open and joyful interaction with the world, but narcissistic egoism, a consumer position. A person's own needs are higher than the requirements of society and the interests of other people, which are considered only as obstacles to free will. The factor positively correlates with the overall indicator of the coping behavior questionnaire, which indicates the stressful nature of this life strategy.

The factor is called "Hyperhedonism". Such a view of life is not something new and has been known since ancient times. Hedonistic ethics is rather useful, as it gives back the person a sense of the primordial value of being, harmony of soul and body. But uncontrolled

hedonism, not balanced by a moral and ethical frameworks, is destructive for both man and society.

Table 5

Factor loads of the factor 2 "Hyperhedonism"

Diagnosable factors	Correlation with factor
Hedonism (behavioral principle)	0,926
Life mobility	0,801
Alienation from other people	-0,878
Conformity (declared value)	-0,735
Traditions (declared value)	-0,723
Value orientation "Accepting life"	-0,716
Value orientation "Self-indulgent"	0,695
General indicator of subjective alienation	-0,687
Alienation from society	-0,673
Hedonism (declared value)	0,652
Stimulation (behavioral principle)	0,646
General indicator of subject-object orientations	0,645
Alienation from self	-0,636
General tension of coping strategies	0,615
Achievements (behavioral principle)	0,587
Traditions (behavioral principle)	-0,585
Alienation from work	-0,580
Depersonalization	0,557
Internal locus of control	0,508

The two factors described are the hidden basis of the observed relationship between burnout and life (value-semantic) orientation of the individual. According to the results obtained, it should be noted that A. Langle considers emotional burnout as a special form of existential vacuum – the result of the fact that a person does not experience the values in the profession for a long time, "performance of duty without worries"[27].

On the other hand, it is known that burnout develops among the specialists who are most keen on their work – those who "have something to burn": "Excessive commitment to work, reliance on

---

[27] Лэнгле, А. Эмоциональное выгорание с позиций экзистенциального анализа. *Вопросы психологии*. 2008. № 2. С. 3–16.

professional activity as the main way of self-realization, limitation of other areas of life and interests, closure of internal meanings on any side of one's own life significantly increases the subjective price of mistake, failure, turning it into a personal catastrophe, affecting the entire value, semantic sphere, turning into existential problem of the loss of meaning"[28]. It happens that the individual's personal values do not correspond to the values and meanings of the activity in which he/she is engaged, or to the values of corporate culture (in this case, a particular educational institution).

The following factors do not directly relate to burnout, but present interesting options for life strategies that "free" a person from the risk of professional burnout.

The third factor (with its own value of 6.6; 15.5% of the total variance) reflects self-leadership as the main value vector that underlies the subjective activity and semantic fullness of life – see Table 6. The factor is called "Freedom of Thoughts and Action".

Table 6

Factor loads of the factor 3 "Freedom of Thoughts and Actions"

Diagnosable factors	Correlation with factor
Freedom	0,791
Value orientation «Choosing one's own goals»	0,772
Risk taking	0,766
Self-Direction (declared value)	0,725
Achievements (declared value)	0,681
Stimulation (declared value)	0,643
Benevolence(declared value)	-0,615
Self-Direction (behavioral principle)	0,573
Existential fulfillment	0,564
Control	0,555
General hardiness	0,540
General indicator of subject-object orientations	0,503
Responsibility	0,501

---

[28] Бессонова Ю. В., Лазебная Е. О. Ценностные предпосылки выгорания субъекта труда. *Выгорание и профессионализация*: сб. науч. трудов / под ред. В. В. Лукьянова и др. Курск : КГУ, 2013. С. 29–43.

The existential freedom plays the main role here as the ability to choose one's own goals, make decisions on the basis of one's own values and find the corresponding opportunities of actions. Risk taking (both positive and negative components of the experience gained) provides overall hardiness. The declared value of independence is embodied in the real behavior. A feature of the value system is the distinctive orientation to the ideals of achievements, and stimulation and independence in the rejection of the prosocial orientation.

The fourth factor (with its own value of 4.6.; 10.5% of the total variance) arouses interest because it has a negative correlation with the indicator of depersonalization and alienation from work, that is, it can be considered as a force that counteracts the development of these negative symptoms. It represents the value ideal of universalism (understanding, tolerance, protection of the well-being of all mankind and nature) and embodied benevolence (maintaining the well-being of people with whom the individual is in direct contact). The humanistic and altruistic orientation, caring for others is a professionally important quality of teachers. This factor is called "Humanistic position".

Table 7

Factor loads of the factor 3 "Humanistic Position"

Diagnosable factors	Correlation with factor
Depersonalization	-0,505
Universalism (declared value)	0,684
Benevolence	0,632
Universalism	0,509
Alienation from work	-0,595

The fifth factor (with its own value of 3.3.; 7.5% of the total variance) is the opposite of those described in factor 3. This is the rejection of self-leadership, an orientation towards supporting traditions and conformity in the social behavior. The basis of such behavior is a conscious rejection of self-dependence and self-distance – a person's ability to move a distance in relation to himself/herself, to push back his/her desires, ideas and feelings. This

provides group solidarity. This strategy, although somewhat contrary to the provisions of psychology of subjectivity, is nevertheless quite effective: it is oriented towards success and positively correlates with the general indicator of hardiness. The factor is called "Compliance with social expectations".

Table 8

Factor loads of the factor 5 "Compliance with social expectations"

Diagnosable factors	Correlation with factor
Achievements (declared value, ideal)	0,581
Traditions (current value)	0,605
Self-dependence (current value)	-0,541
Conformity (current value)	0,512
Self-distance (SD)	0,503

Previously, when studying the value preconditions for professional burnout of rescuers of the Ministry of Emergencies, Yu. V. Bessonova and E.O. Lazebnaia (2013) came to the conclusion that the values of universalism and conformity are particular to specialists who are not subjected to post-traumatic stress; while with PTSD, people are guided not by universal values and inclusion in the world, but by their own needs. Well-adapted professionals do not separate themselves and society, considering themselves as successful members of it, included in the system of interaction with others. Our results confirm these findings and allow expanding them to different professional groups[29]. Our results confirm these findings and allow expanding them to different professional groups.

CONCLUSIONS

The analysis of the problem of professional burnout of a person revealed that this is a syndrome of physical, mental and emotional exhaustion. The result of this process is: negative self-esteem, a

---

[29] Бессонова Ю. В., Лазебная Е. О. Ценностные предпосылки выгорания субъекта труда. *Выгорание и профессионализация*: сб. науч. трудов / под ред. В. В. Лукьянова и др. Курск : КГУ, 2013. С. 29–43.

faceless attitude to professional activity, depersonalization. This is a crisis affecting the highest levels of psychological regulation, values and life meanings. At the same time, professional burnout of the personality is an individual process, which can be caused by the combinations of subjective and objective factors, which depend on life orientations, values, on ways of psychological protection and ways of alienation from social interaction.

As the results of psychological diagnostics have shown, professional burnout is not an indispensable attribute of the work of a teacher or the head of an educational institution. Exposure to this syndrome is closely associated with hardiness, with the characteristics of value-semantic sphere and life position.

The analysis of numerous correlations between the symptoms of burnout and characteristics of value-semantic sphere of educators actualizes the question of causes and consequences. As a result of the study, it was found that the value orientation determines a person's susceptibility to emotional exhaustion, cynicism and reduction of achievements, and also determines the expressiveness of these manifestations. Correlation connections made it possible to establish the opposite direction, value orientations are the result of negative professional experience, a kind of protective mechanism and a spontaneous attempt to self-preservation. Do certain values and meanings have a resource for overcoming the negative effects of burnout? The answer to this question will not be simple or direct.

Factor analysis revealed five general strategies for life-realization, which regulate the relationship between professional burnout and value-semantic orientations of educational principal staff and directorship: exhaustion by self-enhancement; hyperhedonism; freedom of thought and action; humanistic position; compliance with social expectations.

The results obtained open up wide opportunities for psychological assistance and prevention. We see an important prospect for further researches in conducting a longitudinal section of the symptoms of professional burnout of teachers (at the beginning and at the end of a school year, during periods of semester certification), monitoring

psychological factors that provoke and slow down the development of burnout during the working cycle.

SUMMARY

The article discusses theoretical and empirical approaches to the study of professional burnout and changes in the personality's life position. An empirical study was carried out on a group of educational principle staff and directorship, as the sample with a traditionally leading position in the list of occupations exposed to risk of professional burnout.

It has been noted that professional burnout is a complex and important issue, which is based on a contradiction: on the one hand, an active and responsible life position is resource-consuming, i.e. contributes to burnout, on the other hand, finding the meaning and value of one's own activity is a condition for a long and successful existence in the profession.

It has been established that an active life position is embraced as the most socially acceptable type of behavior and way of thinking. However, for the individual himself/herself, excessive commitment is dangerous with natural unhealthy consequences in the form of emotional exhaustion, disappointment, cynicism, negativity, and the depreciation of his/her past goals and accomplishments.

The study conducted revealed five general strategies for life-realization, which regulate the relationships between professional burnout and value-semantic orientations of educational principal staff and directorship: exhaustion by self-enhancement; hyperhedonism; freedom of thought and action; humanistic position; compliance with social expectations.

REFERENCES

1. Бессонова Ю. В., Лазебная Е. О. Ценностные предпосылки выгорания субъекта труда. *Выгорание и профессионализация*: сб. науч. трудов / под ред. В. В. Лукьянова и др. Курск : КГУ, 2013. С. 29–43.

2. Бондарчук О. І. Соціально-психологічні основи особистіс-ного розвитку керівників загальноосвітніх навчальних закладів у

професійній діяльності : автореф. дис. … д-ра психол. наук : 19.00.05. Київ, 2008. 34 с.

3. Водопьянова Н. Е., Старченкова Е. С., Наследов А. Д. Стандартизированный опросник «Профессиональное выгорание» для специалистов социономических профессий. *Вестник Санкт-Петербургского университета*. Серия 12. Социология. 2013. Вып. 4. С. 17–27.

4. Всемирная организация здравоохранения. Международная классификация болезней: «профессиональный синдром» эмоционального выгорания. URL: https://www.who.int/ mental_health/evidence/burn-out/ru/ (дата звернення: 26.09.2019)

5. Демина Л. Д., Ральникова И. А. Психологическое здоровье и защитные механизмы личности. Барнаул: Изд-во АлтГУ, 2005. 132 с.

6. Карандашев В. Н. Методика Шварца для изучения ценностей личности: концепция и методическое руководство. Санкт-Петербург : Речь, 2004. 72 с.

7. Китаев-Смык Л. А. Организм и стресс. Стресс жизни и стресс смерти. Москва : Смысл, 2012. 464 с.

8. Коржова Е.Ю. Психология жизненных ориентаций человека. Санкт-Петербург : Изд-во РХГА, 2006. 384 с.

9. Кривцова С. В., Лэнгле А., Орглер К. Шкала экзистенции (Existenzskala) А. Лэнгле и К. Орглер. *Экзистенциальный анализ*. 2009. № 1. Бюллетень. С. 141–170.

10. Крюкова Т. Л., Куфтяк Е. В. Опросник способов совладания (адаптация методики WCQ). *Журнал практического психолога*. 2007. № 3. С. 93–112.

11. Левит Л. З. Психология развития и реализации жизненного потенциала субъекта : дис. … доктора психол. наук : 19.00.01. Киев, 2016. 605 с.

12. Лэнгле А. Эмоциональное выгорание с позиций экзистенциального анализа. *Вопросы психологии*. 2008. № 2. С. 3–16.

13. Осин Е. Н. Смыслоутрата как переживание отчуждения: структура и диагностика : дис. … канд. психол. наук : 19.00.01. Москва. 2007. 217 с.

14. Леонтьев Д. А., Рассказова Е. И. Тест жизнестойкости. Москва : Смысл, 2006. 63 с.

15. Bakker A. B., Demerouti E. Job demands-resources theory: Taking stock and looking forward. *Journal of occupational health psychology*. 2017. Vol. 22, № 3. P. 273–285. DOI:10.1037/ocp0000056.

16. Burish M. Das Burnout-Syndrom: Theorie der inneren Erschöpfung. Berlin, Heidelberg: Springer-Verlag, 2014. 292 p. DOI: 10.1007/978-3-642-36255-2.

17. Burnout is rising in the land of work-life balance [Video by M. Savage and B. Derrier]. *BBC Worklife*. URL: www.bbc.com/worklife/article/20190719-why-is-burnout-rising-in-the-land-of-work-life-balance (дата звернення: 03.09.2019)

18. Freudenberger H. Staff Burnout. *Journal of Social Issues*. 1974. Vol. 30. P. 159–165. DOI: 10.1111/j.1540-4560.1974.tb00706.x

19. Golembiewski R. T., Munzenrider R. Phases of burnout: Developments inconcepts and applications. New York: Praeger. 1988. 292 p.

20. Gunderman R. For the young doctor about to burn out. *The Atlantic*. 2014, February 21. URL: http://www.theatlantic.com/health/archive/2014/02/for-th0e-young-doctor-about-to-burn-out/284005 (дата звернення: 26.09.2019).

21. Hubert S., Aujoulat I. Parental Burnout: When Exhausted Mothers Open Up. *Frontiers in Psychology*. 2018. Vol. 9. P. 1021. DOI: 10.3389/fpsyg.2018.01021.

22. Leitera M. P., Maslach C. Latent burnout profiles: A new approach to understanding theburnout experience. *Burnout Research*. 2016. Vol. 3. P. 89–100.

23. Maslach C., Jackson S. E. The measurement of experienced burnout. *Journal of Occupational Behaviour*. 1981. Vol. 2. P. 99–113.

24. Maslach C., Jackson S.E., Leiter M.P. Maslach burnout inventory. Manual (3rd ed.). Palo Alto, Calif. : Consulting Psychologists Press, 1996. 34 p.

25. Oosterholt B. G., Maes J. H., Van der Linden D., Verbraak M. J., Kompier M. A. Burnout and cortisol: Evidence for a lower cortisol awakening response in both clinical and nonclinical

burnout. *Journal of Psychosomatic Research*. 2015. Vol. 78, Is. 5, P. 445–451. DOI:10.1016/j.jpsychores.2014.11.003

26. Savic I. Structural Changes of the Brain in Relation to Occupational Stress. *Cerebral Cortex*. 2015. Vol. 25, Is. 6. P. 1554–1564. DOI: 10.1093/cercor/bht348.

27. Schaufeli W. B. Opgebrand : over de achtergronden van werkstress : het burnout-syndroom. Rotterdam: Donker. 1990. 224 p.

28. Schaufeli W. B., Leiter M., Maslach C. Burnout: 35 Years of research and practice. *Career Development International*. 2009. Vol. 14, № 3. P. 204–220. DOI: 10.1108/13620430910966406

29. Toker S., Melamed S., Berliner S., Zeltser D., Shapira I. Burnout and risk of coronary heart disease: A prospective study of 8838 employees. *Psychosomatic Medicine*. 2012. Vol. 74 (8). P. 840–847. DOI:10.1097/PSY.0b013e31826c3174

Information about the author:
Tavrovetska N.
Candidate of Psychological Sciences, Assistant Professor,
Head of the Department of Practical Psychology,
Kherson State University
27, University str., Kherson, 73000, Ukraine

THE PECULIARITIES OF DEVELOPMENT
OF INTELLECTUALLY DISABLED SCHOOLCHILDREN's
SOCIAL ADAPTATION UNDER THE INFLUENCE
OF PSYCHOLOGICAL-PEDAGOGICAL SUPPORT

Yakovleva S. D.

INTRODUCTION

Today, our country is looking for ways to build a new model of social relations, for new forms and methods of younger generation education. These searches, of course, influence also life of children with disabilities – the most socially vulnerable part of our society. The task is complicated by the fact that such searches for new, modern ways are carried out against the background of outdated stereotypes.

The social sphere sees childhood protection as one of the main strategic directions for further stabilization and development of our society, preservation and improvement of the nation's gene pool in order to secure the future of our country.

A complex, branched and differentiated system of educational institutions, rehabilitation and medical-pedagogical centres, educational-upbringing establishments, special institutions provides comprehensive assistance and support to children with disabilities. The socio-psychological aspect of such children's social rehabilitation involves correction of their psychological states, as well as support of their social-psychological adaptation, which in turn can lead to changes in their life situation.

This problem is even more important because of the fact that children with intellectual disabilities have limited adaptive capacity, which causes their social disadaptation and complicates the process of their integration into society. Many scientific studies in physiology, psychology, sociology, pedagogy are devoted to the issue of young people's adaptation to changing life requirements (at school, and later at work, etc.), especially at the present state of socio-economic development. These works discuss the theoretical and practical aspects

of the issue, the nature of adaptation, its types, mechanisms, structural components and so on.

However, despite the performed scientific studies, the issues of social and psychological adaptation at different stages of ontogenetic development (the basis of which is the ability to communicate), the psychological means promoting such adaptation of schoolchildren (formation of their communication skills, etc.) has not been sufficiently investigated yet.

This issue has not been studied also in relation to schoolchildren at lower forms of special need school and to the difficulties of their social and psychological adaptation. The problem of adaptability criteria, conditions and psychological-pedagogical mechanisms to improve this process at different ages and under different social conditions has not been resolved yet.

The special psychology should resolve not only general issues of correctional education, but also a whole set of problems regarding social and psychological adaptation and socialization of intellectually disabled children.

This research **goal** is to study the features of social adaptation of intellectually disabled schoolchildren. To achieve this goal, the following **tasks** were set:

1. to determine the peculiarities of social behaviour formation at intellectually disabled children attending primary school;

2. to substantiate the forms and methods developing social interaction skills of such schoolchildren;

3. to study adaptive processes of children with intellectual disabilities.

1. Psychological and pedagogical conditions forming social behaviour of schoolchildren with special needs

Children with intellectual disabilities cannot be integrated into society in the same way as their peers with normal intellectual abilities. Existing disabilities lead to disruption of their ties with society and culture, as sources for their development.

In the current socio-economic situation, social adaptation of children with developmental disabilities (respectively, with special

educational needs), in particular, their social competence, along with labour skills, is important because it influences decisively on possibility of their further employment.

For successful social adaptation, it is recommended to expand the life and social experience of children with intellectual disabilities. This problem can be solved by means of special education, but there is a problem: it is difficult for such children to apply the knowledge gained with particular objects into everyday life. Therefore, is necessary to pay attention to theoretical knowledge application into everyday life.

At education of children with intellectual disabilities, it is recommended to include them into the process of active practical work[1,2]. Mastering of actions with objects is the most effective under the conditions of emotional, situational-transactional communications with adults[3].

For successful social and labour adaptation of intellectually disabled children, it is necessary to form at them an adequate perception of their social role and people around them[4,5]. Otherwise, in the future, intellectually disabled children will not be able to choose a profession appropriate to their level of development. It is traditionally considered that the main component and mechanism of socialization is adaptation, under the influence of which a person acquires social traits and becomes a full member of society. However, is impossible to become a social being only under external conditions without internal

[1] Баряева, Л.Б. Обучение решению арифметических задач дошкольников с нарушениями умственного развития / Л.Б. Баряева // Дефектология : научно-методический журнал : издается с января 1969 года / ред. В.И. Лубовский. – 1990. – № 2. 1990. – С. 66-69.

[2] Белопольская, Н.Л. Оценка когнитивных и эмоциональных компонентов зоны ближайшего развития у детей с задержкой психического развития / Н.Л. Белопольская // Вопросы психологии : издается с января 1955 года / Ред. Е.В. Щедрина. – 1997. – № 1 январь-февраль 1997. – С. 19-25.

[3] Жулковска Т. Социализация людей с ограниченными интеллектуальными возможностями / Т. Жулковска ; под ред. и с предисл. А. И. Ковалевой, В.А. Лукова; пер. с польск. – М. : Социум, 2001. – 208 с.

[4] Намазбаева Ж.И. Развитие личности учащихся вспомогательной школы // Автореферат докт. психол. наук. М., 1986. 34 с.

[5] Чумакова Е.В. Психологическая защита в системе детско-родительского взаимодействия // Дисс. канд. психол. наук. СПб., 1998. 174 с.

prerequisites. Even sociality of healthy adults is far from complete merge with society; otherwise, there would be no problems of maladaptation, asocial behaviour correction, a person would not experience his/her strangeness in the world of other people. Many researchers emphasize the role of children's group in formation of their active life positions. For this purpose, it is recommended to create a positive microclimate in the group, which allow educators to involve all children into class activities with taking into account their peculiarities and inclinations.

In the course of social development, a person's forms of social interaction with society are changed, the degree of compliance with social requirements and norms grows. The transition from biological to social takes place during phylogenesis.

Some authors combine the concepts of socialization and adaptation, and the latter is understood as a component of the former. They state: "Socialization creates social typing of people, adapts and integrates them into society thanks to assimilation of social experience, values, norms, attitudes peculiar to both society as a whole and to some groups. However, because of an individual's natural autonomy, he/she preserves and develops his/her tendency towards independence, freedom, formation of his/her own position, his/her individuality ... Both tendencies – social typing and personal autonomy – are inherent to socialization and maintain stability, providing, with on the one hand, the renewal of social life, that is, society, and on the other one, implementation of personal potentials, inclinations, abilities ..."[6]. V.G. Kharcheva in "Fundamentals of Sociology"[7] identifies two forms of socialization: adaptation, or a person's passive adaptation to the environment and its requirements, and integration, or a person's active interactions with the environment, when he/she has the right to choose and exercise influence on the environment. By transforming the environment for him/her and his/her needs, a person is guided by the principles of necessity and

[6] Гошовський Я. Ресоціалізація депривованої особистості : [монографія]./ Я. Гошовський. – Дрогобич : Коло, 2008. – 480 с.

[7] Харчева В. Г. Основы социологии [Текст] : учебник / В. Г. Харчева. М. : КноРус : Логос, 2000. 302 с.

expediency. These principles act as determinants of integration between a personality and society[8].

The natural question arises: what gives rise to adaptation itself as a form, mechanism or component of socialization? In other words, what is the reason for adaptation? In biology, an adaptation purpose determines its course[9].

The psychological content of adaptation, or its usefulness for a person's socialization, may consist in elimination of such feelings as fear, loneliness, or in shortening of the social learning terms.

Since social adaptation takes place during social interactions of people, the degree of a person's adaptation to a group or society can be determined, on the one hand, by properties of the social environment, and on the other, by the person's own properties and qualities.

Social adaptation is closely linked to social and communicative activities. Social-communicative activities are a set of knowledge, skills and values that determine an individual's appropriate communicative behaviour in the social environment. Social-communicative activities of children with intellectual disabilities are understood by us as positive active actions aimed at changes in the surrounding reality and manifested in their ability to harmonize relationships with others, to demonstrate organizational abilities and interests to the problems of children and adults, and to be initiative at different group affairs.

A particularly important pedagogical task for development of social and communicative activities of children with intellectual disabilities is to help them acquire communicative skills and experience. This task cannot be solved by traditional methods, so innovative psychological technologies are more effective here.

The functions of psychologists working with intellectually disabled children in educational institutions are social adaptation, socialization, and social development of such children; psychological support for children and their families; participation in organisation

---

[8] Безпалько О. В. Соціальна педагогіка в схемах і таблицях : навч. посіб. / Ольга Володимирівна Безпалько – К. : Центр навч. л-ри, 2003. – 134 с.

[9] Гайденко В. Соціальна адаптація як передумова життєвого успіху / В. Гайденко, І. Предборська // Кроки до компетентності та інтеграції у суспільство : наук.-метод. зб. / ред. кол. Н. Софій (гол.), І. Єрмаков (кер. авт. кол. і наук. ред.) та ін. – К. : Контекст, 2000. – С. 111–113.

and operation of the educational environment that can contribute to children's identity disclosure; study of age and individual characteristics of children having intellectual; disabilities; psychological work with parents; causal diagnosis (revealing the causes of certain social obstacles for personal development); development of psychological and pedagogical recommendations contributing to development of communicative abilities, socialization, social adaptation of such children[10].

Thus, the content of psychological work in special education institutions is to promote social development of each individual, to identify early the range of his/her problems and to introduce corresponding developmental and corrective psychological-pedagogical programs.

The psychological-pedagogical programs for development of social-communicative activities of children with intellectual disabilities should consists of certain stages and blocks. The first stage reveals a child's level of social and communicative development. The second stage is diagnostic one, here an individual assessment of the child's social-communicative activities, social problems and his/her neuro-mental state is carried out.

The third stage of psychological-pedagogical work is aimed at development of social and communicative activities of senior preschoolers and junior schoolchildren with intellectual disabilities in educational institutions.

Thus, psychologists' task is to provide psychological support for above activities in an educational institution.

Social behaviour is formed during implementation of corresponding activities. In order to manage an individual's development, it is necessary to organize properly his/her activities in order to influence his/her emotions and behaviour. The efficiency of the traditional means forming social behaviour of children with intellectual disabilities depends on peculiarities of their psyche.

One of the main behavioural traits of intellectually disabled children is their low inhibition ability, which plays a significant role in

---

[10] Липа В.О. Формування адаптивних навичок розумово відсталих дітей як один із елементів модернізації освіти / В.О. Липа // Дидактичні та соціально-психологічні аспекти корекційної роботи в спеціальній школі. Науково-методичний збірник. Вип. 5. – К.: Науковий світ, 2004.– С. 28 – 31.

their overall nervous-mental activity and influences further behaviour. Children are not able to assimilate behavioural rules and norms without help, they are not able to control their actions and correct mistakes.

Teachers should follow a unified system of requirements during correctional and educational work. It encourages children with intellectual disabilities to follow rules of behaviour in different situations.

The main methodological tool to form social behaviour of children with intellectual disabilities is a clear demonstration of each action and its training. Visual demonstrations and training allow these children to actively participate in learning of rules and norms, to emotionally experience them, to enjoy to be a role model – all these stimulate children to better understand and assimilate the rules and norms of social behaviour.

A lot of information received and encoded at different levels comes from the first signalling system. The ratio between the first and second signalling systems is disturbed because the words' regulating function is underdeveloped. Different by meanings, but close by sounding words are often perceived by children with intellectual disabilities as the same, and correct reactions on them are created only after hard work and long training, and some children do not form these reactions at all. But gradually, speech begins to affect the children's activities and behaviour.

The awareness of social behavioural rules and norms is of great importance for their mastering. Constant, unconditional adherence to norms must become an internal need for children.

The effective education of children with intellectual disabilities often depends not only on the characteristics of their psyche, but also on their ability to perceive the educational influences.

Thus, social development of children with intellectual disabilities depends on their awareness of social behavioural rules and on the depth of their knowledge about the norms of social interactions. This is the meaning of social adaptation.

2. The dynamics of adaptive process development
at children with intellectual disabilities

Two samples of children were used to solve the put-forward tasks. The first group consisted of 10 schoolchildren of the 3rd form of

special need secondary school № 1 in Kherson with diagnosed mental retardation, the degree of mild mental deficiency of different genesis, the age of 9-11 years. By gender, they were divided as follows: 4 boys and 6 girls. The second experimental group included 10 children of the 2nd form of general secondary school № 55 with the diagnosis of developmental delay, the age of 7-8 years.

The main research task was to qualify special social adaptation of children with intellectual disabilities. Social adaptation of children with intellectual disabilities is influenced by their intellectual development; this is a basic characteristic to sent a child to a special need school or to a class with individual pedagogical correction (IPC) of a general school or to a regular class of a general school. To solve the put-forward task we used the following techniques:

1) Amthauer IST (the verbal component, since other test components were not available for children with intellectual disabilities at this stage);

2) Spielberger-Hanin Anxiety Inventory. (The score for normative development: up to 30 points – low, 31 – 44 points – moderate; 45 or more – high)[11].

The research results were processed using quantitative and qualitative methods.

The Amthauer IST data shows that the intelligence level of the experimental group (mentally retarded 10-year old children) do not meet the norms (Table 1).

The table shows that there are significant differences between mentally retarded children and children with developmental delay. General norms:

Level 1 – 12 points and the ages less than 6 years
Level 2 – 12.5 points at 6.5 years.
Level 3 – 17-19 points at 7 years.
Level 4 – 20 – 25 points at 8 years[12]

[11] Психологические тесты для профессионалов/ авт. сост Н.Ф. Гребень. – Минск: Соврем. шк., 2007. – 496с.

[12] Тест Р.Амтхауэра, Тест структуры интеллекта (TSI) / Елисеев О.П. Практикум по психологии личности – СПб., 2003. С.342-370.

Table 1

Indicators of baseline intelligence by Amthauer IST

Group	IST sub-tests				General estimation
	I Continuation of sentences	II Classifications	III Analogies	IV Generalization	
Mentally retarded children n = 10	35	51,5	39,5	32,5	157,5
Children with developmental delay n = 10	40	57	46	39,5	182,5

Absence of high scores for the I subtest can be explained by children's insufficient ability to perceive, process and retain information about the world, especially information that is abstract in its nature (for example, avoiding the names of week days, seasons), and can also be explained by the cultural informational environment where children live and is brought up. It should be noted that there are children from incomplete families among the examined ones, such children often do not receive emotional warmth and often left unattended alone. Many children cannot answer the question: "Who lives in the warm lands?" (wolf, bear, deer, camel) or the open statement: "Father is the eldest of his son" (always, often, sometimes, never, rarely). This indicates that mentally retarded children are characterized by impaired abstract thinking, perception. It is difficult for them to imagine anything. It is better if such material is supported by didactic material or practical help of a teacher.

Children with developmental delay also have deviations from normal indicators, which indicate their need in some correction of information perception, storage and reproduction by them.

The "Classification" subtest examines thinking operations, established logical connections between objects, concept formation, the ability to analyze, compare, summarize. This subtest results show that most children failed to answer the question from the first time, they were constantly questioning or even defined the wrong answers. That indicates insufficient formation of concepts, poor ability to analyze, synthesize, compare, classify. The obtained data show that these mental functions are not normal. Life experience and constant corrective work on intelligence development can help achieve higher results. This data applies to both children with mental retardation and developmental delay.

The low indicators for the third subtest indicate that processes such as generalization, abstract thinking, and the ability to identify essential features are very poorly developed at children with mental retardation. It is difficult for children with such intellectual disabilities to study even at a special need school, because it is difficult for them to formulate questions, to bring their thoughts to a logical end. It is difficult for them to understand task instructions; they are not able to follow in their reasoning the criterion given at question formulating. There is one girl among the studied children who has a severe degree of mental deficiency. Of course, testing with this method was very difficult for her, because all mental functions were developed at a low level, even in comparison with other mentally retarded children. Children with developmental delay also showed poor results, which indicates that their mental processes are underdeveloped and therefore require correction.

The "Generalization" subtest examines formation of the corresponding mental process. The children participated in the research answered less than 50% questions. They mainly named certain common features of objects (for example, cucumbers and tomatoes grow in the garden; a broom and a shovel clean the yard).

For the obtained data evaluation, we should take into account the peculiarities of speech development, which greatly influences social adaptation. Subtest results indicate insufficient vocabulary of children with intellectual disabilities. Poverty of their speech and limited world-view are the results of these children's underdeveloped speech. Also, the results of subtests filled by children with different society adaptability showed weakness of their arbitrary attention, a high level of exhaustion, and weakness of nervous processes. The comparison of children with mental retardation and developmental delay show clear differences in their speech development, since the vocabulary of children with developmental delay is much wider, these children are better adapted in society, more focused and less restricted than children with mental retardation, but they also need some corrections.

Basing on the obtained indicators and their correlation with age norms, we can say that the intelligence indicators at both groups are low. This indicates low adaptive capacity of mentally retarded children and a slightly higher one of children with developmental delay.

To determine the children's adaptability in society, we decided to determine anxiety with Spielberger-Hanin method.

The experiment data obtained with Spielberger-Hanin Anxiety Inventory show very low or too high anxiety characteristic for mentally retarded children, which is usual feature of such children.

Table 2

The experiment data obtained with Spielberger-Hanin Anxiety Inventory for the researched groups

Personal Anxiety		Situational Anxiety	
Mentally retarded children	Children with developmental delay	Mentally retarded children	Children with developmental delay
49,4	47,3	47,4	45,7

The children with developmental delay showed personal anxiety at a moderate level, whereas the group of the mentally retarded showed results over the moderate limits and high anxiety.

Situational anxiety for both groups was at a moderate level, within the range of 31-44.

High anxiety needs considerable attention because it precedes a person's anxiety state in the situation of his/her competence assessing. Mentally retarded children are characterized by the state of excitement, which is accompanied by high anxiety. Easily excited children are characterized by the rapid switching of attention from one object to another; they cannot be engaged in one activity for a long time; they are quickly tired, mentally unbalanced. They are inattentive at lessons. They perceive their failures as painful. In communication with peers, they often act as leaders; their role is leading in games. At formation of these children's social adaptation, attention should be paid to psychological peculiarities that greatly affect them; as such children can be easily influenced by bad people or companies.

The children having inhibition as a leading component of their nervous activity are characterized by low anxiety. Such mentally retarded children are passive in all activities, in communication with peers, as a rule, they keep company with peers of similar temperament. Such children are influenced during social development neither positively nor negatively.

After the corrective work on adaptive skill formation, the socio-pedagogical orientation of the educational process, formation of interpersonal relationships between schoolchildren, the testing was performed once more with the same methods.

The performed Amthauer IST showed rise of the results for all subtests, but this improvement was not really high, which indicate the need for longer corrective and educational work. Improvement of the indicators can be expected, since this tendency is detected (table 3).

<div align="right">Table 3</div>

Intelligence indicators by Amthauer IST in the process of correctional educational work

№ з/п	Children with developmental delay							
	I subtest		II subtest		III subtest		IV subtest	
	before	after	before	after	before	after	before	after
∑	40	48	57	157	46	51	39,5	45
	Mentally retarded children							
∑	35	40,5	51,5	57	39,5	44	32,5	41,5

The subtests indicators showed a low, but still positive result of corrective work with the mentally retarded children. This indicates the possibility of their social adaptation, but the correction should be continued and be performed constantly and for a long time, as evidenced by the data of Table 3.

The repeated study with Spielberger-Hanin Anxiously Inventory revealed a slight improvement for emotional sphere of the children from both groups. That is, anxiety decreased slightly, but remained at a moderate level for both groups, and personal anxiety remains at the boundary between moderate and high levels for children with mental retardation and children with developmental delay (Table 4).

<div align="right">Table 4</div>

The experiment data obtained with Spielberger-Hanin Anxiety Inventory in the process of correctional educational work

Indicators	Mentally retarded children n = 10		Children with developmental delay n = 10	
	Initial data	After correction	Initial data	After correction
Personal Anxiety	49,4	45,8	47,3	42,9
Situational Anxiety	47,4	44	45,7	41,7

The experimental data obtained with Spielberger-Hanin Anxiety Inventory showed very low or high anxiety of mentally retarded children, which is a characteristic feature for such children. In our

experiment, children had high levels of both personal and situational anxiety.

High anxiety needs considerable attention because it precedes a person's anxiety state in challenging situations. Mentally retarded children are characterized by the state of excitement, which is accompanied by high anxiety. Socialization of children with intellectual disabilities requires an individual and differentiated approach to each child, which takes into account their psychophysiological development and emotional sphere.

3. The system of social and pedagogical support for personal socialization

Development of a system of social and pedagogical support for primary school children's socialization includes several directions of changes: from identification of children's socialization problems existing in the primary school pedagogical process to the analysis of socialization supporting system implementation and requires joint activities of the project agents and their work in cooperation to agree all stages.

Social-pedagogical support of socialization is a process of personal interactions between those who give support and those who need it, and it is aimed at actuation of children's social potential for their successful socialization-individualization on the basis of the humanistic approach, which corresponds to the real status of the modern primary school childhood and allows pedagogically balanced socialization of a personality.

The system of social and pedagogical support contains the following structural elements:

– purpose and objectives;
– priority directions and main forms of adults' work with children;
– ways of adults interactions with children based on the humanistic position of caregivers, social educators, psychologists, parents, and other agents;
– deployment in time and space through step-by-step implementation;
– criteria for effective socialization as a result.

The strategic purpose of the support depends on the purpose of an individual's socialization. Socio-pedagogical support for an individual's socialization creates a spiritual-figural space of education

as a mechanism for self-realization, so the individual can assimilate socio-cultural values and become a self-sufficient social agent. On this way, education becomes realistic. Otherwise, socialization loses its humanistic meaning and becomes a means of psychological violence, development of conformism, obedience, unification, degradation of human Self[13].

The real pedagogical approach, implementing the above, emphasizes on personal socializing plan, on the construction by a child in joint activity with adults and peers of such an image of the world that reflects discovery and development by the child of two important life aspects: the world of his/her own Self (as identification and affirmation among others) and the system of ideas and perceptions of the social world – an "image of the social world" (as opportunities to "fit in" to the social environment, to find him/herself in it, to live in the conditions of constant changes). The pedagogy of a primary schoolchild's development as a personality, approved in the Basic Component of primary school education, should be child-centred and help children master the science and art of life, should acts as the basis for an individual's humanistic position formation, for which positive self-acceptance and positive attitude to others are necessary. The socialization goal is a multidimensional construct that can be projected into four "planes" of children's life according to the Basic Component of primary school education. Each plane is only a part, a "slice" of this global goal, and the content of this part is determined by the content of the corresponding sphere in social reality. The analysis of the socialization goals for schoolchildren through the prism of their social and pedagogical support allows us to group the socialization objectives into specific target areas: 1) promotion of children's adaptation to life conditions, introduction of children into the world of human relations, formation of children's openness to the world; 2) promotion of self-awareness dynamics and development, which allows children to change their self-images and attitudes to themselves at the life path, formation of their willingness to perceive social information, development of the skills of social behaviour; 3) formation of a child's subjective life position, assistance in self-realization. First and

---

[13] Рогальська І.П. Соціалізація особистості у дошкільному дитинстві: сутність, специфіка, супровід: Монографія / І.П. Рогальська. – К.: Міленіум, 2009. – 400 с.

foremost, it means education of conscious attitudes to themselves as a free Self and to own duties, determined through relationships with others; children should cultivate the desire to know people and to do good deeds. We consider these objectives as a basis for determining the priority areas and content of adult work with children and for selection of proper forms, methods and means of children's socialization.

The social-pedagogical support should have procedural character, be applied for a long time, be in touch with real daily life of families and primary school, provide personal interactions between the participants.

The main guiding element of social and pedagogical support for children's socialization is teachers' supportive work, aimed at the development of socially and individually significant indicators of children's social formation. The basis of supportive work is a supporting action. Socio-pedagogical support is built on a humanistic basis, which means orientation on a child's personality, helping him/her to become an agent of socialization and own creativity and creation of a favourable psychological climate of security and comfort in a group. It has a preventive and developmental character[14].

Positive changes in children's socialization and an increased number of children with deep and harmonious socialization as a result can become an indicator of the proposed support effectiveness.

Thus, the introduction into the learning process of educational institutions of systemic social and pedagogical support for children socialization with appropriate methodological approaches and developed programs leads to positive pedagogical achievements at work with children having developmental disabilities.

CONCLUSIONS

1. The personality of a child with developmental disorders is developed in accordance with the general patterns of children development, and deficiencies, states or illness determine secondary symptoms (according to L. Vygotsky) that arise indirectly because of abnormal social states. Disease, which causes first of all disturbances

---

[14] Рогальська І.П. Соціалізація особистості у дошкільному дитинстві: сутність, специфіка, супровід: Монографія / І.П. Рогальська. – К.: Міленіум, 2009. – 400 с.

in human biology, creates obstacles for social and psychological development.

2. Intellectual disabilities impede an individual's possibilities to participate in the life of society and make more difficult his/her education and training. And the sooner begins education of such children, the more chances they have for normal social adaptation.

3. The leading component of social work with younger schoolchildren with intellectual disabilities is formation of their individuality and their socialization by taking into account potentials and needs of each child. Construction of children's relationships with their micro– and macroenvironment, development of their preserved psycho-physical abilities can be carried out by expanding their communications, organization of their leisure, games and creative activities, by assistance in their self-care and movement, provision of necessary medicines and food, rehabilitation organization.

4. The key element of social adaptation is experience in social relations and use of the methods stimulating activity and behaviour, priority should be given to promotion of conscious actions, role-playing games, trainings.

5. For successful social adaptation, we recommend to expand intellectually disabled children's everyday and social experience by means of special education with practical application of theoretical knowledge needed by the children in everyday life.

6. Communication, interpersonal relationships, and the psychological climate at a class, which determine social adaptation, are the main components of the social and psychological support for special need schoolchildren adaptation. Social adaptation is influenced by all social-psychological indicators (communication, interpersonal relationships and the psychological climate) that are determined by activities of schoolchildren, educators and teachers assistants.

The result of the performed experimental research proves that social development of children with intellectual disabilities is influenced by the peculiarities of their intellectual activities, emotional sphere, namely, anxiety and self-attitude, which are an integral feature of these children character.

SUMMARY

The article discusses social adaptation of primary school-age children with impaired mental development. The need to study

socialization of such children is conditioned by the difficulties of their social and psychological adaptation to life situations. The analysed experimental data show influence of children's intellectual development on their social adaptation, as well as influence of their emotional states on the adaptive processes of schoolchildren with impaired mental development. The perfumed educational correctional work was aimed at increasing of children's intelligence level and reducing of their emotional tension, anxiety. Thus, social development of children with intellectual disabilities is influenced by the peculiarities of their intellectual activities and their emotional sphere, namely, anxiety, which is an integral feature of these children character, and their self-attitude.

REFERENCES

1. Баряева, Л.Б. Обучение решению арифметических задач дошкольников с нарушениями умственного развития / за ред. В.И. Лубовского. *Дефектология : научно-методический журнал* . 1990. № 2. С. 66-69.

2. Безпалько О. В. Соціальна педагогіка в схемах і таблицях : навч. посіб. К. : Центр навч. л-ри, 2003. 134 с.

3. Белопольская, Н.Л. Оценка когнитивных и эмоциональных компонентов зоны ближайшего развития у детей с задержкой психического развития / за ред. Е.В. Щедрина. *Вопросы психологии.*1997. № 1. С. 19-25.

4. Гайденко В., Предборська I. Соціальна адаптація як передумова життєвого успіху *Кроки до компетентності та інтеграції у суспільство* : наук.-метод. зб. К. : Контекст, 2000. С. 111–113.

5. Гошовський Я. Ресоціалізація депривованої особистості : [монографія. Дрогобич : Коло, 2008. 480 с.

6. Жулковска Т. Социализация людей с ограниченными интеллектуальными возможностями / под ред.. А. И. Ковалевой, В.А. Лукова; пер. с польск. М. : Социум, 2001. 208 с.

7. Липа В.О. Формування адаптивних навичок розумово відсталих дітей як один із елементів модернізації освіти. *Дидактичні та соціально-психологічні аспекти корекційної роботи в спеціальній школі* : Науково-методичний збірник. Вип. 5. К.: Науковий світ, 2004. С. 28–31.

8. Намазбаева Ж.И. Развитие личности учащихся вспомогательной школы : автореф. дис… докт. психол. наук. М., 1986. 34 с.

9. Психологические тесты для профессионалов / авт. сост Н.Ф. Гребень. Минск : Соврем. шк., 2007. 496 с.

10. Рогальська І.П. Соціалізація особистості у дошкільному дитинстві: сутність, специфіка, супровід : монографія. К.: Міленіум, 2009. 400 с.

11. *Тест Р. Амтхауэра, Тест структуры интеллекта (TSI)* / Елисеев О.П. Практикум по психологии личности. СПб., 2003. С. 342-370.

12. *Харчева В. Г.* Основы социологии [Текст] : учебник. М. : КноРус : Логос, 2000. 302 с.

13. Чумакова Е.В. Психологическая защита в системе детско-родительского взаимодействия : дис… канд. психол. наук. СПб., 1998. 174 с.

Information about the author:
Yakovleva S. D.
Doctor of Psychological Sciences,
Professor at the Department of Correctional Education,
Kherson State University
27, Universitetskaya ave., Kherson, 73000, Ukraine

SELF-CONTROL AND SELF-REGULATION OF EMOTIONS IN THE STRUCTURE OF EMOTIONAL INTELLIGENCE

Zaritskaya V. V.

INTRODUCTION

This section describes the approaches of scientists to the interpretation of the concepts of «self-control of emotions», «self-regulation of emotions», the meaning of these abilities to ensure adequate response and the environment, events, actions of individuals and others; the most important indicators by which it is possible to determine the level of development of self-control and self-regulation of emotions are highlighted; ways of overcoming difficulties for self-control or self-regulation of emotions are shown, and how you can learn this. The problem of emotional self-control and self-regulation is one of the important psychological problems relevant to personal and professional growth. Significant psychological stress, particularly in professional activities related to the human-to-human relationship system, causes the development of occupational stress, mental alientation and disorganization of behaviour. One of the factors that do not contribute to the stabilization of the positive-emotional state of the individual is still the authoritarian nature of the educational process in educational institutions, when attention is focused only on the process of learning, skills, and there are no permanent active means of removing emotional stress, positive emotions[1]. Especially there is great influence of emotional stress on young professionals. It is a professional duty to make judicious decisions, to overcome irritation, despair, to contain anger[2]. In view of the above named, self-control and self-regulation of emotions are considered by us to be important components of emotional intelligence. Many scientists emphasize their

---

[1] Назарець Л.М. Емоційна регуляція пізнавальних процесів як чинник духовного становлення підлітків / Л.М. Назарець // Проблеми загальної та педагогічної психології : зб. наук. пр. Ін-ту психології ім. Г.С. Костюка АПН України / [за ред. С.Д. Максименка]. – К., 2007. – Т. IX. – Ч. 6. – С. 298–303.

[2] Андреева И.Н. Когнитивные стратегии эмоциональной саморегуляции в педагогической деятельности / И.Н. Андреева // Вести БДПУ. – 2008. – № 4. – С. 31–35.

importance. For example, R. Bar-On[3] views the ability to control one's emotions as a manifestation of independence, as well as the ability to express feelings openly, be firm and defend the point of view as a manifestation of self-affirmation (assertiveness).

1. Self-control of Emotions as a Psychological Phenomenon

Self-control acts as the ability to control one's emotions. Fear of expressing emotions (seclusion, caution, etc.) or exaggerated manifestation of them (anger, anxiety, sadness) are always psychological and physiological processes. The physiological aspect is manifested in the acceleration or deceleration of of heart rate, blood pressure changes and hormonal balance disturbance – all this takes away a person's strength and inhibits potential. A person with a low level of self-control is not capable of holding back emotions (which may affect her emotional well-being), and is not capable of expressing them (which also has a bad effect on her well-being and emotional well-being of others). In each situation, you should be able to determine the optimal middle of emotions in accordance with existing events. In this regard, D. Goleman[4] argues that self-control is an internal dialogue, an element of emotional intelligence that does not allow our feelings to dictate our will. It is self-control that gives clarity to the mind, empowers us with the energy that human beings need, and saves people from the effects of destructive emotions. People who are well able to self-control emotions are always cheerful, optimistic, able to set others up for a positive attitude to the phenomena or events in which they are currently involved. As emotions are usually transmitted from one person to another, it is extremely important to be able to control one's own emotions so as not to disrupt relationships with other people. If a person in a good mood is talking to a person characterized as conflicted, aggressive, the consequences of the conversation can have two aspects: the first – if the person responds to the aggression in the same way, then the conversation ends with increased irritation between the interlocutors; second – if a person does not respond to the pressure of aggression, then, remains in a positive

---

[3] Андреева И.Н. Эмоциональный интеллект: исследование феномена / И.Н. Андреева // Вопросы психологии. – 2006. – № 3. – С. 78–86.

[4] Гоулман Д. Эмоциональное лидерство: Искусство управления людьми на основе эмоционального интеллекта / Дэниел Гоулман, Ричард Бояцис, Энни Макки. – М. : Альбина Бизнес Букс, 2007. – 301 с.

mood, the aggressive individual has a chance to calm down or at least reduce irritation. Thus, it can be concluded that the ability to control their own emotions, even in adverse situations, contributes to maintaining optimism and positive mood. Self-control allows a person to be sincere, and such emotional transparency is not only the property of the person, especially the leader, but also an essential asset of the organization he heads.

Honesty in communication as unwavering openness in feelings, confidence in actions generates honour and honesty, and it inspires confidence in this person. For example, leaders who are given a high level of self-control, they allow a degree of sincerity that allows them to feel comfortable in terms of being open to people. In our view, this applies to any person, not just a leader, to maintain sincere, friendly relationships with others. D. Goleman self-control includes such abilities as: the ability to control his own emotions, openness, adaptability, the will to win, initiative, optimism. He characterizes his ability to control his emotions as being able to remain calm even in difficult or stressful situations; describes openness as a sincere expression of one's feelings and beliefs; adaptability – as the ability to respond flexibly and adapt to circumstances; the will to show victory by improving the quality of work, self-improvement and improvement of the work of those who work alongside; initiative as the ability to violate outdated rules or practices and make unconventional suggestions to improve work or solve a problem; optimism is the ability to find in any situation a favourable opportunity to solve it, not a threat, guided by the rule that all changes should be seen as changes for the better. Ye. Ilyin complements these abilities with the ability to use counterfacts aimed at reducing the significance of activities that cause emotional stress, which improves the emotional state of the person[5] and prevents the emergence of emotional exhaustion, which develops against the backdrop of emotional overload and can be exhausted by the failure of resources activities[6].

The importance of self-control of emotions was also pointed out by P. Salovey and J. Mayer[7], who argued that the accuracy of evaluation and expression of emotions is necessary because emotions

---

[5] Ильин Е.П. Эмоции и чувства / Е.П. Ильин. – СПб. : Питер, 2001. – С. 242–244.

[6] Ильин Е.П. Мотивация и мотивы / Е.П. Ильин. – СПб. : Питер, 2006. – 512 с.

[7] Андреева И.Н. Эмоциональный интеллект: исследование феномена / И.Н. Андреева // Вопросы психологии. – 2006. – № 3. – С. 78–86.

are a signal to a person about important events or their own needs, they affect their whole thought process, behaviour and help understand how to think and act more effectively using emotions. The level of self-control of emotions depends on the nature of emotions, as they can be both desirable and undesirable. The over-expression of emotions, as well as their insufficiency, can disrupt activities or worsen relationships between people, which usually leads to emotional tension. There are some techniques that contribute to the removal of emotional stress, namely: the focus on individual technical details, tactical techniques, but not on the significance of the result; reducing the importance of the activity, its value, which will calm the anxious person a little; obtaining additional information that will reduce emotional tension; developing a fallback strategy; suspension of work for a certain period of time; physical discharge (walking, listening to music; doing other work, etc.); a smile that keeps you in the mood for negative feelings will improve your mood; activating the sense of humour because laughter reduces tension; muscle relaxation (relaxation), which is an element of autogenic training and is recommended for stress relief[8]. Suppressing emotions can sometimes make it easier for a person, though sometimes more difficult, to endure pain or other unpleasant feelings. Controlling the expression of one's own emotions (expression) according to the research of psychologists is manifested in three forms: «inhibition», that is, an attempt to outwardly display one's emotional state; «masking», that is, the replacement of the expression of true emotions with other emotions; «simulation», that is, the expression of outward emotions that a person does not experience.

Research by I. Pereverzeyeva[9] found that forms of expression of emotions depend on age. The older the person, the better she is able to choose the form of emotion in specific situations, provided that she was taught to control her own emotions, and if not taught, she can manifest them in adulthood regardless of the situation or the rules of etiquette. The following pattern was found: in persons with a predominance of positive emotions, no significant difference was

---

[8] Психология: учебник для гуманитарных вузов / [под общ. ред. В.Н. Дружинина]. – СПб. : Питер, 2007. – 656 с.

[9] Переверзева И.А. Проявление индивидуальных различий по эмоциональности в функции контроля за эмоциональной экспрессией / И.А. Переверзева // Вопросы психологии. – 1989. – № 1. – С. 113–117.

found between the frequency of emotions and the frequency of expression of different emotions, which indicates the weakness of their control of their emotions. These people, as they experience the environment, so in most cases they manifest it. And people who are prone to experiencing negative emotions have a higher degree of control over emotional expression, at the expense of which they are able to «mask» their own negative emotions, replacing them with positive emotions that they do not experience. In persons with a strong tendency to experience negative emotions, firstly, a higher degree of control of the expression of both positive and negative emotions; secondly, negative emotions are more often experienced than expressed (ie, their expression is controlled in the form of «inhibition»); third, positive emotions, on the contrary, are more often expressed than experienced (ie, control of their expression is carried out in the form of «simulation»). This is due to the fact that the expression of positive emotions promotes communication and productive activities. Of particular importance in providing self-control over emotions, in particular, S. Yemelyanov[10] attaches to the formation of an installation for constructive behaviour. He proposes to follow the three basic rules of self-control of emotions that are accessible to each person and do not require special training. The first rule of self-control is a calm reaction to the phenomena, processes or emotional actions of a partner. He calls this phenomenon conditionally emotional endurance, that is, the ability of a person to prevent exaggeration in the manifestation of negative emotional reactions to acute situations. The second rule of self-control is the rationalization of emotions, the exchange of the content of emotional experiences in the process of quiet communication. Compliance with this rule implies that when a partner is in a state of emotional commotion, they do not need to be in the mood to avoid entering this state themselves. To this end, one is asked to ask himself the following questions: «Why does this person behave like this?», «What are the motives of his or her behaviour?», «Is his or her behaviour related to the individual characteristics or for any other reason?» and others. Asking such questions and answering them, a person has a number of advantages over other people: firstly, in critical situations, people are forced to actively work consciousness

---

[10] Емельянов С.М. Практикум по конфликтологии / С.М. Емельянов. – СПб. : Питер, 2001. – 400 с.

and thus further protect themselves from emotional explosion; secondly, by his behaviour a person gives his interlocutor to express his emotions in full force; thirdly, the rationalization of emotions distracts the person from unnecessary and sometimes harmful information that can be disclosed by the interlocutor in the state of excitement; fourthly, when answering a question, a person solves an extremely important and difficult task that is looking for a reason and trying to understand the motives of such emotional state of the interlocutor. The third rule of self-control is to maintain high self-esteem as a basis for constructive behaviour, because one of the reasons for the undesirable emotional reactions of the interlocutors is often their underestimation. The inadequacy of emotional behaviour in this case is explained by one of the mechanisms of psychological protection which is known as regression. To exclude unwanted emotional reactions, it is necessary to maintain a high level of self-esteem in himself and in the interlocutor. The level of personality's ability to self-control determines the level of controlling of their emotions. In particular, I. Andreyeva defines self-control as the ability to control one's emotions, to distinguish them as a separate object, to adequately assess, publicize, control emotional expression (restraint). She emphasizes the importance of developing the ability to have adequate emotional expression, which is an important factor in physical and mental health, arguing that excessive restraint of emotions causes various illnesses. At the same time, uncontrolled emotional expression impedes interpersonal communication. Among the reasons for the difficulties in expressing emotions in accordance with the situation I. Andreyeva names, for example, the following: mastering the forms of expression of emotions that prevail in the family and immediate surroundings and are not the norm in society; lack of knowledge about the socially recognized forms of expression of emotions; fear of publicizing one's feelings associated with fear of condemning others; some birth factors, although the level of learning is still crucial. The basic steps of teaching self-control are offered by A. Bandura[11]. He argues that these steps are acceptable for both internal (psychological) and external (behavioural) self-control. In the context of our study, we characterize these steps in the self-control of

---

[11] Хьелл Л. Теории личности / Л. Хьелл, Д. Зиглер. – 3-е изд. – СПб. : Питер, 2006. – 607 с.

emotions in terms of his social-cognitive theory of personality. The first step of self-control is to determine the exact form of expression of emotions in this situation. Unfortunately, this step is much more complicated than it might seem at first glance. It requires a thoughtful attitude to the situation. The second step is to collect the basic data, that is, to obtain information about the situation itself, the causes of its occurrence, the nature of the course, the peculiarities of the people involved in the situation. The third step is the development of an action program, ie the choice of a way to respond to the situation, the inclusion of emotional experience, self-reinforcement, self-order, taking into account the environment, etc. The fourth step is an agreement with yourself about the extent and nature of emotions in this situation, taking into account all the necessary factors. The fifth step is to accurately predict the end result of a particular emotion. Ultimately, emotional reactions should lead to a positive exit from the situation, and become the next step in developing the experience of adequate expression of emotions in the situation in which a person finds himself. The above steps of learning self-control are also a process of learning self-regulation of emotions. The process of learning, in particular, of social learning is presented in the theory of J. Rotter. At the heart of this theory is the prediction of human behaviour in difficult situations, which, of course, is accompanied by the manifestation of emotions. For behavioural prediction, the interaction of four variables must be analysed in detail: the potential for behaviour, the expectations, the value of reinforcement, and the psychological situation that the individual represents. Thus, the potential of behaviour consists of emotional reactions, motor reactions, cognition, verbal behaviour, non-verbal expression of behaviour, etc., that is, those types of human activity in response to a stimulus response that can be identified and measured in some way. J. Rotter refers expectation to the subjective likelihood that some reinforcement will occur as a result of specific behaviour. His conception of expectation clearly indicates that if in the past people have received reinforcements for their behaviour in this situation, they most often repeat this behaviour. The other behaviour of a person when they get into a situation for the first time. In this case, the expectation is based on the experience of the person in such situations. In fact, he argues that a stable expectation, generalized on the basis of past experience, really explains the stability of the individual. However, he emphasizes that expectations are not always

98

true. Some people, for example, may have unrealistically high expectations of their success regardless of the situation. And others may be so insecure that they constantly underestimate their chances of success in this situation. In any case, if we are to accurately predict an individual's behaviour, then we should rely on his own subjective assessment of success and failure, not on the evaluation of someone else. It identifies two types of expectations: specific expectations that are specific to certain situations and generalized expectations that reflect the experience of different situations and can be used in many situations. Generalized expectations are also called the internal-external locus of control, which is interpreted as a generalized expectation of the extent to which people control reinforcement in their lives. People with an external locus of control believe that their successes or failures are governed by external factors such as fate, luck, influential people and unforeseen forces of the environment. And people with an internal locus of control believe that successes and failures are determined by their own actions and abilities (internal, personal factors). Therefore, «internals» feel that they have a greater impact on reinforcement than people with an external orientation of the locus of control. People with a fuzzy orientation of the locus of control are between these two extremes. Given this, one can measure the locus of control over J. Rotter's methodology[12]. With this test, interns were found to be more than cautious externs, for example, to maintain or repair health, less likely to have psychological illnesses, and to adapt better. People are able to achieve greater success if they believe that their fate is in their own hands. These people are less influenced by other people, better able to control their own behaviour and that of others, more confident in solving problems than externalities, and therefore independent of others. The third component of behaviour is the value of reinforcement as the level by which one reinforcement is preferred over another. The value of reinforcement is based on previous experience, like expectations, it changes from situation to situation over time. According to J. Rotter theory, the value of reinforcement does not depend on expectation. For example, a student knows that good academic grades is of high value, and yet expectations of high grades may be low due to lack of ability or

---

[12] Практикум по возрастной психологии : учеб пособ. / [под ред. Л.А. Головей, Е.Ф. Рыбалко]. – СПб. : Речь, 2006. – 688 с.

activity. Therefore, the value of reinforcement is correlated with motivation, and expectations with cognitive processes. The fourth variable for predicting behaviour is a psychological situation from the perspective of the individual. Social situations are what they are represented by people. He points to the important role of the situational context and its influence on human behaviour and expresses the opinion that the set of key stimuli in a particular social situation causes the person to expect the results of behaviour is reinforcement. The interaction of man with the significant environment is the foundation of of J. Rotter's theory. He adheres to A. Bandura's opinion that personal factors and events of the environment in interaction best predict human behaviour. And the psychological situation should be considered alongside the expectation and value of reinforcement to predict any alternative behaviour. All four components of behaviour, according to J. Rotter, are related to human needs. In order to predict a person's response to a particular situation and their behaviour, six main categories of needs need to be considered: recognition status; protection – independence (confidence in protecting, for example, family members from certain troubles); domination (ability to influence other people); independence (ability to make decisions independently); love and affection (the need for a person to be loved and treated favourably); physical comfort (physical security, good health and more). All these categories of needs imply the presence of certain feelings, emotional states, which are accompanied by the realization of needs through behavioural manifestations. So, by the example of self-control of our own behaviour, we have proved that self-control of emotions is a control over our own emotions, because the emotional state determines the choice of behaviour at the moment.

2. Self-regulation of Emotions as a Factor of Emotional Intelligence of Personality

It is very important to be able to regulate the emotions that have arisen in order to choose a behaviour appropriate to the situation. The ability to regulate one's emotions has been called self-regulation in psychological science, although it should be noted that the concept of «self-regulation» is interpreted differently in different psychological studies. The wide range of differences is explained, first of all, by the different degree of commonality of the processes described in these concepts. In particular, V. Havrilkevich interprets the concept of «self-

regulation» as an internal activity of the system aimed at bringing internal systemic phenomena to certain rules and norms, and «regulation of emotions» means the same, but it already assumes the presence of the subject of the regulatory process, which is personality, and the object of regulatory influences is emotional phenomena[13]. Self-control is subject to self-regulation as one of its components along with processes such as self-programming and self-correction. On this basis, V. Havrilkevich concludes that in the process of self-regulation there are three components: self-programming, self-control and self-correction. L. Chunikhina notes that among the main approaches to explaining the essence of self-regulation in the scientific literature are the following[14].

Self-regulation is a special level of activity programming based on prediction processes; managing a person's emotions, feelings, emotions; purposeful change of both individual psychophysiological functions and neuro-mental states as a whole; purposeful conscious choice of character and mode of action; «internal» regulation of the individual's own behavioural activity; interaction of external and internal in the behaviour and activity of the individual, etc. She argues that the ambiguity of the term «self-regulation» is conditioned, on the one hand, by multilevel construction, the multiplicity of aspects of study, and, on the other, by the double meaning of the root «self» (which indicates human activity, the ability to perform conscious «arbitrary» actions and so that processes can proceed as if "by themselves", spontaneously).

In modern research there are many types and levels of self-regulation that are the object of analysis and study: social, biological, physiological, psychological, conscious and unconscious, volitional, executive, direct and indirect, cognitive, personal, motivational, intellectual, emotional, reflective, hidden, rigid and flexible, individual and more.

---

[13] Гаврилькевич В.К. Емоційна саморегуляція: систематизація базових понять на підставі їх семантико-етимологічного аналізу / В.К. Гаврилькевич // Актуальні проблеми психології / [за ред. акад. С.Д. Максименка]. – К. : Главник, 2008. – Т. Х. – Ч. 5. – С. 108–115.

[14] Чунихина Л.В. Формирование способности к эмоциональной саморегуляции у будущих практических психологов в процессе профессиональной подготовки / Л.В. Чунихина // Практична психологія та соціальна робота. – 2004. – № 5. – С. 27–29.

From a practical, applied point of view, it is important to realize that firstly self-regulation is a process of influencing one's own physiological and neuro-psychological state; secondly self-regulation is essentially dependent on a person's desire to manage his or her own emotions, feelings and emotions, and, as a consequence, behaviour; thirdly the ability to self-regulate is not given from birth, but develops in the process of life, that is, it is amenable to formation and improvement. This means that one can be taught to regulate one's own emotions so as not to translate them into a destructive plane. We must learn to do this as C. Izard[15] points out to analyse the functions of a particular emotion at three levels: biological, motivational and social. The biological function of emotion is that the response of an organism to a particular stimulus directs the flow of blood and energy resources from the muscles of the internal organs to the muscles that are responsible for the movements, as is the case when experiencing emotions of anger, pain, fear, etc. The motivational function of emotion is that it strains and excites the person's perception, thinking and behaviour. The social function of emotion is expressed in the fact that the signal aspect of the vital system of human interaction with other people consists of a set of emotional manifestations. C. Izard emphasizes that any emotion performs a signal function as a whole, and as a signal plays an important role not only in the relations and communication between people, but also in the development of relationships between emotion and cognitive processes, resulting in the development of emotional intelligence in general. In addition, L. Chunikhina, argues that the level of self-regulation is the most striking indicator of emotional stability, which is extremely important, especially in professional activity, so to form this quality is one of the tasks in training a specialist.

The concept of «emotional resistance» in the scientific literature is also considered differently. From our point of view, the most generalized definition is given by O. Chernikova, who understands under emotional stability positive psychological quality, which is expressed in the fact that emotion reaches the optimum degree of intensity in responsible moments, characterized by stability of qualitative features, having stable orientation. We consider the set of tasks as an indicator of readiness to solve problems, especially since

[15] Изард К.Э. Психология эмоций / К.Э. Изард. – СПб. : Питер, 2007. – 464 с.

this problem is most acute in the youth environment. As you know, this age is the most sensitive to the development of emotional stability, conscious self-control and self-regulation, because it is during this period that the most intense process of self-affirmation of young people among peers and adults. Due to the specifics of modern production, which places high demands on the emotional resources of young professionals, there is a need to study and develop emotional stability already at the stage of getting the profession.

A. Bandura presents his vision of the content of the concept of «self-regulation» on the example of self-regulation of behaviour in the context of social-cognitive theory of personality. With this concept he described the effect of self-esteem. Self-regulatory motives enhance behaviour through their motivational function. Self-regulation of behaviour, according to A. Bandura, involves three processes: the process of self-observation, self-esteem and self-response. Self-observation (for example, the quality and speed of reactions) changes in a person for a number of reasons, depending on the type of activity, communication, emotional state at present. Self-esteem, as an element of self-regulation of behaviour, is considered in terms of conformity of behaviour to the norms that exist in a given society, that is, recognized standards. If it meets the standards, it is considered adequate and, if not, inadequate. A wide range of human behaviour is regulated through self-esteem reactions, expressed in the form of satisfaction with oneself, pride in one's success or dissatisfaction with oneself, self-criticism. Self-criticism is considered a process of self-response. Other things being equal, positive self-esteem leads to a reassuring response, and negative self-esteem leads to a punitive response. From a social-cognitive point of view, people worry and condemn themselves when they violate behaviour. The excitement and condemnation of oneself pours into such a chain of events: misconduct – internal discomfort – self-punishment – relief. Such a chain of events ends not only the excitement of misconduct and its possible social consequences, but also seeks to win back the approval of others. Judging themselves for their actions, people no longer suffer for the past. Therefore, self-punishment is the responsibility for the actions that you have committed. It can also have negative consequences: it can lead to depression, alcoholism, drug addiction, that somehow it is not so difficult to tolerate failures, non-adaptability. This may be the result of too strict internal norms of self-esteem. To prevent such phenomena,

the concept of «self-efficacy» is introduced as the ability of a person to become aware of their abilities and to build behaviour in accordance with a situation or specific task. This is an important ability of a person, because how a person evaluates his or her own performance determines for him the expansion or narrowing of his choice of activities, the efforts that he will have to make to overcome obstacles, the persistence that will solve certain problems. Thus, self-efficacy affects behaviour forms, motivation, behaviour, and emotions. People who are aware of their self-efficacy make more effort to accomplish complex tasks than people who have doubts about their capabilities. High self-efficacy associated with the expectation of success usually results in positive results and promotes self-esteem. Self-efficacy can occur in four ways or combinations of these: the ability to build behaviour, mediate experience, verbal beliefs, emotional rise. The most important source of self-efficacy is past experience that helps to build appropriate behaviour and emotional state of the person. Although not as effective as one's own experience, indirect experience (the experience gained through observing other people) also helps to build some behaviour according to the situation. For example, students who are afraid to ask a teacher a question at a lecture where many students, as other students ask a question, receive a teacher's answer without negative consequences for the students, become bolder and begin to ask the lecturer at further lectures. At the same time, when the teacher has a negative reaction to students' questions, other students will not ask them. Self-efficacy can be enhanced by the fact that someone has been able to convince her of her high capabilities, ability to perform certain actions. A. Bandura hypothesized that the power of verbal persuasion is limited by the conscious status and authority of the persuasive. Given that people align self-efficacy with emotional distress in stressful or threatening situations, any way that lowers excitement will increase the prognosis of efficacy. A man who feels insecure, such as communicating with a woman, may feel his heart begin to beat and his palms become wet when he calls a woman making appointments. If you attribute these physiological reactions to excitement, you can decide that he is nervous, but if he is calm, dialing a number, then we can say that he is more effective than he had anticipated. Thus, as shown in this example, people who are not stressed and emotionally calm are more likely to succeed. The effectiveness of any event, the manifestation of any emotion is

determined primarily by the ability of a person to increase conscious self-efficacy. A person's diligence and perseverance in the face of obstacles or setbacks is governed by an expectation of effectiveness. Increased expectations of personal effectiveness push the person to take various steps that are important for improving psychosocial functioning. Self-efficacy is a cognitive mechanism that combats various emotional states such as excitement, fear, anxiety. This mechanism is used even in medicine as a practical treatment aimed at assuming a level of awareness of self-efficacy. Based on the analysis of numerous studies, A. Bandura argues that changes in expectations of efficiency contribute to changes in a person's life style, so it can be considered that the development of self-efficacy is a self-regulating change, which makes a person more emotionally balanced and rational.

M. Vasilyev[16] proves that the reaction to certain phenomena or events can be adjusted, changed, even if they have become a habit, although there are different opinions about this. He proposes, first of all, to force himself to act not as usual, but as the situation requires. This reaction is called controlled consciousness, as a result of human behaviour and the expression of emotions will be adequate to the situation. The difficulty is that when a situation, for example, is conflictual, a person significantly reduces the ability to consciously regulate behaviour, and it often acts out of habit. Despite of this, psychotherapy and psychotechnics are in search of methods by which one can move away from stereotypes of emotional reaction and consciously produce self-regulation of emotions. M. Vasilyev identifies the stages in the flow of emotions and proposes appropriate methods of self-regulation. The first stage is the process of perceiving an event, forming a psychological image and symbolizing it in the mind. The main method is to change the focus of the event perception process. The second stage is the emotional evaluation of the event. The main method is to emotionally evaluate an event from another person's perspective. The third stage is the internal emotional experience. The basic method is to force yourself with the will to calm down. The fourth stage is an external behavioural response. The main method is to try to bring the emotion into the situation as close as possible to show others. Stage five is the emotional consequences of the situation. The

---

[16] Васильев Н.Н. Тренинг преодоления конфликтов / Н.Н. Васильев. – СПб. : Речь, 2007. – 174 с.

main method is to force yourself to show calm and outwardly positive emotional state. It should be noted that the above methods of self-regulation are not always effective from the first time. Human efforts are gradually increasing. This phenomenon is due to both biological and psychological characteristics of man. Speaking in the language of neuroscience, the processes of excitation is inhibition obey the mechanism of «assimilation of rhythm», discovered by A. Ukhtomsky and confirmed by studies of L. Okhnyanska, V. Mishchin, L. Gracheva[17], who note that the more stable the habit of responding to a certain event, the more difficult it is for a person to stay, though it all depends on a person's ability to move beyond mental discomfort. L. Gracheva proves that there are types of personality, which is characteristic of a wide range of rhythms. Such people behave calmly even in the most acute situations, although this does not mean that they do not emotionally perceive the situation, they simply do not get hung up on negative emotions, and easily switch, for example, a stressful state of calm, without waiting for the emergence of stable nerve connections. and increased emotional tension. She argues that the ability to self-regulate emotions can be developed to the level of habit on the principle of training the processes of excitation inhibition.

A. Gretsov[18] offers his way of developing the capacity for self-regulation of emotions. He believes that the process of self-regulation of emotions, for example, in the case of manipulative influence, includes: recognition of the fact of manipulative influence; maintaining emotional calm (manipulators, as a rule, «catch» their victim precisely on emotions); systematic defence of their interests or a calm reaction to the event, the situation, despite the emotions and behaviour of the manipulator. In each offered exercise he proved that by following these components while performing a cycle of certain exercises, one can develop the ability to resist any negative influences by developing the ability to self-regulate emotions. These exercises can be aimed at: a person looking at his or her emotional state with «another's eyes»; internally removed from the situation; adjusted her emotional state according to the situation; adjusted the intonation of speech, facial

---

[17] Грачева Л.В. Эмоциональный тренинг: искусство властвовать собой. Самоиндукция эмоций, упражнения актерского тренинга, исследования / Л.В. Грачева. – СПб. : Речь, 2004. – 120 с.

[18] Грецов А. Тренинг уверенного поведения для старшеклассников и студентов / А. Грецов. – СПб. : Питер, 2008. – 192 с.

expressions, movements; constructed an adequate response to any unusual event, whether explicit or imagined; restrained emotions (laughter, anxiety, anger and more); calmly reacted to unpleasant information about himself, about friends and more.

Professionals often encounter manipulation by professionals. The manipulator for the realization of the plans imperceptibly for others influences another person. These covert actions (conversations are also actions) excite a person to perform the actions required by the manipulator, and at the same time to think that he or she independently controls his behaviour. N. Starostina[1] believes that you can protect yourself from manipulation only if you know the mechanism of constructing manipulations, because understanding them is the way that will protect the person from the manipulator. It offers the following protection scheme: knowledge (maximum manipulator and situation information possible), experience (repeated use of knowledge in practice in different situations), awareness (what, how and why everything happens, how I behave, how others behave in this situation.), managing your feelings and emotions, controlling your feelings and emotions. However, N. Starostina[19] notes that manipulation is not only negative but also positive. Its positive value, for example, in professional activity, when considering it give as a means of managing certain processes (pedagogical, therapeutic, psychological) in order to influence the human consciousness to improve its behaviour, health, mood, relationships with other people. Finally, according to researchers, ability to self-regulate emotions provides not only good mood, but also a positive attitude to yourself, because, as M. Bublichenko[20] notes, chronic bad mood, internal emotional discomfort (aggression, depression, irritation, etc.) at a subconscious level leads to various disorders in the body and, weakens the immunity, causes the development of various neuroses and more. Thus, by developing self-regulation of emotions, the individual not only maintains emotional rest, but also their own health.

---

[19] Старостина Н.В. Мастер-класс по защите от манипуляторов, или Примерь корону на себя / Н.В. Старостина. – Ростов н/Д : Феникс, 2008. – 282 с.

[20] Бубличенко М.М. Научись общаться! – 2: руководство для хорошего собеседника / М.М. Бубличенко. – Ростов н/Д : Феникс, 2008. – 220 с

CONCLUSIONS

Analysing different approaches of scientists to the interpretation of the essence of self-control and self-regulation of emotions; to the importance of these abilities for adequate response to the environment, events, actions of individuals; to the difficulties that accompany the process of mastering them, and ways to overcome them, as well as possible ways of mastering these abilities in the structure of emotional intelligence we offer, are the most important, in our opinion, indicators, the presence of which makes it possible to determine the level of development of self-control and self-regulation of emotions. These are indicators such as: the ability to restrain emotions; ability to express emotions according to the situation; the ability to remain calm in difficult situations; the ability to control their emotions; the ability to regulate the expression of their own emotions. The choice of such indicators allows us to say that the person who mastered them will be characterized by a high level of development of emotional intelligence, because it will act reasonably and carefully in accordance with the situation, which will ensure successful communication with others and high efficiency in professional activity. Self-control is seen as control over oneself, over one's emotional state, as an internal dialogue between emotions and the mind, which does not allow our feelings to dictate our will, but leads to the expression of emotions to the extent required in a particular situation. The ability to control one's emotions even under adverse conditions helps one to maintain optimism, positive mood, to show sincerity in communication, openness in feelings, confidence in actions that causes trust in that person around. Self-control includes the following abilities: the ability to control one's emotions; openness; adaptability; will, initiative, optimism. Self-control of emotions is manifested in three forms: «inhibition» (attempting not to manifest their emotional state externally); «masking» (replacement of true emotions by others); «simulation» (expressions of outward emotions that a person does not actually experience). There are three important rules for ensuring a certain level of self-control: calm response to the situation; rationalization of emotions, exchange of the content of emotional experiences in the process of quiet communication; maintaining high self-esteem as an indicator of constructive behaviour in a particular situation. On the way to self-control according to a specific situation, people experience some difficulties. Among the main reasons for a person's inability to

express emotions in an adequate situation, scientists call the following: assimilation of norms of expression of emotions in the family, which are not the norm in society; lack of knowledge about the norms of expression of emotions in society; fear of expressing their emotions related to fear of condemning others; individual congenital factors. Self-control of emotions can be taught to a person, and there are five basic steps to master the art of self-control: determining the exact form of expression of emotions in this situation; obtaining information about the situation itself; choosing a way to respond to a given situation; an agreement with himself about the extent and nature of the expression of emotions; predict the end result as accurately as possible. The process of learning the self-control of emotions is accompanied by a certain behaviour of a person towards other people in a particular situation. In order to predict behaviour appropriate to the situation, it is proposed (J. Rotter) to analyse the interaction of four variables: the potential of behaviour; expectation; the value of reinforcement; the psychological situation that the individual represents. Self-regulation of emotions is studied and researched by many scholars as an important component of emotional intelligence and is viewed as an internal dialogue between emotions and the mind, which induces the expression of emotions to the extent required in a particular situation. Self-regulation of emotions determines a certain human behaviour, which includes three processes: the process of self-observation, self-esteem and self-response. Specific ways to build an experience of self-regulation of emotions are exercise, social training, play methods and more which not only provides emotional comfort, but also promotes health. We have identified the most important indicators that can determine the level of development of self-control and self-regulation of emotions: the ability to restrain emotions; ability to express emotions according to the situation; the ability to remain calm in difficult situations; the ability to control their emotions; the ability to regulate one's emotions.

SUMMARY

The concept "emotion self-control" is revealed; scientists' approaches to ground it are analyzed; the forms of emotion self-control manifestation are shown; possible ways to master the art of emotion self-control are emphasized.

The concept of "emotion self-regulation" is revealed in this section; the significance of a person's ability to control emotions by herself is grounded; scientists' approaches to state the importance of the phenomenon within the structure of the emotional intelligence as well as ways to master the art of control emotions by oneself or with the help of others are given.

REFERENCES

1. Назарець Л.М. Емоційна регуляція пізнавальних процесів як чинник духовного становлення підлітків / Л.М. Назарець // Проблеми загальної та педагогічної психології : зб. наук. пр. Ін-ту психології ім. Г.С. Костюка АПН України / [за ред. С.Д. Максименка]. – К., 2007. – Т. IX. – Ч. 6. – С. 298–303.

2. Андреева И.Н. Когнитивные стратегии эмоциональной саморегуляции в педагогической деятельности / И.Н. Андреева // Вести БДПУ. – 2008. – № 4. – С. 31–35.

3. Андреева И.Н. Эмоциональный интеллект: исследование феномена / И.Н. Андреева // Вопросы психологии. – 2006. – № 3. – С. 78–86.

4. Гоулман Д. Эмоциональное лидерство: Искусство управления людьми на основе эмоционального интеллекта / Дэниел Гоулман, Ричард Бояцис, Энни Макки. – М. : Альбина Бизнес Букс, 2007. – 301 с.

5. Ильин Е.П. Эмоции и чувства / Е.П. Ильин. – СПб. : Питер, 2001. – С. 242–244.

6. Ильин Е.П. Мотивация и мотивы / Е.П. Ильин. – СПб. : Питер, 2006. – 512 с.

7. Андреева И.Н. Эмоциональный интеллект: исследование феномена / И.Н. Андреева // Вопросы психологии. – 2006. – № 3. – С. 78–86.

8. Психология : учебник для гуманитарных вузов / [под общ. ред. В.Н. Дружинина]. – СПб. : Питер, 2007. – 656 с.

9. Переверзева И.А. Проявление индивидуальных различий по эмоциональности в функции контроля за эмоциональной экспрессией / И.А. Переверзева // Вопросы психологии. – 1989. – № 1. – С. 113–117.

10. Емельянов С.М. Практикум по конфликтологии / С.М. Емельянов. – СПб. : Питер, 2001. – 400 с.

11. Хьелл Л. Теории личности / Л. Хьелл, Д. Зиглер. – 3-е изд. – СПб. : Питер, 2006. – 607 с.

12. Практикум по возрастной психологии : учеб пособ. / [под ред. Л.А. Головей, Е.Ф. Рыбалко]. – СПб. : Речь, 2006. – 688 с.

13. Гаврилькевич В.К. Емоційна саморегуляція: систематизація базових понять на підставі їх семантико-етимологічного аналізу / В.К. Гаврилькевич // Актуальні проблеми психології / [за ред. акад. С.Д. Максименка]. – К. : Главник, 2008. – Т. Х. – Ч. 5. – С. 108–115.

14. Чунихина Л.В. Формирование способности к эмоциональной саморегуляции у будущих практических психологов в процессе профессиональной подготовки / Л.В. Чунихина // Практична психологія та соціальна робота. – 2004. – № 5. – С. 27–29.

15. Изард К.Э. Психология эмоций / К.Э. Изард. – СПб. : Питер, 2007. – 464 с.

16. Васильев Н.Н. Тренинг преодоления конфликтов / Н.Н. Васильев. – СПб. : Речь, 2007. – 174 с.

17. Грачева Л.В. Эмоциональный тренинг: искусство властвовать собой. Самоиндукция эмоций, упражнения актерского тренинга, исследования / Л.В. Грачева. – СПб. : Речь, 2004. – 120 с.

18. Грецов А. Тренинг уверенного поведения для старшеклассников и студентов / А. Грецов. – СПб. : Питер, 2008. – 192 с.

19. Старостина Н.В. Мастер-класс по защите от манипуляторов, или Примерь корону на себя / Н.В. Старостина. – Ростов н/Д : Феникс, 2008. – 282 с.

20. Бубличенко М.М. Научись общаться! – 2: руководство для хорошего собеседника / М.М. Бубличенко. – Ростов н/Д : Феникс, 2008. – 220 с.

Information about the author:
Zarytska V. V.
Doctor of Psychological Sciences, Professor,
Head of the Department of Practical Psychology,
Classic Private University
70b, Zhukovsky str., Zaporizhzhya, 69002, Ukraine