

ISSN 2225-7756

Міністерство освіти і науки України

ВІСНИК

**ХАРКІВСЬКОГО НАЦІОНАЛЬНОГО
УНІВЕРСИТЕТУ**
імені В.Н.Каразіна

СЕРІЯ “ПСИХОЛОГІЯ”

Випуск 65

Започаткована 1967 р.

Харків - 2018

ISSN 2225-7756

Ministry of Education and Science Ukraine

VISNIK
V. N. Karazin
Kharkiv National University

A SERIES OF «PSYCHOLOGY»

Issue 65

Founded 1967

Kharkiv - 2018

У віснику подано результати теоретичних та експериментальних наукових досліджень у галузі фундаментальної та прикладної психології. Розглянуті проблеми особистості, когнітивної сфери, деякі питання юридичної, медичної, політичної психології, особливості поведінки, що не відповідає нормі. Для науковців, аспірантів, пошукачів.

Вісник є фаховим виданням у галузі психологічних наук (Наказ Міністерства освіти і науки України № 747 від 13.07.2015)

Затверджено до друку рішенням Вченої ради Харківського національного університету імені В. Н. Каразіна (протокол № 9 від 17.09.2018 р.)

Редакційна колегія:

О.Ф. Іванова - відповідальний редактор, доктор психологічних наук, професор кафедри загальної психології Харківського національного університету імені В. Н. Каразіна, Україна; **О.С. Кочарян**, доктор психологічних наук, професор, завідувач кафедри психологічного консультування та психотерапії Харківського національного університету імені В. Н. Каразіна, Україна; **Н.І. Кривоконь**, доктор психологічних наук, професор, професор кафедри соціальної роботи Чернігівського національного технологічного університету, Україна; **І.В. Кряж**, доктор психологічних наук, завідувач кафедри прикладної психології Харківського національного університету імені В. Н. Каразіна, Україна; **В.О. Олефір** - доктор психологічних наук, завідувач кафедри загальної психології Харківського національного університету імені В. Н. Каразіна, Україна; **Т.В. Сергєєва**, доктор психологічних наук, професор кафедри загальної психології Харківського національного університету імені В. Н. Каразіна, Україна; **Л.І. Дементій** доктор психологічних наук, професор, декан факультету психології Омського державного університету імені Ф.М. Достоєвського, Росія; **М. Папірова**, доктор філософських наук з психології, викладач Денверського університету, клінічний супервайзер психотерапевтичної клініки Денверського університету, штат Колородо, США; **Дора Капоцца**, доктор філософських наук з психології, професор соціальної психології департаменту філософії, соціології, навчання та прикладної психології Університету Падуї, Італія; **О.В. Тімченко**, доктор психологічних наук, професор, провідний науковий співробітник науково-дослідної лабораторії екстремальної та кризової психології Національного університету цивільного захисту України; **Л.Ф. Шестопалова**, доктор психологічних наук, професор, завідувач відділом медичної психології ДУ «Інститут неврології, психіатрії та наркології НАМН України»; **С.Г. Яновська** - відповідальний секретар, старший викладач кафедри прикладної психології Харківського національного університету імені В. Н. Каразіна, Україна.

Наукова рада:

А.Б. Коваленко, доктор психологічних наук, професор, професор кафедри соціальної психології Київського національного університету імені Тараса Шевченка, Україна; **О.П. Саннікова**, доктор психологічних наук, професор, завідувач кафедри загальної та диференціальної психології Південноукраїнського національного педагогічного університету імені К.Д. Ушинського, Україна; **В.В. Гриценко**, доктор психологічних наук, професор, завідувач кафедри загальної та соціальної психології Смоленського гуманітарного університету, Росія; **Джузеппе Еллеро**, доктор філософії, професор, експерт історичного архіву Венеціанського соціального інституту освіти, Італія; **Граціано Серраджотто** доктор філософії, професор Департаменту культурних та лінгвістичних досліджень Венеціанського університету Ка' Фоскарі, Італія; **Гвидо Балдассарри**, доктор філософії, професор Департаменту лінгвістичних та літературних досліджень Університету Падуї, Італія; **Паоло Торрезан** доктор філософії, професор кафедри лінгвістики та іноземної літератури Університету Катанії, Італія; **Джан Луїджі Пальтрінєри** доктор філософії, професор кафедри філософії та культурної спадщини Венеціанського університету Ка' Фоскарі; **Сальваторе Чірїасоно** доктор філософії, професор кафедри історико-географічних досліджень і античності Університету Падуї, Італія; **Марія Апаресіда Кардозо Сантос**, доктор філософії, професор кафедри Неолатинських мов Державного Університету міста Ріо-де-Жанейро, Бразилія.

Адреса редакційної колегії: 61022, Харків, майдан Свободи, 6, Харківський національний університет імені В. Н. Каразіна, факультет психології, каб. 441, тел. 8-057-707-56-32.

Сайт видання: periodicals.karazin.ua/psychology

Електронна адреса: psychology_series@karazin.ua

Статті пройшли внутрішнє та зовнішнє рецензування

Свідоцтво про державну реєстрацію КВ № 22053-11953Р від 21.12.2015

Вісник індексується у міжнародних наукометричних базах Google Scholar та Index Copernicus

The “Visnik” contains the results of theoretical and experimental research in basic and applied psychology. The problems of personality, cognitive area, some legal questions, medical, political psychology, behaviour which do not meet the norm. It can be useful for scientists, teachers, postgraduates.

“Visnik” is a professional publication in the field of Psychology (Ministry of Education and Science of Ukraine № 747, of 13.07.2015)

Approved for publication due to the decision of the Academic Council V.N.Karazin Kharkiv National University (Protocol № 9 of 17.09.2018)

Editorial Board:

O. Ivanova, Doctor of Psychological Science, Professor, Professor of the Department of General Psychology, V. N. Karazin Kharkiv National University, (editor-in-chief), Ukraine; **A. Kocharyan** Doctor of Psychology, Professor, Head of the Department of Psychological Counseling and Psychotherapy, V. N. Karazin Kharkiv National University, Ukraine; **N. Kryvokon**, Doctor of Psychological Sciences, Professor, Professor of the Department of Social Work Chernihiv National University of Technology, Ukraine; **I. Kryazh**, Doctor of Psychology, Head of the Department of Applied Psychology V. N. Karazin Kharkiv National University, Ukraine; **V. Olefir** - Doctor of Psychological Science, Head of the Department of General Psychology, V. N. Karazin Kharkiv National University, (editor-in-chief), Ukraine; **T. Sergeyeva**, Doctor of Psychology, Professor of the Department of General Psychology V. N. Karazin Kharkiv National University, Ukraine; **L. Dementiy** Doctor of Psychology, Professor, Dean of the Faculty of Psychology of the Omsk State University F. M. Dostoevsky, Russia; **M. Papirova**, Ph.D. in Psychology, Lecturer of Denver University, Clinical Supervisor of Psychotherapy Clinics Denver University, the State Kolorodo, USA; **D. Capozza**, Professor of Social Psychology at the Department of Philosophy, Sociology, Education, and Applied Psychology of the University of Padova, Italy; **O. Timchenko**, Doctor of Psychology, Professor, Senior Fellow Research Laboratory of Extreme and Crisis Psychology National University of Civil Defense of Ukraine; **L. Shestopalova**, Doctor of Psychology, Professor, Head of the Department of Medical Psychology SI «Institute of Neurology, Psychiatry NAMS of Ukraine»; **S. Ianovska**, Senior Lecturer of the Applied Psychology Department, V. N. Karazin Kharkiv National University, (Chief Secretary), Ukraine.

Scientific Council:

A. Kovalenko, Doctor of Psychology, Professor, Professor of Social Psychology Taras Shevchenko National University of Kyiv, Ukraine; **A. Sannikova**, Doctor of Psychology, Professor, Head of Department of General and Differential Psychology South Ukrainian National Pedagogical University named after K. D. Ushynsky, Ukraine; **V. Gritsenko**, Doctor of Psychology, Professor, Head of General and Social Psychology Smolensk Humanitarian University, Russia; **G. Ellero**, Professor of Philosophy, Expert in the Historical Archiving at the Social Institution for Education of Venice, Italy; **Gr. Serragiotto**, Professor of Philosophy at the Department of Cultural and Linguistic Research of the Venice Ca' Foscari University, Italy; **G. Baldassarri**, Professor at the Department of Linguistic and Literature Research of the University of Padova, Italy; **P. Torresan**, Professor at the Department of Linguistic and Foreign Literature Research of the University of Catania, Italy; **G. L. Paltrinieri**, Professor of Philosophy at the at the Department of Philosophy and Cultural heritage of the Venice Ca' Foscari University, Italy; **S. Ciriaco**, Professor at the Department of Historical, Geographical Research and Antiquity of the University of Padova, Italy; **M.A. Santos Cardoso**, Professor of Philosophy, Professor of Neo Latin of the State University of Rio de Janeiro, Brazil.

Editorial address: 61022, Kharkiv, Svoboda Square, 6, V. N. Karazin Kharkiv National University, Department of Psychology, off. 441, tel. 8-057-707-56-32.

Site edition: periodicals.karazin.ua/psychology
E-mail address: psychology_series@karazin.ua

Articles were internally and externally reviewed.

The certificate of state registration KB № 22053-11953P from 21.12.2015

“Visnik” is being indexed in international scientometric databases Google Scholar and Index Copernicus

ЗМІСТ

Психологія особистості

Вишинська С.М. Протиріччя психологічного благополуччя емоційно зрілої особистості студента	8
Гранкіна-Сазонова Н.В. Роль довіри як медіатора між цінностями та оптимальним функціонуванням особистості	15
Олефір В.О., Боснюк В.Ф. Особистісні ресурси як модератори у відношеннях між вимогами освітнього середовища і вигоранням студентів	21
Павленко О.В. Часові орієнтації особистості, що знаходиться в умовах АТО	30
Проніна В. О. Дослідження мотиваційно-сміслової інтенції особистості жінки у реалізації материнської поведінки	36
Севост'янов П.О. Відкритість досвіду та саморегуляція поведінки в структурі особистого компоненту індивідуального досвіду	42

Психодіагностика

Біда С. О., Луценко О. Л. Повільні сигнали обличчя та їх психодіагностичне значення	46
---	----

Психологія здоров'я та клінічна психологія

Яновська С.Г., Туренко Р.Л., Гуляева Ю.О. Особливості уявлення молоді з різним рівнем соматичного здоров'я про осіб з інвалідністю	54
--	----

Психологія праці і професійної діяльності

Лантух І.В. Психологічна особливість підготовки підприємців до фахової діяльності та розвитку їх професійної надійності	60
Тищенко Л.В., Бондар Т.М. Гендерні аспекти професійних компетенцій управління бізнесом	65

CONTENT

PERSONALITY PSYCHOLOGY

Vyshynska S.M. ANTICIPATHY OF PSYCHOLOGICAL WELL-BEING OF EMOTIONALLY MATURE STUDENT PERSONALITY	8
Grankina-Sazonova N. V. THE MEDIATING ROLE OF TRUST BETWEEN VALUES AND OPTIMAL PERSONALITY FUNCTIONING	15
Olefir V.A., Bosniuk V.F. PERSONAL RESOURCES AS MODERATORS IN RELATIONSHIP BETWEEN LEARNING ENVIRONMENT DEMANDS AND STUDENT BURNOUT	21
Pavlenko O. V. TIME ORIENTATION OF PERSONALITY PROVIDED UNDER THE CONDITIONS OF ATO	30
Pronina V. O. THE INVESTIGATION OF THE MOTIVATIONAL AND MEANING INTENTION OF A WOMAN PERSONALITY IN THE IMPLEMENTATION OF MATERNAL BEHAVIOR	36
Sevostianov P. O. OPENNESS TO EXPERIENCE AND BEHAVIOR SELF-REGULATION IN THE STRUCTURE OF THE PERSONAL COMPONENT OF INDIVIDUAL EXPERIENCE	42

PSYCHODIAGNOSTICS

Bida S. O., Lutsenko O. L. SLOW FACIAL SIGNS AND THEIR PSYCHODIAGNOSTIC VALUE	46
---	----

PSYCHOLOGY OF HEALTH AND CLINICAL PSYCHOLOGY

Yanovskaya S.G, Turenko R.L, Gulyayeva Yu.O. FEATURES OF IDEA ABOUT PERSONS WITH DISABILITIES IN YOUTH WITH DIFFERENT LEVELS OF SOMATIC HEALTH	54
--	----

PSYCHOLOGY OF LABOUR AND PROFESSIONAL ACTIVITY

Lantukh I.V. PSYCHOLOGICAL CHARACTERISTICS OF TRAINING OF ENTERPRISES TO SPECIAL ACTIVITY AND DEVELOPMENT OF PROFESSIONAL RELIABILITY	60
Tyshchenko L.V., Bondar T.M. GENDER ASPECTS OF PROFESSIONAL COMPETENCES IN MANAGING BUSINESS	65

Содержание

Психология личности

Вишинская С.Н. Противоречия психологического благополучия эмоционально зрелой личности студента	8
Гранкина-Сазонова Н.В. Роль доверия как медиатора между ценностями и оптимальным функционированием личности	15
Олефир В.А., Боснюк В.Ф. Личностные ресурсы как модераторы в отношениях между требованиями образовательной среды и выгоранием студентов	21
Павленко О.В. Часовые ориентации личности в условиях АТО	30
Пронина В. А. Исследование мотивационно-смысловой интенции личности женщины в реализации материнского поведения	36
Севост'янов П.А. Открытость опыту и саморегуляция поведения в структуре личного компонента индивидуального опыта	42

Психодиагностика

Беда С.А., Луценко Е.Л. Медленные сигналы лица и их диагностическое значение	46
--	----

Психология здоровья и клиническая психология

Яновская С.Г., Туренко Р.Л., Гуляева Ю.А. Особенности представлений молодежи с разным уровнем соматического здоровья про лиц с инвалидностью	54
--	----

Психология труда и профессиональной деятельности

Лантух И.В. Психологическая особенность подготовки предпринимателей к профессиональной деятельности и развитие их профессиональной надёжности	60
Тищенко Л.В., Бондарь Т.Н. Гендерные аспекты профессиональных компетенций управления бизнесом	65

PERSONALITY PSYCHOLOGY

UDC 159.923

ANTICIPATHY OF PSYCHOLOGICAL WELL-BEING OF EMOTIONALLY MATURE STUDENT PERSONALITY

Vyshynska S.M.

e-mail: svetlaia777@gmail.com

The article notes that the modern achievements of humanity in the organization of social relations and achievements in the scientific and technical sphere give the personality and new opportunities, and contribute to the emergence of new significant complications on the path to achieving psychological well-being. Emotional maturity is considered as a component of the psychological well-being of the student's personality. It is emphasized that the achievement of psychological well-being by the student is possible provided the coordinated and balanced development of his emotional maturity and professional experience. The aim of the study was to establish the features of the controversial connection of the development of emotional maturity with the psychological well-being of the student's personality. In the empirical study, 61 female and male students were admitted to the juvenile age (median age 19, minimum age 18, maximum 21 years). The research used the following methods: "Diagnosis of emotional maturity of the person" O.Ya. Chebikina; «Scale of subjective well-being»; "Diagnostics of the motivation of achievement" A.Mehrabian; "Scale of Social Interest" by A. Adler. For statistic processing of empirical data, the H Crackel-Wallis criterion and Spearman rank correlation were applied. It was found that in the studied (students) in general, the average level of emotional maturity is significantly higher. It was established that the motivation of achievements and social interest in the subjects directly related to the development of emotional maturity, but not related to psychological well-being. Statistical analysis of data also showed that the components of self-regulation, and self-regulation, are exclusively inversely related to the components of the structure of psychological well-being, and with the welfare itself. The results of the empirical research show that the inconsistency of the development of emotional maturity with other components of psychological well-being (constant professional and life experience) leads to the emergence and exacerbation of the student's internal contradictions, to reduce the satisfaction of life.

Key words: psychological well-being; emotional maturity; personality of the student; experience; motivation for achievements; social interest

Емоційна зрілість розглядається як необхідна складова структури психологічного благополуччя особистості. Дослідження спрямоване на встановлення суперечливих зв'язків розвитку емоційної зрілості з психологічним благополуччям особистості студента. Результатами емпіричного дослідження доведено, що неузгодженість розвитку емоційної зрілості з іншими складовими психологічного благополуччя (сталим професійним та життєвим досвідом) призводить до виникнення й загострення в особистості студента внутрішніх протиріч, до зниження задоволеності життям.

Ключові слова: психологічне благополуччя; емоційна зрілість; особистість студента; досвід; мотивація досягнень; соціальний інтерес.

Эмоциональная зрелость рассматривается как необходимая составляющая структуры психологического благополучия личности. Исследование направлено на установление противоречивых связей развития эмоциональной зрелости с психологическим благополучием личности студента. Результатами эмпирического исследования подтверждается, что несогласованность развития эмоциональной зрелости с иными составляющими психологического благополучия (устойчивым профессиональным и жизненным опытом) ведет к возникновению и обострению в личности студента внутренних противоречий, к снижению удовлетворенности жизнью.

Ключевые слова: психологическое благополучие; эмоциональная зрелость; личность студента; опыт; мотивация достижений; социальный интерес.

Facing significant changes in the social sphere and the achievements of scientific and technological progress, modern man opens numerous ways for personal growth, fruitful activity, and pleasure from life. At the same for humans, especially young people, significant uncertainty about objective circumstances insignificance of own capabilities, limited life experience, disorientation reinforced by the media, very often turns wrong decisions, mistakes, a variety of problems. The latter, in turn, although it contributes to the acquisition of a certain personal life experience, but does not lead to psychological well-being.

Nowadays, there is no unambiguous understanding of the essence of psychological well-being of an individual. Available definitions of psychological well-being are largely related to theoretical views of the authors. American scientist N. Bredburn with the proposed term «psychological well-being» defined subjective happiness and general life satisfaction in humans [13]. From the point of view of the hedonistic approach developed in cognitive and behavioral psychology, well-being is determined through the achievement of man's satisfaction and avoiding dissatisfaction [9]. In humanistic psychology well-being is considered in connection with the development of an individual, with the fullness of self, with its ability to become the subject of his life, with an awareness of his own life goals, the development of consciousness and self-consciousness of life, with the advent of the capacity for empathy. [3]

The psychological well-being of an individual is a complex multidimensional mental entity with

a complex structural organization. K. Riff developed a six-factor concept of psychological well-being, to the components of which there are included: self-acceptance, positive relations with others, autonomy, competence in managing the environment, purpose in life, personal growth [14]. In turn, O.S. Shiryayeva in terms of consideration of psychological well-being connections with habitat isolates in its structure affective, aimdemanding, ideological, and intrareflexive interreflexive components [12].

All components of psychological well-being must be systematically agreed upon and appropriately assessed by a person himself. Adequate definition of personality life satisfaction level to a large extent depends on its ability for effective reflection, which involves the development of appropriate cognitive and evaluation processes, the ability to understand their own motives and principles, as well as opinions and judgments in the environment about behavior, cases, psycho-emotional state [4]. Significantly, psychological well-being is associated with empathic abilities of a person, his ability to adequately assess his own experiences and experiences of others.

Both the development of reflection and well-being of a person to a large extent depend on its successful socialization. A number of components of psychological well-being is directly related to the establishment of an effective relationship with the environment in the various spheres of life, with its maturity. According to A. Adler, the effective solution of a person's life problems in the areas of work, friendship and love on the way to well-being depends on the development of his social interest, which is expressed through empathy and activity [1]. The level of empathy and activity development, as well as the effectiveness of social contacts, is largely due to the emotional maturity of the individual, with his ability to reflexively evaluate himself and the reactions of the social environment to his actions, deeds, appearance [2, 10].

Under the emotional maturity, the integrative quality of the individual is described, which characterizes the degree of development of the emotional sphere and the psychological mechanisms of emotions regulation in accordance with the conditions and requirements of reality and, first of all, the social environment. The structure of emotional maturity of an individual consists of such basic components as expressiveness, self-regulation, empathy. This structure is formed in ontogenesis in the process of human aging on the basis of individuality properties in communication and activities, taking into account the socio-cultural requirements of a particular community. The following types are distinguished as a combination of components of emotional maturity structure: expressive, self-regulating, empathic, harmonic, self-regulating-empathy, expressive-empathy and expressive self-regulation [8, 10].

Emotional maturity of the personality is characterized by the following key features, which also refer to the signs of psychological well-being: authenticity (originality, which combines awareness of the current moment of life, independent choice of way of life at the moment, the person's acceptance of responsibility for choosing a way of life); openness to own experience (taking of their feelings); development of abilities for self-knowledge; personality and identity; tolerance to uncertainty (ability to withstand uncertainty); taking personal responsibility; the depth of interpersonal relationships; setting realistic goals both in communication and in activities; the ability to empathy [5, 7]. However, this list does not cover such connected with the sustainable structures of the organization of life characteristics of an individual psychological well-being, such as competence in environmental management and worldview.

Any system can function effectively if the level of development of its structural components is coordinated. The qualities of the person develop in the course of mastering not only certain activities, but also in general life, mainly heterochronically (alternately, but within certain limits, then in some, in other system components) [11]. But the excessive predominance of the development of some structural components, compared with the others, can lead to significant contradictions in the system functioning as a whole. All this can be attributed to the psychological well-being of a student individuality as a system organisation, when emotional maturity, as its component, must be conform with the acquired professional experience.

Subject of study. Emotional maturity as a component of psychological well-being of a student personality.

The aim of the study. To establish the peculiarities of the contradictory connection of the development of emotional maturity with the psychological well-being of student personality.

Objectives of the study.

1. Theoretically substantiate the connection of emotional maturity and psychological well-being of a student personality.

2. Empirically determine the contradictions between the development of emotional maturity and psychological well-being of students.

The hypothesis of the research. Inconsistency in the development of emotional maturity with other components of the structure of psychological well-being (professional experience) can lead to a decrease in the overall level of a student personality psychological well-being.

Organization and methods of research

In an empirical study, 61 students (18 youths, 43 girls) of the social and humanitarian faculty, faculty of elementary education, and faculty of physical education of the State Institution (SI) «South Ukrainian National Pedagogical University named after K. D. Ushinsky» took part in the empirical research. In general, the age of the subjects may be considered as youthful (the middle age is 19 years, minimum 18 years, the maximum is 21 years). At any level of emotional maturity, professional experience in students of a given age usually only begins to develop and is predominantly at a low level of development.

The following techniques were used in the study.

1) Methodology «Diagnosis of emotional maturity of personality» O.Ya. Chebikina made it possible to diagnose the features of emotional maturity and its components: emotional expressiveness, emotional self-regulation, empathy.

2) «Scale of subjective well-being» is a screening psychodiagnostic tool for measuring the emotional component of subjective well-being or emotional comfort.

3) Methodology «Diagnosis of Achievement Motivation» A. Mehrabian is used to diagnose personality aspiration for success and avoidance of failure. The motivation for the achievements of the subjects was calculated.

4) «Scale of social interest» A. Adler is intended to identify the level of development of students social interest.

Non-parametric methods are used for the statistical processing of empirical data: the H-Crackel-Wallis criterion, the Spearman rank correlation. The data was processed using the IBM SPSS Statistics statistical suite 20.

Research results

According to the results of the method «Diagnosis of emotional maturity of the personality» the students studied in the group were divided into subgroups according to the generalized index of emotional maturity. On the level, the allocated subgroups are distributed as follows: the average is – 73.77%, low – 18.03%, high – 8.20%. In the group studied, the average level of emotional maturity is significantly higher.

Table 1 shows the medians of emotional maturity in the group and subgroups with low, medium and high levels of emotional maturity. The correlation between the expressiveness of the components of emotional maturity in the subgroups is more or less balanced and approximates by definition to the harmonic type. In addition, the harmonic type of emotional maturity is clearly presented in a subgroup with a sufficiently high level of development of empathy, self-regulation and expressiveness (although the generalized indices of empathy and expressiveness are somewhat closer to the average rather than to a high level of development) [10]. For students of this subgroup, the characteristic expressiveness of all components of emotional maturity is presented by a sufficiently high overall adequacy of emotional response, balance, emotional stability, non-aggressiveness, focus on social objects, adequacy of self-assessment and its place in society. Along with this, the average level of emotional maturity, which is the most common among the subjects, is characterized by a lowered severity of the above-mentioned positive characteristics of an adult.

Table 1

Median of emotional maturity indices studied in the general group and in subgroups with low, medium and high levels of emotional maturity

Selection	introexpressiveness	extraexpressiveness	Expression	intra-self-regulation	extrasef-regulation	Self-regulation	Intra empathy	Extra empathy	Empathy	Emotional maturity
Group	4,00	4,00	8,00	3,00	4,00	7,00	4,00	4,00	8,00	23,00
Subgroup with low emotional maturity	3,00	3,00	5,00	3,00	2,00	6,00	3,00	2,00	5,00	16,00
Subgroup with an average level of emotional maturity	4,00	4,00	8,00	3,00	4,00	7,00	4,00	4,00	8,00	24,00
Subgroup with high emotional maturity	5,00	4,00	10,00	5,00	6,00	11,00	5,00	4,00	10,00	30,00

The indicated characteristics of an emotionally mature person primarily relate to his relations in the social sphere. This orientation was confirmed by empirical data on social interest and the motivation of the achievements of the subjects.

Interest in various studies is considered both as an emotion and as a motive [8]. Social interest in A. Adler more reveals more of its motivational component, that is, social interest and motivation of achievements in the aspect of the development of emotional maturity should be regarded as components of a single motivational complex [1]. In support of this statistical analysis of the connection between these motivational parameters in the group of patients gave a positive result ($r = 0,267$; $p = 0,037$). It was found that an increase in the level of emotional maturity corresponds to a significant increase in both social interest and motivation of achievement

(Table 2).

This result is completely in agreement with A. Adler's conclusions about the fundamental importance of social interest for emotional maturity [1]. And here, first of all, it should be emphasized that in our study, the motivation of achievements and social interest are also significantly related to emotional maturity in general (Table 3). Given their mutual interconnectivity, one should consider the essential orientation of the researchers to achieve success precisely in interpersonal relations.

Table 2
Statistical comparison (Kruskela-Wallace's criterion) motivation of achievements and social interest in subgroups of subjects who differ in the level of emotional maturity

Parameter	Statistical indicator	Levels of emotional maturity			Crayckel-Wallace Criterion	
		low	medium	high	Xi square	<i>p</i>
Motivation for achievements	Median	46,87	56,98	61,12	14,164	,001
	Minimum	37,88	30,91	52,94		
	Maximum	58,39	71,52	75,36		
Social Interest	Median	23,00	26,00	28,00	7,452	,024
	Minimum	17,00	11,00	23,00		
	Maximum	29,00	34,00	33,00		

Note. *p* - probability of error 1 kind.

Table 3
Statistical connection (Spearman correlation coefficients) of emotional maturity indicators with motivation of achievements and social interest in the study group

Motivation indicator	Smooth index	intra-expressiveness	extra-expressiveness	Expressiveness	extraregulation	Self-regulation	extraempathy	Empathy	Emotional maturity
Achievement motivation	<i>r</i>	,494**	,461**	,588**	,261*	,068	,383**	,407**	,507**
	<i>p</i>	,000	,000	,000	,042	,603	,002	,001	,000
Social Interest	<i>r</i>	,179	,129	,172	,495**	,383**	,367**	,270*	,440**
	<i>p</i>	,168	,322	,186	,000	,002	,004	,035	,000

Notes: ** - $p \leq 0.01$; * - $p \leq 0,05$.

The link between the expressiveness of the motivation of achievements and social interest with the components of the structure of emotional maturity of the subjects studied. If the motivation of achievements is clearly associated with expressiveness, self-regulation and empathy as a whole (with the exception of self-regulation), and separately with their structural components, then social interest is related only to self-regulation and empathy. Thus, the selective activation of various components of the emotional maturity of the individual in relation to situations of communication itself. Limited experience of non-verbal communication of the researchers has not yet become a reliable basis for communication for them, but it is a guideline for future achievements.

Along with the presented links of indicators of motivation of achievements and social interest with the components of emotional maturity, it should be emphasized the lack of statistical connection of these indicators with the components of psychological well-being of the students studied. In addition, the statistical analysis using the Kraskela-Wallace criterion showed that according to the indicators of psychological well-being subgroups of subjects with different levels of emotional maturity also do not practically differ.

The statistical connection of emotional maturity with the indicators of psychological well-being in the group under study was considered (Table 4).

Table 4

Statistical connection (Spirmen correlation coefficients) of emotional maturity indicators with psychological well-being indicators in the study group

Indicator of emotional maturity	Statistical index	Tension and sensitivity	Signs that accompany the basic psycho-emotional symptoms	Change in mood	Significance of social environment	Self-assessment of health	Degree of satisfaction with everyday activities	Psychological well-being
Intra self-regulation	r	-,203	-,431**	-,277*	-,031	-,062	-,292*	-,329**
	p	,117	,001	,031	,812	,635	,022	,010
Extra self-regulation	r	-,263*	-,371**	-,594**	-,422**	-,416**	-,439**	-,529**
	p	,041	,003	,000	,001	,001	,000	,000
Self-regulation	r	-,291*	-,490**	-,533**	-,288*	-,273*	-,469**	-,537**
	p	,023	,000	,000	,024	,033	,000	,000
Extra empathy	r	-,204	-,238	-,238	-,187	-,265*	-,167	-,289*
	p	,114	,065	,064	,150	,039	,199	,024
Emotional maturity	r	-,130	-,158	-,295*	-,239	-,162	-,289*	-,255*
	p	,317	,223	,021	,064	,211	,024	,047

Notes: ** - $p \leq 0.01$; * - $p \leq 0,05$.

It was found that both components of self-regulation, and self-regulation itself, are exclusively inverse with the components of the structure of psychological well-being, and with the well-being itself. A similar character is in the connection of psychological well-being with extra empathy and emotional maturity in general (see Table 4).

Discussion of research results

Emotional maturity of a person assumes high development of self-regulation and should promote psychological well-being. On the other hand, a truly psychologically prosperous person can not but be emotionally mature. Together with this, the obtained results psychological well-being is inversely related to extra empathic and in general with the emotional maturity of the subjects. That is, the development of a separate component of the overall structure of psychological well-being can obviously contradict the development of the whole. Here it should be noted the specificity of the experience that young people receive in modern conditions. This experience is associated with the popularity of the youth circles in a chaotic mass culture, with the shocking, decisiveness, superficiality of understanding, perceived for the extraordinary and freedom of expression of will. The experience of the life of modern youth is established mainly in the absence of an independent decision of meaningful life tasks, which necessarily requires clarity, responsibility and respect for the natural and social environment. Such experience, backed by the media, not only does not initiate the development of expressiveness, but in relation to real responsible social contacts in general raises many ethical questions, becomes a certain burden and does not contribute to the man's full satisfaction of life.

It should be noted another important aspect in the formation of a positive life experience and, accordingly, the outlook of the students studied. Their life experience does not yet contain the weighty components of a certain professional activity, which, through its real transformative influence on the surrounding reality, promotes the knowledge of the environment, self-identification and self-transformation of an individual in accordance with natural relationships and relationships. This is the latter, in link with social experience, in the corresponding uncontroversial configuration and can be a reliable foundation for a developed outlook and psychological well-being of the individual. On one hand, the studied students have a limited life experience in the presence of an inspired sense of its actual sufficiency. On the other hand, they are already convinced that this experience is constantly forcibly expanding and expanding to a large extent by overcoming the problematic situations where the limited personal perception of reality faces with infinity of «hard» reality manifestations. That is, in

the initial version, the deepening into social reality understanding, which is predicted by emotional maturity, turns for a student personality into significant negative experiences and disappointments on the principle: «a lot of knowledge - a lot of sorrow». Such disappointments in reality relate to the social environment, as well as to the assessments of their own health, and the degree of satisfaction with their own activities (see Table 4).

According to logic, it is the process of contradictory acquisition of life experience and leads to a decrease in psychological well-being of the subjects even when, with the advent of emotional maturity, the sense of well-being has to increase. As a result, the process of personal development of student youth is considered to be fruitful for increasing the level of emotional maturity, but it is substantially limited in terms of gaining overall competence in environmental management and determining life goals as factors of psychological well-being under K. Riff [14]. Moreover, this process, due to the accumulation of negative impressions from the interaction of a person with severe reality, with a lack of in-depth understanding, also contributes to the emergence of contradictions in the metaproject and ideological components of psychological well-being, presented by O.S. Shiryayeva [12]. Summing up the previous one, it should be noted that with a certain harmonic type of emotional maturity in the subjects in the structure of psychological well-being, in general, reveals the inconsistency of components development. The expressive one-sidedness of personality development, going beyond the limits of systematically coordinated heterochronism, leads to significant deformations and destructions in the mental organization of a man and to accumulation of mainly negative impressions of contradictory relations with reality.

Further studies should be conducted in the direction of determining the criteria for the coherence of the sustainable development of emotional maturity with the experience, semantic structures, worldview of a individual.

Conclusions

1. In the structure of the psychological well-being of a person expression of emotional maturity is one of the number of its important components with the essential limitations of their separate development. In accordance with the points of systematic approach inconsistency of emotional maturity development with other components of psychological well-being (constant professional and life experience) leads to the emergence and exacerbation of a student internal contradictions a reduce of satisfaction with life.

2. In the subjects in general, there dominates the average level of emotional maturity, e which components expressiveness configuration largely corresponds to the harmonic type. Such harmony disappears in the transition to the consideration of psychological well-being in general. Motivation of achievements and social interest in the subjects is directly related to the development of emotional maturity, but not related to psychological well-being both in general and in structural components. Such a correlation shows a certain limitations and one-sidedness of society influence on the development of a student personality.

3. The increase of overall level of emotional maturity in students without gaining them a full-fledged extensive life and professional experience with an appropriate understanding of the meaning of their own being contributes to the accumulation of misunderstandings, negative impressions and experiences. The latter with great probability leads to a decrease in the level of an individual psychological well-being.

Література

1. Адлер А. Понять природу человека / А. Адлер. – СПб.: Академический проспект, 1997. – 256 с.
2. Бойко В.В. Энергия эмоций / В.В. Бойко. – СПб.: Питер, 2004. – 474 с.
3. Бонивелл И. Ключи к благополучию: Что может позитивная психология / И. Бонивелл [Пер. с англ. М. Бабичевой]. – М.: Время, 2009. – 192 с.
4. Джидарьян И.А. Проблема общей удовлетворенности жизнью. Теоретическое и эмпирическое исследование // Сознание личности в кризисном обществе / И.А. Джидарьян, Е. Антонова. – М.: Изд. «Институт психологии РАН», 1995. – С. 76–93.
5. Кочарян О. С. Емоційна зрілість особистості: дослідження феномену / О. С. Кочарян, М. А. Півень // Науковий вісник МДУ імені В. О. Сухомлинського : збірник наукових праць / за ред. С. Д. Максименка, Н. О. Євдокимової. – Т. 2. – Вип. 9. – Миколаїв: МНУ імені В. О. Сухомлинського, 2012. – С. 140–144.
6. Куликов Л.В. Субъективное психологическое благополучие // Ананьевские чтения / Л.В. Куликов. – СПб., 2007. – С. 162-164.
7. Павлова І.Г. Дослідження провідних ознак емоційної зрілості особистості, що розвивається / І.Г. Павлова // Наука і освіта. – 2003. – №2–3. – С.41–45.
8. Павлова І.Г. Емоційна зрілість та її основні компоненти / І.Г. Павлова // Науковий вісник ПДПУ ім. К.Д.Ушинського. – 2003. – №5-6. – С.107–116.
9. Узлов Н.Д. Психологическое благополучие в браке на этапах молодого и среднего супружества [Электронный ресурс] // Международная заочная научно-практическая конференция «Личность, семья, общество: вопросы современной психологии» / Н.Д. Узлов. – Новосибирск, 2011. URL: <http://sibac.info/12260>
10. Чебикин О.Я. Становлення емоційної зрілості особистості: Монографія / Чебикин О.Я., Павлова І.Г. – Одеса: СВД Черкасов, 2009. – 230 с.
11. Шадриков В.Д. Психологический анализ деятельности как системы / В.Д. Шадриков // Психологический журнал. – 1980. – Т. 1, № 3. – С. 33–46.
12. Ширяева О.С. Психологическое благополучие личности в экстремальных условиях

жизнедеятельности: автореферат дис. канд. психол. наук: спец. 19.00.01 / О.С. Ширяева. – Петропавловск-Камчатский, 2008. – 27 с.

13. Bradburn N.M. The structure of psychological well-being / N.M. Bradburn. – Chicago: APC, 1969. – 319 p.

14. Ryff C. D. The structure of psychological well-being revisited / C.D. Ryff, C. L. M. Keyes // Journal of Personality and Social Psychology. – 1995. – No 4 (69). – P. 719–727.

References

1. Adler, A. (1997). Poniat prirodu cheloveka. SPb.: Akademicheski prospect.
2. Boiko, V.V. (2004). Energia emocij. SPb.: Piter.
3. Boniwell, I. (2009). Kluchi k blagopoluchiu: Chto moget pozitivnaia psihologia [Per. s. angl. M. Babichevoj]. M.: Vremia.
4. Dgidarian, I.A., & Antonova, E. (Eds.). (1995). Problema obshei udovletvorennosti gizniu. Teoreticheskoe i empiricheskoe issledovanie: Soznanie lichnosti v krizisnom obshestve. M.: Institut psihologii RAN.
5. Kocharian, O.S., & Piven, M.A. (2012). Emociina zrilist osobistosti: doslidgennia fenomenu. Naukovij visnik MDU imeni V.O. Suhomlinskogo, 2, 9, 140–144.
6. Kulikov, L.V. (2007). Subiektivnoe psihologicheskoe blagopoluchie. Ananievskie chtenia. SPb. 162–164.
7. Pavlova, I.G. (2003). Doslidgennia providnih oznak emocijnoi zrilosti osobistosti, sho rozvivaietsia. Nauka i osvita, 2–3, 41–45.
8. Pavlova, I.G. (2003). Emocijna zrilist ta ii osnovni komponenti. Naukovij visnik PDPU im. K.D. Ushinskogo. 5-6. 107–116.
9. Uzlov, N.D. (2011). Psihologicheskoe blagopoluchie v brake na etapah molodogo i srednego suprugstva. Megdunarodnaia zaochnaia nauchno-prakticheskaja konferencia «Lichnost, semia, obshestvo: voprosi sovremennoj psihologii, Novosibirsk. URL: <http://sibac.info/12260>.
10. Chebikin, O.I., & Pavlova, I.G. (Eds.). (2009). Stanovlennia emocijnoi zrilosti osobistosti. Odessa: SVD Cherkasov.
11. Shadrikov, V.D. (1980). Psihologicheskij analiz deiatelnosti kak sistemi. Psihologicheskij gurnal, 1, 3. 33–46.
12. Shiriaeva, O.S. (2008). Psihologicheskoe blagopoluchie lichnosti v ekstremalnih usloviah giznedeiatel'nosti: avtoreferat dis. kand. psihol. nauk: spec.19.00.01. Petropavlovsk-Kamchatskij.
13. Bradburn, N.M. (1969) The structure of psychological well-being. Chicago: APC.
14. Ryff, C.D., & Keyes L.M. (1995) The structure of psychological well-being revisited. Journal of Personality and Social Psychology, 4 (69), 719–727.

UDC 159.9

THE MEDIATING ROLE OF TRUST BETWEEN VALUES AND OPTIMAL PERSONALITY FUNCTIONING

Grankina-Sazonova N. V.
ORCID 0000-0002-0818-572X
natalia.grankina85@gmail.com

Abstract The paper is devoted to the problem of mechanism of relatedness of optimal personality functioning (OPF) and values as complex motivational cognitive constructs. The different approaches to understanding of interrelations between wellbeing and values are regarded. Most of works examine the direct way of influence of values on subjective and psychological well-being. Few studies regard the social peculiarities and individual characteristics of the personality as possible moderators and mediators.

The study examines the correlation connections between values, trust and OPF indexes, which are Psychological Well-Being (PWB) and Hardiness. Trust indexes are highly connected with OPF indexes. The values of Openness to change and Conservative values both correlate with OPF indexes. At the same time the Regression analysis and Structural Equation Modelling show that Openness to change values predict PWB. The structural model of PWB includes Self-trust as a mediator between values of Openness to change and PWB.

Key words: optimal personality functioning, trust, values, well-being, mediation model.

Анотація В статті розглядається проблема механізму зв'язку між оптимальним функціонуванням особистості (ОФО) та цінностями як складними когнітивно-мотиваційним утвореннями. Представлено різні підходи до вивчення взаємовідносин між цінностями та психологічним благополуччям. Здебільшого, досліджуються механізми прямого впливу цінностей на суб'єктивне та психологічне благополуччя. Деякі роботи розглядають соціальні особливості та індивідуальні характеристики особистості в якості складових, які модерують та опосередковують такий вплив.

В даній роботі представлено дослідження кореляційних зв'язків між цінностями, довірою та показниками ОФО, а саме психологічним благополуччям (ПБ) та життєстійкістю. Показники довіри тісно пов'язані з показниками ОФО. Цінності відкритості до змін та Консервативні цінності також пов'язані з ОФО. В той же час, регресійний аналіз та структурне моделювання вказують на те, що предиктором ПБ є цінності Відкритості до змін. Структурна модель ПБ долучає довіру до себе як медіатор між цінностями відкритості до змін та ПБ.

Ключові слова: оптимальне функціонування особистості, психологічне благополуччя, цінності, довіра, модель медіації, психологічне благополуччя.

The issue of optimal personality functioning (OPF) is one of the highest importance nowadays, when the society in developed countries has reached the economic stability, high level of medical service and education, social tolerance etc., but still many people do not feel happy and subjectively well. In 1958 M. Jahoda proposed a theory of ideal mental health which was viewed not as the absence of illnesses but as a set of certain structures of the personality. The author considered that time structure, social contact, collective effort or purpose, social identity or status, and regular activity should be developed in a personality for feeling well-being [3].

In 1960s the humanistic psychology referred to the problems of fully functioning personality (C. Rogers), self-actualization (A. Maslow) and other terms of personal growth (G. Allport, R. May and others). The humanistic psychology put the individuality and self-realization in the center of the personality's wellness.

Later R. Bradburn regarding the issue of person's functioning used the term "psychological well-being" (PWB) to describe the subjective feeling of one's being happy and satisfied with life. This term is widely known nowadays but is still understood in different ways. Two main directions for defining well-being in psychological literature are eudemonistic and hedonistic approaches. In hedonistic approach, well-being is regarded in terms of positive and negative affects balance and satisfaction with life (R. Bradburn, E. Diener). Eudemonistic approach (E. Deci, R. Ryan, C. Ryff) views PWB in the framework of humanistic views on the nature of personality and humanistic values, i.e. through the terms of personal growth, self-actualization etc.

C. Ryff's model of PWB is widely known and used in psychological studies. It is grounded on the humanistic approach to a personality and on the analysis of main characteristics of its optimal functioning by different authors. It also considers the M. Jahoda's Ideal Mental Health theory. The C. Ryff's PWB Scale is proved to be valid and reliable, so it is widely used in various scientific studies [9].

The C. Ryff's model of PWB includes six dimensions of person's existence. These dimensions can be measured, but they are not fixed once and forever. They reflect the person's image of his/her own relations, aspirations, settings, achievements and goals, values for this moment of life. The dimensions, which are measured, are Personal Growth, Autonomy, Positive Relations with Others, Purpose in Life, Self-Acceptance, Environmental Management.

Though C. Ryff's dimensions take into account most important humanistic grounds of optimal functioning, to our mind it lacks a unit which would reflect the ability to overcome obstacles. We think that it is important from two points of view. First, the eudemonic way of life itself requires some strengths from a

person because it's not just "easy and pleasant" life, it's rather full of intensions and efforts life. Second, the modern way of life is full of stresses and difficulties, and a person needs to manage them every day. That's why we consider, that OPF should also include Hardiness in one row with PWB. Hardiness is a complex of settings, which provide the person the possibility to overcome stresses and difficulties with resulting personal growth [7].

Besides the definition of what OPF is, another important question in this issue is "What are the factors which provide well-being?" Affects, optimism/neuroticism, emotional intelligence, social support and many other factors are regarded as possible predictors for it. Values as important motivational constructs of the personality are also widely investigated in their connection with OPF.

Schwartz and Sortheix mention that the influence of values on person's wellbeing has become a target of scientific studies recently, though the people's values are very close to their identities [11]. Depending on values people regard different events and situations as more or less desirable and as may feel satisfied or dissatisfied with them and with life in general. Values seem to have especially important role in eudemonistic well-being. The studies show, that the non-materialistic values are related to well-being and life-satisfaction while materialistic values seem not to relay to them significantly [1; 11; 14].

Schwartz argues that all values have following characteristics: 1) values are the beliefs, which are linked to emotions; 2) values are connected to goals; 3) values transcend specific actions and situations; 4) on the base of values people select and evaluate events, objects, other people etc.; 5) values have hierarchical structure, some of them are more important, than others; 6) the importance of values have the motivating impact on attitudes and behavior [11].

In the issue of values and wellbeing connectedness, Schwartz and Sortheix regard three guidelines to see their relatedness [11]. The first one suggests that values and wellbeing are related in a direct way. The motivational function of values provides higher level of wellbeing in case of fulfilling the valued activity and receiving valued results. In this way authors depict some healthy values, providing wellbeing, and unhealthy values, which decrease the level of wellbeing. Self-determination theory and positive psychology postulate these ideas in terms of intrinsic needs and strenthes [8; 12].

The second approach is based on the correspondence of the personal values and the values, prevailing in the environment, at the workplace, neighborhood, etc. Schwartz and Sortheix discuss three mechanisms of influence of values on SWB in this approach. One is connected with the resources of the environment, which it proposes to a person in accordance to its goals. Many opportunities to reach one's goal promotes higher well-being. The second mechanism is based on the conformism: when the person's behavior fits the social normalized values, the person is met positively, in other way the person receives negative feedback from the society. Therefore, the wellbeing depends on how the society responds to the person. The third mechanism is the internal values conflict of the person, which decreases the level of SWB [11].

In this line stands the Veage et al. study, which investigated the dependence of well-being on the accordance of personal values to the values of the workplace environment [14].

The third approach regards the relations between values and well-being as a process of achieving the valued goals. The more goals are achieved, the higher SWB level the person will have. This approach doesn't assume that it depends on the characteristics of the values themselves as it is in the first approach, but just considers the achievements.

Schwartz and Sortheix mention that there are few researches devoted to investigation of mediating role of individual characteristics between values and well-being. The social identities were regarded as possible mediators by Sagiv, Roccas and Oppenheim-Weller [10]. Also emotions are suggested to have a mediating role between values and SWB [11].

We didn't find any studies, which regarded trust as a mediator between values and OPF. Trust is a basic presupposition, which E. Erickson believed to determine all person's relations with the world, with other people and with the self. Kryazh and Grankina-Sazonova showed, that trust is closely related to psychological well-being and to OPF, and also provided the structural model of OPF with trust's mediating role between emotional intelligence and OPF [6].

We suppose that the connection between values (or some of them) and OPF also may be mediated by trust. Trust is understood as a complex construct, reflecting the person's attitude to the world, to other people and to oneself as to a safe and reliable or dangerous.

The goal of the article is to examine this hypothesis on the empirical data.

According to the goal we have following tasks;

1. To study connections between values and OPF indexes and between trust and OPF indexes;
2. To examine which values are more related to OPF;
3. To investigate if the relation between values and OPF may be mediated by trust.

Methods and Sample

To study values we used Values Questionnaire (Stern P.C, Dietz T., Guagnano G.A.) in I. Kryazh's adaptation [2; 5; 13]. This questionnaire is a version of Schwartz's values questionnaire version and includes four basic clusters which refer to basic types of individual values: Self-transcendent (Altruistic and Biosphere), Self-enhancement values, values of Openness to change and Conservative values.

Trust was measured by A. B. Kupreichenko's "Methodic of measuring trust/distrust to the world, to other people and to oneself" and T. P. Skripkina's "Reflexive questionnaire of self-trust level" [4].

The optimal functioning was measured by C. Ryff's "Psychological Well-being Scale" and S. Maddi's

"Hardiness Survey".

All the methodics are reliable and valid.

The data analysis was carried out by the statistical methods: correlation analysis, multiple regression analysis and structural equation modelling (SEM). The statistical analysis was provided by the software Statistic 7.

The sample of the study consists of 236 respondents in the age from 17 to 40 years. Among them were the students of Kharkiv National University and Kharkiv National Pharmaceutical University: 32 students of Physics and Energetics Department, 33 students of History Department, 99 students of Psychology Department and 52 students of Laboratory Diagnostics Department (referred here as 'medics'). Besides, there were 20 practical psychologists. The characteristics of the sample are provided in the table 1.

Table 1

Characteristics of the sample (age)

Group	Mean	Median	Minimum	Maximum
All respondents	21	20	17	40
Psychologists (all)	22,7	21	17	40
Psychologists (practicing specialists)	36	34	29	40
Psychologists (students)	20,4	20	17	25
Physics	19,25	19	17	21
Historians	19,4	19	19	20
Medics	21,04	21	19	23

Results

The data of descriptive statistics and results of Kolmogorov-Smirnov test showed, that all indexes of trust, hardiness, values and some indexes of PWB (Personal Growth, Purpose in life and Self-acceptance) have the deviation from the normal distribution of data. That is why we use nonparametric statistic methods in further analysis.

The correlation analysis was carried out by Spearman method. The results are provided in Table 2 and Table 3.

Table 2

The correlation connections between trust and OFP indexes

Index	Trust	Trust to the world	Trust to other people	Self-trust	ST (self-trust)
PWB	0,52	0,38	0,28	0,47	0,56
Positive relations with others	0,4	0,28	0,35	0,23	0,42
Autonomy	0,24	0,16*	-	0,37	0,3
Environmental management	0,47	0,33	0,26	0,44	0,54
Personal growth	0,38**	0,32	0,19**	0,34	0,32
Purpose in life	0,44	0,36	0,26	0,34	0,49
Self-acceptance	0,48	0,34	0,23	0,47	0,52
Hardiness	0,53	0,35	0,36	0,41	0,6
Commitment	0,48	0,33	0,33	0,37	0,59
Control	0,46	0,29	0,28	0,42	0,49
Challenge	0,5	0,34	0,37	0,33	0,51

Connections are significant at the level $p < 0.05$, except * $p < 0.01$; ** $p < 0.001$;

As we can see from the table 2, trust is highly related both to PWB and to hardiness. The most significant connections with OFP indexes are observed for general trust and self-trust (both for scale of self-trust in Kupreichenko's test and Reflexive self-trust scale). We found that all indexes of trust are related to all scales of PWB and Hardiness with the only exception of absence of any relatedness between trust to other people and autonomy. As far as autonomy means being able to stand other people's pressure and fulfilling one's own ideas and opinions, the trust to other people seems not to be helpful in providing this dimension of PWB. In general, we can state the high level of connection between trust and OFP.

Table 3

The correlation links between OFP indexes and values

Index	Biosphere values	Altruistic values	Conservative values	Self-enhancement values	Openness to change values
PWB					0,19**
Positive relations with others			0,13		
Autonomy					
Environmental management		0,15			
Personal growth					0,34***
Purpose in life					0,15
Self-acceptance				0,15	0,17*
Hardiness			0,13		
Commitment			0,14		
Control				0,14	
Challenge					

Connections are significant at the level $p < 0.05$, except * $p < 0.01$; ** $p < 0.005$; *** $p < 0.001$;

As we can see from the table 3, values are also closely connected with PWB and Hardiness. The values of Openness to change in general are more related to PWB and its scales while Conservative values are more related to Hardiness and its dimensions. The most significant connections we observe between Openness to changes values and PWB indexes: general PWB (0.19), Personal growth (0.34), Purpose in life (0.15) and Self-acceptance (0.17).

As far as any growth or development are impossible without changes, personal growth requires openness to changes. That's why they are highly connected with each other. When the personality has changes as a value, the personal growth is supported. The same way of connection we can observe for Purpose in life and Self-acceptance.

At the same time the Conservative values, which are the opposite side of this scale are more connected with another domain of OPF – the Hardiness (0.13) and its scale Commitment (0.14). We may regard it as the need to preserve the achieved values in stressful and difficult situations. In the situations when the changes around the person are out of its control it becomes important to save, what it already has first of all, and traditional values as family, relations etc. become a very important support. That's why we can observe such connections between Conservative values and Hardiness.

In that way, the OPF is connected with two controversial groups of values at the same time, they are the Openness to changes values and Conservative values. From the one hand, a person needs changes for its growth and development. From the other hand, it needs a certain stability to become a support for changes. We think that it is a dynamical process of finding and losing balance for further growth with the base of the achieved goods.

Therefore, we can suppose that the Openness to changes values have the most significant meaning for the OPF, but in critical situations the Conservative values become a good support for the personality.

The correlation analysis of connections between trust and values showed, that self-trust (RST) is highly connected with all the values: Conservative (0.3, $p < 0.001$), Altruistic (0.18, $p < 0.005$), Self-enhancement (0.17, $p < 0.005$), Biosphere (0.15, $p < 0.05$) and Openness to changes (0.13, $p < 0.05$).

As we have found, the strongest relations with Self-trust have the Conservative values. We think, it's because both trust and Conservative values are related to safety issues. The person can trust to objects and subjects, which it regards as safe. And the Conservative values are connected with the need to save the goods and relations, which help to feel safe in a changing world.

At the same time, ST is also connected to Openness to changes values. We think, that self-trust is necessary for changes and personal growth, it gives the basis for feeling oneself to be able to survive in unknown changed future which will definitely differ from the well-known present. Changes always rise the level of anxiety, and it is high level of trust and self-trust, which supports the person in its growth, its inner changes.

The correlation analysis showed the presence of connections between the values, trust and OPF indexes. However, it doesn't give us the answer to a question if values or trust predict the OPF. The causal effect we can check with the help of the Multiple regression modelling method. We used the Forward Stepwise method of regression analysis, when the best predictors are chosen one by one.

Table 4

Predictors-variables involved into analysis	Dependent			
	PWB		Hardiness	
	Predictors, which are confirmed to stay in the model with β -coefficients	R ² and R ² adj	Predictors, which are confirmed to stay in the model with β -coefficients	R ² and R ² adj
Scales «Trust to the world», «Trust to other people» and «Self-trust», ST	ST 0,41; Trust to the world 0,19; Self-trust 0,23	R ² 0,47; R ² adj 0,465	ST 0,47; Trust to other people 0,19; Trust to the world 0,14*; Self-trust 0,13*	R ² 0,47; R ² adj 0,46
Trust and ST	ST 0,44; Trust 0,35	R ² 0,46; R ² adj 0,45	Trust 0,46; ST 0,34	R ² 0,47; R ² adj 0,47
Values	Openness to changes values 0,22	R ² 0,047; R ² adj 0,043	-	-
Trust ST Values	ST 0,44 Trust 0,34 Openness to changes values 0,1**	R ² 0,47; R ² adj 0,46	ST 0,45 Trust 0,35	R ² 0,47; R ² adj 0,47

The indexes are significant at level $p < 0,001$, except * $p < 0,1$ and ** $p < 0,05$

As we can see from the table, both PWB and Hardiness are significantly predicted by trust in its various forms, and the most weighting of trust kinds for OPF indexes is ST. As for the values, we only observe the meaning of Openness to changes values for PWB, both separately and together with trust and ST.

In that way, though we have found correlation connections between different values and indexes of OPF, only one group of values is confirmed to be its predictor, and only for 4.7%. Nevertheless, it gains 47% of predicting together with trust. Therefore, we can suppose that the influence of values on OPF may be mediated by trust.

To examine this supposition we built and checked structural model of OPF with trust as a mediator between values and OPF. We used the SEPATH method. As far as regression analysis showed that the predicting role have Openness to changes values, we used them in the model. Also, the values showed to be a predictor only for PWB as a domain of OPF, but they don't predict Hardiness. At the same time, we could notice that the most significant meaning for PWB had self-trust. The according model is shown at the Fig.1.

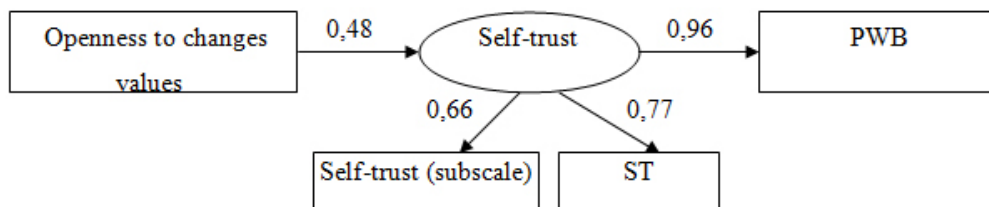


Figure 1. The structural model describing the connections between Openness to changes values, self-trust and PWB (connections are significant at $p < 0,001$). Accordance indexes: $\chi^2/df = 0,8/2$; $p = 0,67$; RMSEA 0; GFI 0,998; AGFI 0,99.

The model has weighting accordance indexes and confirms that values have influence on OPF, but that influence is mediated by trust.

Conclusions. Our study shows that among different values only the Openness to changes group of values is highly connected to PWB and stands out to be its predictor. Though this group of values is one of predictors of PWB, it's not the most important one. Trust has more significant influence on OPF indexes, which are PWB and Hardiness, and it is found to be a mediator between Openness to changes values and PWB. It should be underlined that in our model Self-trust has the most important role. Self-trust as a separate kind of trust occurs to be a mediator between Openness to changes values and PWB.

References

1. Casas F., Gonzalez M., Figuer C., Coenders G. (2004). Subjective well-being, values and goal-achievement: the case of planned versus by chance searches on the internet. *Social Indicators Research* 66, 123-141
2. Dietz T. Environmental values / Thomas Dietz, Amy Fitzgerald, Rachael Shwom // *Annual Reviews Environment and Resources*. – 2005. – Vol. 30. – P. 335–372
3. https://en.wikipedia.org/wiki/Marie_Jahoda
4. Ilin E. P. (2013) *Psychology of trust*. SPb: Piter. 288p [in Russian]
5. Ильин Е. П. *Психология доверия*. – СПб.: Питер, 2013. – 288с.
5. Kryazh I. V (2010). Relation to nature in the subject's basic values system. *Scientific studies on so-*

cial and politic psychology: APS of Ukraine, Institute of social and politic psychology. 24 (27), 156-168 [in Russian]

Кряж И. В. (2010) Отношение к природе в системе базовых ценностей субъекта. Наукові студії з соціальної та політичної психології : зб. наук. праць. АПН України, Ін-т соціальної та політичної психології ; [редкол.: С. Д. Максименко, М. М. Слюсаревський та ін.] – К. : Міленіум, 2010. – Вип. 24(27). – С. 156-168.

6. Kryazh, I., Grankina-Sazonova, N. (2018). Mediating role of trust between emotional intelligence and positive functioning of personality. *Fundamental and applied researches in practice of leading scientific schools*, 26 (2), 326–334.

7. Maddi S. R. *The Story of Hardiness: Twenty Years of Theorising, Research and Practice* (2002) – *Consulting Psychology Journal: Practice and Research* – Vol.54 – No3 – p.175-185. DOI:10.1037//1061-4087.54.3.175

8. Ryan R.M., Deci E.L. On happiness and human potentials: A review of Ryresearch on hedonic and eudaimonic well-being//*Annual Review Psychology*. – 2001. – № 52. – P. 141–166.

9. Ryff C. D., Keyes C. L. M. The Structure of Psychological Well-Being Revisited. *Journal of Personality and Social Psychology* 1995. Vol. 69. No. 4. P. 719-727

10. Sagiv, L., Roccas, S., & Oppenheim-Weller, S. (2015). Values and well-being. In S. Joseph (Ed.), *Positive psychology in practice: Promoting human flourishing in work, health, education, and everyday life*, second edition (pp. 103–120). New Jersey: Wiley.

11. Schwartz, S. H., & Sortheix, F. M. (2018). Values and subjective well-being. In E. Diener, S. Oishi, & L. Tay (Eds.), *Handbook of well-being*. Salt Lake City, UT: DEF Publishers. DOI:nobascholar.com

12. Seligman M.E.P, Csikszentmihalyi M. *Positive psychology: an introduction*. *American Psychologist*, 2000. Vol.5

13. Stern P.C, Dietz T., Guagnano G.A. 1998. A brief inventory of values. *Educ. Psychol.Meas.* 58:884–1001

14. Veage S., Ciarrochi J., Deane F. P., Andresen R., Oades L. G., Growe T. P. (2014). Value congruence, importance and success and in the workplace: Links with well-being and burnout amongst mental health practitioners. *Journal of Contextual Behavioral Science* 3, 258-264. <http://dx.doi.org/10.1016/j.jcbs.2014.06.004>

PERSONAL RESOURCES AS MODERATORS IN RELATIONSHIP BETWEEN LEARNING ENVIRONMENT DEMANDS AND STUDENT BURNOUT

Olefir V.A.
 ORCID 0000-0003-4482-0150
 vaolefir@gmail.com
 Bosniuk V.F.
 ORCID 0000-0003-0141-1920

Background and Aim of Study: The main aim of this study was to learn the personal resources interaction effect (self-efficacy, self-control, optimism and resilience) with the requirements of the educational environment (study load, clarity of requirements, task adequacy) on the student's burnout. The theoretical of the study basis was the Bakker JD-R model.

Material and Methods: We conducted a structural equation modeling with latent variable interactions to study data from a cross-sectional survey of student sample ($N = 303$; $M_{age} = 18.38$, $SD = 1.53$).

Results: The effect of the latent variable interaction – the requirements of the educational environment \times personal resources – were statistically significant ($\beta = -0.11$, $p < 0.001$). Model with interaction explained 54% of the student's burnout variance, and the percentage increase in the explained variance as an interaction result is 14.3%.

Conclusions: It has been established that personal resources (self-efficacy, self-control, optimism and hardiness) have a systematic organization and form an integral factor at the empirical indicators level – a personal resources index, which is a buffer that mitigates student burnout caused by perceived stressors of the educational environment.

Keywords: personality, burnout, university students, LMS approach.

Основною метою даного дослідження було вивчення ефекту взаємодії особистісних ресурсів (самоефективності, самоконтролю, оптимізму і життєстійкості) з вимогами освітнього середовища (навчального навантаження, ясності вимог, адекватності завдань) на вигорання студентів.

Було проведено моделювання структурними рівняннями із взаємодією латентних змінних для вивчення даних крос-секційного опитування вибірки студентів ($N = 303$; $M_{age} = 18,38$; $SD = 1,53$).

Ефект взаємодії латентних змінних – вимоги освітнього середовища \times особистісні ресурси був статистично значущим ($\beta = -0,111$; $p < 0,001$). R^2 для моделі з взаємодією дорівнює 0,54, а відсоток приросту поясненої дисперсії в результаті взаємодії становить 14,3%.

Встановлено, що особистісні ресурси (самоефективність, самоконтроль, оптимізм і життєстійкість) мають системну організацію і на рівні емпіричних індикаторів утворюють інтегральний чинник – індекс особистісних ресурсів, який є буфером, що зменшує вигорання студентів, яке виникає внаслідок сприйманих стресорів освітнього середовища.

Ключові слова: стрес, особистісні ресурси, вигорання, студенти

Introduction

In recent years, one of the areas in which burnout research is widely carried out is the students' learning activities (Kutsal, Bilge, 2012; Osin, 2015; Rahmati, 2015; Walburg, 2014, etc.). The burnout phenomenon among students means a fatigue feeling due to learning requirements, with cynical and detached attitude to study and incompetence sense as a student (Schaufeli, Martinez, Pinto, Salanova, Bakker, 2002). The increasing number of academic burnout researches confirms indirectly the relevance of this problem. Burnout influence on the academic success and student health in a negative way. Therefore, the definition of burnout factors, their interaction effects are important to improve the prevention and correction approaches of this syndrome.

Scientists traditionally divided burnout factors into situational and personal. If academic burnout is determined as the requirements and resources theory (JD-R model, Bakker, Demerouti 2007; 2014), then the educational environmental characteristics of higher education institution will act as situational factors. They can be classified in two general reasons: the requirements and resources of the educational environment. Educational requirements are those physical, social or organizational learning aspects that require constant physical and psychological efforts. They involve physiological and psychological forces. When academic requirements are perceived as excessive, exceeding resources and abilities, they can drain student resources and lead to burnout. In other words, the academic environment requirements are stressors, which include exams, public speaking, overloading with academic tasks and limited time to complete them, etc. (García-Izquierdo, Ríos-Risquez, Carrillo-García & Sabuco-Tebar, 2015; Yamashita, Saito, & Takao, 2012).

In one of the meta-analytical researches, it was shown that different requirements of the organization environment (role conflicts, workload, role ambiguity) are important burnout predictors, especially depletion and cynicism (Alarcon, 2011)

In accordance with the JD-R theory, the resources of the education environment include the physical, social, or organizational aspects of learning, which: 1) are functional to achieve the goals related to learning; 2) reduce education requirements and the associated with them physiological and psychological expenses; and 3) stimulate personal growth and students development. Consequently, autonomy in decision making,

social support (help from teachers and classmates), etc. can be considered as the educational environment resources. The research results conducted within organizational psychology show that labor resources impede the negative attitudes development and play the buffer role in the relationship between work requirements and burnout (Xanthopoulou, Bakker, Demerouti, and Schaufeli, 2007).

Although personal factors are less important burnout predictors than situational factors, they are widely represented in burnout prediction researches. The reasons why personal characteristics are considered as burnout predictors are as follows: 1) people can perceive the requirements of the working environment in their own unique individual way and, accordingly, respond differently to them, depending on their personal characteristics; 2) a person can influence the objectal nature of the working environment, for example, emotionally stable extroverts can independently choose enriched working environments; 3) individual differences in personal traits affect how people cope with work requirements (Maslach et al., 2001; Bakker et al., 2014).

In the literature a large number of investigations are represented, which are devoted to the study of interrelationships such as wide personal traits, for example, those belonging to the Big Five, as well as narrower ones (for example, hardiness, optimism, etc.) with burnout measures: emotional exhaustion, depersonalization, and personal achievements (Jacobs & Dodd, 2003; Lee et al., 2017). However, the results of these researches are not always consistent. For example, some researchers (Jacobs & Dodd, 2003; Rostami, Abedi & Schaufeli, 2012) found that extroversion is associated with emotional exhaustion and decreasing sense of students personal achievement, while others – Morgan & de Bruin (2010), on the contrary, found that extraversion is associated with depersonalization and decreasing personal achievements.

Meta-analytical research by Alarcon et al. (2009) showed that such personal characteristics as: self-esteem, overall self-efficacy, internal control locus, emotional stability, extraversion, good faith, satisfaction, positive emotionality, negative emotionality, optimism, proactive individuality and resilience were associated with three dimensions of burnout.

It should be noted that in these investigations, personal characteristics acted as burnout predictors (personal traits correlation with burnout). However, they can also have either a mediator or moderator effect (Baron & Kenny, 1986) on the structure of the causal relationships between environmental variables (exogenous) and the effective variable (endogenous) – burnout. This approach, as is well known, allows us to answer the questions of how and why the variables of the external / educational environment influence on burnout. Also, many previous researches had one major drawback – they did not take into account the measurement error, which affected the accuracy of the regression parameters assessments. The usage of structural equation modeling makes it possible to level this drawback.

In a number of recent researches which were performed using structural modeling, the moderator / mediator role of personal variables has been shown in the relationship between work environment factors and burnout. Thus, in the Szczygieł, Baka work (2016), the moderating effect of emotional intelligence was discovered in the relationship between interpersonal conflicts at work and emotional exhaustion. It was observed only among those employees who had lower emotional intelligence and were in conflict with employees. The buffer (mediator) role of emotional intelligence was discovered in the relationship research between failures at work and burnout (Shkoler, Tziner, 2017). The researches (Otero-Lopez et al., 2010; 2014) show the mediator role of positive personality variables (optimism, endurance, life satisfaction) in the relationship between the perceived stress level by a teacher caused by various negative students actions (verbal teacher abuse, aggression among students, vandalism) and burnout.

Positive personal traits are understood as personality resources. The author of the researches conversation theory, S. Hobfoll (1989), notes that personal resources play a primary role in the context of coping with chronic stress, ensuring the individual's ability to adapt. Personal resources are aspects of Self that are connected with stress resistance and relate to people's feelings in their ability to control successfully and influence on their environment (Hobfoll, Johnson, Ennis, & Jackson, 2003). The author identifies several of these key personality resources.

Thus, one of the main personal resources, according to Hobfoll, is a generalized sense of self-efficacy (Schwarzer & Jerusalem, 1995), which is defined as belief in one's ability to effectively influence on one's environment and achieve one's goals. As A. Bandura has shown, individuals who have a high level of self-efficacy are more resistant in stressful situations (Bandura, 1997).

Another key resource is optimism, which is understood as a personal variable that reflects in which extent people have generalized favorable expectations about their future (Carver, Scheier, Segerstrom, 2010). It was found that this personal trait is a strong predictor of burnout risk (Chang, Rand, & Strunk, 2000).

Finally, the important personal resource is such an integral feature as hardiness. Hardiness is defined as the degree to which a person is able to overcome stressful circumstances without suffering a deterioration in his physical and psychological health (Maddi & Khoshaba, 2005). It is shown that this personal resource reduces the negative stress sources impact (Chan, 2003).

Another personal resource that can be included in a model that promotes an student burnout understanding in the educational environment is self-control. Self-control is defined as the ability to change immediate dominant reactions or tendencies, thoughts, behavior, and emotions for a desired, but delayed result (de Ridder, Lensvelt-Mulders, Finkenauer, Stok, & Baumeister, 2012). In researches it is accepted to distinguish between self-control as a condition and disposition, which vary from individual to individual. Self-control as a condition is changeable depending on the situation and time. Dispositional self-control is a

relatively stable personal trait. The authors of the solid meta-analytical research about the relationship between dispositional self-control and behavior found that a high self-control level is related to many areas of behavior and its results (de Ridder et al., 2012). In particular, the strong self-control effect manifested itself in the education field. In general, the authors note that self-control is one of the most useful personality traits. This conclusion is confirmed by the results of a specific research conducted on students samples, and devoted to the research of the burnout relationship and self-control (Seibert, May, Fitzgerald, Fincham, 2016). The research revealed a negative relationship between dispositional self-control and academic burnout, and it was also shown that dispositional self-control softening the relationship between burnout and academic results (average mark, absenteeism).

Each of the four above considered personal resources is conceptually independent and has empirically justified discriminant validity regarding burnout. Students burnout is the result of the educational environmental requirements interaction and its subjective assessment, the scale of which is transformed depending on the key personal resources severity. In previous researches, these personal resources were investigated as separate burnout predictors. However, there is a need, noted by many authors (for example, Maslach & Leiter, 1999; Otero-Lopez et al., 2010; 2014), to integrate variables related to the prediction of burnout phenomenon in an explanatory model.

A number of resource concepts presupposes the existence of an integral personal characteristic as a higher order factor mediating the influence on the other resources and environmental factors (Leontiev, 2016). There are several concepts of personal resources “single factor”: 1) basic self-assessment, 2) psychological capital, 3) personal potential.

One of the first attempts to isolate an integral index is the concept of core self-evaluation (“core self-evaluation”), which is considered as a fundamental assessment of one’s own personality, one’s abilities, one’s value (Judge, Erez, Bono, Thoresen, 2002). Basic self-esteem includes four personal characteristics: control locus, emotional stability, self-efficacy and self-esteem. It has been established that high based self-esteem has a predictive value for protection against burnout at work (Best, Stapleton, Downey, 2005).

The concept of psychological capital is based on the identification of a single factor, which is formed by four personality traits: optimism, resilience, hope and self-efficacy (Luthans, Avolio, Avey, Norman, 2007). Research results show that psychological capital influence negatively on burnout (for example, Gökhan, Ergeneli, 2015).

Personal potential is considered as a personal basis of self-regulation and self-determination (Personality potential: structure and diagnosis, 2011). Theoretically and empirically grounded structural model of personal potential includes the following personal variables: autonomy, tolerance to uncertainty, control over the action in case of failure, optimism, resilience, self-efficacy. It has been shown that personal potential can contribute to various types of activities and their results (Olefir, 2015).

Thus, based on the theoretical analysis of previous researches, we assume:

Hypothesis 1: the four positive personality characteristics – self-efficacy, self-control, optimism, and resilience – are linked by a common factor of higher order – the personal resources index.

Hypothesis 2: The effect of the educational environmental requirements interaction and the integral indicator of personal resources will reduce the negative impact of requirements on the students burnout.

The purpose of the work was to study the effect of the interaction of the requirements of the educational environment and the integral indicator of personal resources in predicting student burnout.

Material and methods

Participants

The research involved 303 students (135 male and 168 female) aged from 17 to 21 years ($M_{age} = 18.38$, $SD = 1.53$). Participants were provided with general information about the research and they were assured of confidentiality and complete anonymity of the answers.

Measurements

Questionnaire of the educational environmental requirements and resources. The basis for it is the theory of requirements and work resources (Bakker, Demerouti, 2014). It contains 6 scales (3 items each, with a five-point scale of answers, where 1 point is “very rarely, never”, 5 points – “very often, always”). In the present research, three scales were used: study load (“Is your study load irregular (when does a task accumulate?)”, “Do you need to complete training tasks at a fast pace?”), clarity of requirements (“Do you have to do during, according to your feelings, should it be done differently?”, “Does it happen that you receive instructions incompatible with each other from different teachers?”), adequate task complexity (“Does it happen that learning tasks are too difficult for you?”, “Do you give learning tasks which perform you do not have enough resources?”). The reliability coefficient for the Cronbach alpha internal consistency for the scales was: workload of 0.71, clarity of requirements – 0.70, adequate task complexity – 0.67.

The generalized self-efficacy scale (Schwarzer & Jerusalem, 1995) with 10 items scale was used to evaluate self-efficacy. Participants were asked to rate the extent to which each statement relates to them on the scale from “absolutely wrong” (1) to “quite right” (4). The Cronbach alpha coefficient was 0.77 in the current research.

For the self-control diagnosis, a brief self-control scale BSCS – (Tangney, Baumeister, Boone, 2004) was used. The scale consists of 13 items, measured on the scale from 1, “I do not agree at all,” up to 5, very similar to me. Statements examples are: “I am able to resist temptations well” (direct coding) and “I hardly give up bad habits” (reverse coding). The Cronbach α (alpha) coefficient was 0.74.

The tool to assess optimism was chosen as a revised version of Life Orientation Test (LOT-R; Scheier, Carver & Bridges, 1994). LOT-R consists of 10 items. The answers are based on the Likert-type scale, which varies between “strongly disagree” (value 0) and “fully agree” (meaning 4). The Cronbach α (alpha) coefficient in this research was 0.71.

A short version of the hardiness scale (Olefir, Kuznetsov, Pavlova, 2013) was used to assess this personal trait. The scale consists of 15 items with four-point scale of answers from 0 “No” to 3 “Yes” and includes questions covering three aspects of hardiness – involvement, control and risk acceptance. The Cronbach α (alpha) coefficients was 0.920 for the total scale.

Burnout was assessed using a questionnaire developed for this research, based on the SBI methodology (Salmela-Aro, Kiuru, Leskinen & Nurmi, 2009). The questionnaire consists of 9 items with five-point scale of answers (Likert scale from 1 “Absolutely disagree” to 5 “I completely agree”), grouped into 3 subscales: emotional exhaustion, cynicism, a sense of incompetence. The internal consistency of the scale (α -Cronbach coefficient) was 0.79 in this research.

Statistical analysis. All analyzes were performed using structural equation modeling using Mplus version 7.2 (Muthen & Muthen, 1998–2010). LMS models are rated using the XWITH team. A robust version of the maximum likely method (MLR) was used.

The correspondence of the model under study to the empirical data was estimated using the statistics of the chi-squared test (χ^2) statistics and the mean square approximation error (RMSEA). Statistically insignificant χ^2 values indicate that the hypothetical model is consistent with the data, and the RMSEA value of up to 0.08 indicates an acceptable data suitability (Schumacker, & Lomax, 2010). In addition, we used the relative goodness-of-fit indices: Comparative Fit Index (CFI) and Tucker-Lewis Index (TLI). For these indices, the value of 0.90 or higher is acceptable.

Results

The empirical verification of the model in which different personal variables (self-efficacy, self-control, optimism, and hardiness satisfaction) are postulated as moderators of the three important stress sources effect derived from the learning environment demands (study load, clarity of requirements, and task adequacy) on student burnout (exhaustion, cynicism toward the meaning of university, and inadequacy sense) – and that is the objective of this research – has been conducted on the basis of path analysis using the latent moderated structural equations (LMS) approach. Table 1 shows the correlations, means and standard deviations corresponding to the variables are included in the model.

Table 1.

Correlations, means and standard deviations of the variables analyzed

	1	2	3	4	5	6	7	8	9	10
1. Study load	–									
2. Clarity of requirements	-.42**	–								
3. Task adequacy	.45**	-.22**	–							
4. Self-efficacy	-.26	.11	-.14*	–						
5. Self-control	-.31	.23**	-.22**	.46**	–					
6. Optimism	-.21	.18**	-.13*	.33**	.39**	–				
7. Hardiness	-.26**	.17**	-.17**	.40**	.60**	.33**	–			
8. Exhaustion	.37**	-.25**	.17**	-.28**	-.28**	-.16**	-.16**	–		
9. Cynicism	.37**	-.22**	.20**	-.18**	-.13*	-.16**	-.14*	.39**	–	
10. Sense of inadequacy	.41**	-.28**	.27**	-.28**	-.25**	-.14*	-.20**	.47**	.46**	–
Mean	13.70	9.57	10.90	30.16	38.37	17.22	26.62	11.04	9.09	5.49
S. D.	2.86	2.71	3.13	4.06	7.32	4.09	4.56	3.61	3.41	1.83

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

* . Correlation is significant at the 0.05 level (2-tailed).

The obtained results (see Figure 1) show that the model for measuring latent variables – the educational environmental requirements, the personal resources index, and burnout – is satisfactory. This is evidenced by the absolute and relative indices of data correspondence: $c^2(32) = 32.34$, $p = 0.45$; $RMSEA = 0.006$, $90\% CI = 0.000-0.004$; $CFI = 1.000$; $TLI = 0.998$.

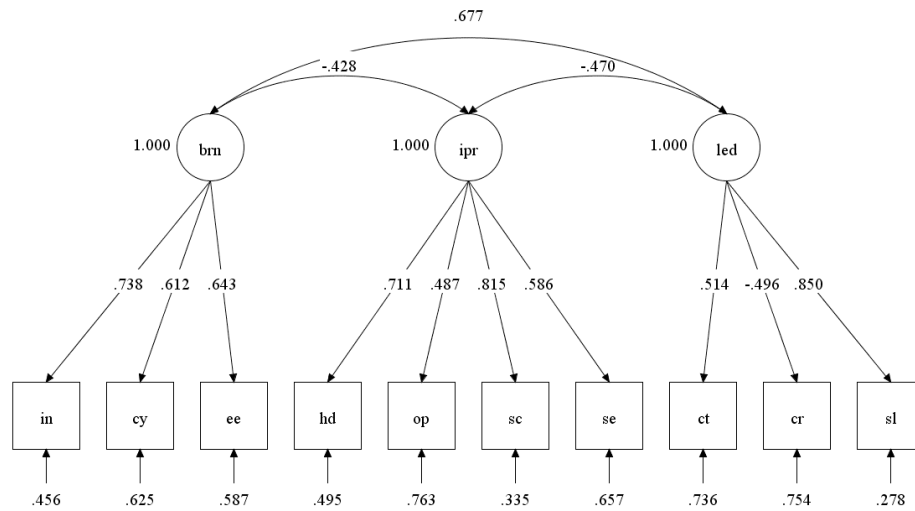


Figure 1. Model for measuring latent variables

Note. Hereinafter: brn – burnout; ipr – personal resource index; led – requirements of the educational environment; in – inadequacy; cy – cynicism; ee – emotional exhaustion; hd – resilience; op – optimism; sc – self control; se – self-efficacy; ct – the task complexity; cr – the requirements adequacy; sl – study load.

The evaluation of the latent variables interaction effect – the requirements of the educational environment and the personal resources index was carried out in predicting student burnout in two stages (Muthen, 2012; Maslowsky, Jager, Hemken, 2015). At the first stage, the model was evaluated without the interaction of the variable educational environmental requirements and the personal resources index (model 0). Model 0 (see Figure 2) fits well the data: $c^2(32) = 32.34$, $p = 0.45$; $RMSEA = 0.006$, $90\% CI = 0.000-0.004$; $CFI = 1,000$; $TLI = 0.998$. Latent variables – educational environment requirements and personal resource index statistically significantly predict student burnout ($\beta = 0.61$; $SE = 0.08$; $p < 0.001$; $95\% CI = 0.36-0.75$ and $\beta = -0.14$, $SE = 0.07$ $p < 0.05$, $95\% CI = -0.30 - 0.03$, respectively). Model 0 explained 47.4% of student burnout variance.

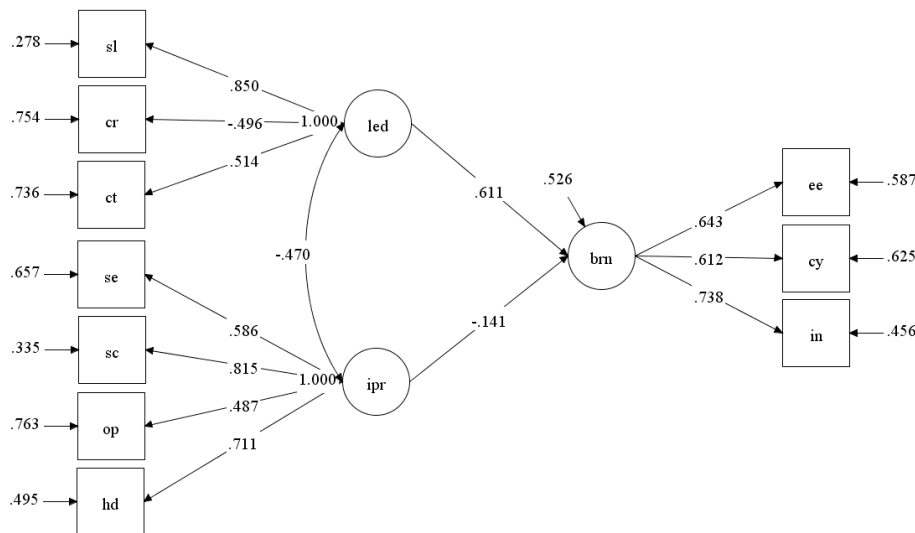


Figure 2. Structural model predicting burnout without interaction of latent variables

Then, model 1 was evaluated (Figure 3). The relative fit of model 1 to model 0 was determined using a likelihood ratio test comparing the log-likelihood values for model 0 and model 1. The log-likelihood difference value $DR^2 = R^2_1 - R^2_0$ was 21.13. Based on the model 0 (32) and model 1 (33) free parameters number, the difference in free parameters = 1, representing the value of df, which we used to test the likelihood ratio. The likely ratio test for the chi-square distribution was found to be statistically significant ($p < 0.001$), which indicates that the model without the interaction effect represents a significant loss in fitting relative to the alternative model – the model with the interaction effect. The effect of the latent variables interaction – the requirements of the educational environment – personal resources were statistically significant ($\beta = -0.111$, SE

= 0.03, $p < 0.001$, 95% CI = -0.17 – -0.05). Model with interaction explained 54% of student burnout variance, and the percentage increase in the explained variance as a interaction result is 14.3%.

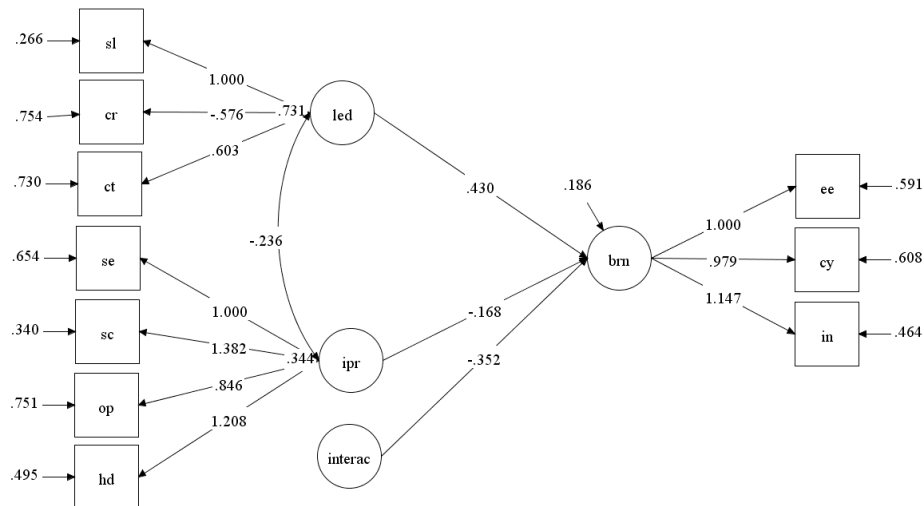


Figure 3. Structural model predicting burnout with interaction of latent variables – educational environmental requirements × personal resources

The construction of interaction graphs to assist in interpretation has shown that the relationship between burnout and the educational environmental requirements becomes more positive as the level of personal resources decreases (Figure 4).

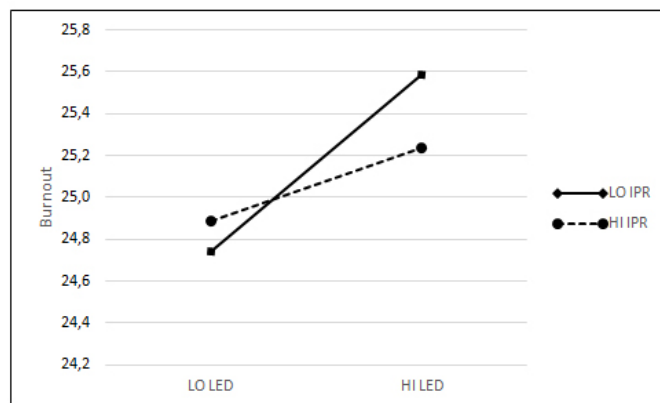


Figure 4. The interaction of the requirements of the educational environment and personal resources in the burnout forecast.

Discussion

The purpose of this research was to analyze the effect of the two latent variables interaction – the educational environmental requirements, perceived by students as stressors, and the index of personal resources in the prediction of the third latent variable – student burnout.

The results confirm the first hypothesis that the four positive personal characteristics are interrelated and form a factor of a higher order. This composite construct was defined by us as an “index of personal resources” (IPR) and is characterized by: 1) self-confidence, or self-efficacy, which allows you to apply the necessary efforts to solve complex problem; 2) self-control giving the opportunity to change the immediate dominant reactions, thoughts, behavior and emotions for the desired result; 3) optimism as a positive attribution of current and future successes with hope as perseverance in striving for a goal, coupled with the ability to change the paths leading to it, and 4) resilience, i.e. a system of attitudes that provide courage and motivation to turn stressful circumstances from potential disasters into growth opportunities.

As you can see, the IPR construct, both at the level of theoretical premises and at the level of concrete components, is close to the psychological capital model of F. Luthans (Luthans, et al., 2010). Indeed, both constructs constitute positive personality traits, which: a) are based on theory and empirical research; b) are the flexible person properties (state-like), have a lifetime genesis, and, therefore, can be adjusted and developed; c) connection with many effective variables is proved. It can be assumed that the interrelations of the analyzed variables are determined by a common mechanism, a synergistic effect arising in the course of complicating activities and gaining experience.

A meaningful analysis of the personal resources indicators loads on the resulting latent factor in the structural model suggests that self-control and resilience are the most significant personal resources. Students

who have a high level of self-control, control their thoughts better, regulate their emotions and inhibit their impulses compared with those who have a low level of self-control. They are able to focus on long-term goals and resist situational temptations and short-term gains. The high level of resilience contributes to the fact that students perceive the requirements of the educational environment not as a threat, but as a challenge, a source of development, personal growth. These results are consistent with the many available evidence on the importance of self-control and resilience as countermeasures for stress, (Chan, 2003; de Ridder et al., 2012; Maddi & Khoshiba, 2005).

The research results show that when stressors are analyzed independently of each other, they have a statistically significant relationship with the personal variables which were analyzed. As for the patterns of their joint change and in accordance with the previous literature on the discussed area (for example, Jacobs & Dodd, 2003; Osin, 2015), it is confirmed that such perceived stressors as the workload and the task difficulty are negatively linked by the analyzed personal variables, and the clarity of requirements has a positive connection. Our results also generally confirm the conclusion that there is a positive and significant correlation between various stressors and burnout.

As for the relationship between personal variables and burnout, the existence of important statistically significant connections is confirmed. However, it should be noted that the comparison of our results with the data of the meta-analytical research conducted by Alarcon et al. (2009) shows that the combination of self-efficacy, self-control, optimism and resilience in the integral factor has a greater predictive ability for burnout than each personal resource separately. The innovative contribution of this research to the discussed knowledge area in question is that four key personal resources have not been previously studied within the framework of an integrated model as predictors and moderators of student burnout. The study revealed that the stressful influence of the educational environmental requirements on the students burnout depends on the integral latent variable expression level – the personal resources index. The burnout level is higher for those students who have lower levels of IPR and perceive the requirements of the educational environment as more stressful. Thus, the second hypothesis was confirmed in the study. The obtained result explanation can be given as follows. In the educational environment, personal resources perform a buffer function. They mediate its influence on the consciousness and students activity, participating in the process of assessing the degree of stress factors influence, by providing the personal meaning of the learning situation. By themselves, they do not carry an assessment, but their severity transforms the subjective scale itself underlying the subjective assessments, contributing to the assessment of the situation. The high level of personal resources helps to perceive the educational environmental requirements as a challenge and regard them as a difficult task, and not as a factor threatening the students well-being.

The main research limitations are the correlation plan, which limits the possibilities of the obtained relationships causal interpretation, the subjective indicators of the learning environment characteristics. It is necessary to make researches using objective indicators of environmental characteristics.

Conclusion

The negative emotional state associated with emotional exhaustion sense, a cynical attitude to the learning process, sense of incompetence as a student, arising in the context of learning activities, is defined as burnout.

The results of the research showed that the perceived educational environmental requirements, which were considered in the research as stress antecedents, are positively and statistically significantly associated with the student burnout.

Personal resources have a systematic organization and at the level of empirical indicators form an integral factor – the index of personal resources. They are reliable predictors of burnout.

The personal resources interaction with the requirements of the educational environment statistically significantly reduces the influence of the educational environmental factors on the level of student burnout.

References

- Alarcon, G., Eschleman, K. J., & Bowling, N. A. (2009). Relationships between personality variables and burnout: meta-analysis. *Work & Stress*, 23(3), 244–263, doi: 10.1080/02678370903282600
- Alarcon, G. (2011). A meta-analysis of burnout with job demands, resources, and attitudes. *Journal of Vocational Behavior*, 79, 549–562, doi: 10.1016/j.jvb.2011.03.007
- Bakker, A. B., Demerouti, E. (2007). The job demands–resources model: state of the art. *Journal of Managerial Psychology*, 22(3), 309–328, doi: 10.1108/02683940710733115
- Bakker, A. B. and Demerouti, E. (2014). Job Demands-Resources Theory. In: Chen, P.Y. and Cooper, C.L., Eds., *Work and Wellbeing: A complete Reference Guide*, John Wiley & Sons, New York, 1–28, doi: 10.1002/9781118539415.wbwell019
- Bakker, A. B. and Demerouti, E., Sanz-Vergel, A. I. (2014). Burnout and Work Engagement: The JD–R Approach. *Annual Review of Organizational Psychology and Organizational Behavior*, 1, 389–411, doi: 10.1146/annurev-orgpsych-031413-091235
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman.
- Baron, R. M. & Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychology research: Conceptual, strategic and statistical considerations. *Journal of Personality and Social Psychology*, 52, 1173–1182. Retrieved from <https://www.sesop.org/files/The%20Moderator-Baron.pdf>
- Best, R. G., Stapleton L., Downey, R. (2005). Core Self-evaluations and Job Burnout: The Test of

- Alternative Models. *Journal of Occupational Health Psychology*, 10(4), 441–451, doi: 10.1037/1076-8998.10.4.441
- Carver, C. S., Scheier, M. F., Segerstrom, S. C. (2010). Optimism. *Clinical Psychology Review*, 30(7), 879–889, doi: 10.1016/j.cpr.2010.01.006.
- Chan, D. W. (2003). Hardiness and its role in the stress-burnout relationship among prospective Chinese teachers in Hong Kong. *Teaching & Teacher Education*, 19, 381–395, doi: 10.1016/S0742-051X(03)00023-4
- Chang, E. C., Rand, K. L. & Strunk, D. R. (2000). Optimism and risk for job burnout among working college students: Stress as a mediator. *Personality and Individual Differences*, 29, 255–263, doi: 10.1016/S0191-8869(99)00191-9
- de Ridder, D. T., Lensvelt-Mulders, C., Finkenauer, C., Stok, F. M., & Baumeister, R. F. (2012). Taking stock of self-control: A meta-analysis of how trait self-control relates to a wide range of behaviors. *Personality and Social Psychology Review*, 16(1), 76–99, doi: 10.1177/1088868311418749.
- García-Izquierdo, M., Ríos-Risquez, M.L., Carrillo-García, C. & Sabuco-Tebar, E. Á. (2015). The moderating role of resilience in the relationship between academic burnout and the perception of psychological health in nursing students. *Educational Psychology: An International Journal of Experimental Educational Psychology*, doi: <http://www.tandfonline.com/loi/cedp20>
- Gökhan, B. M., Ergeneli, A. (2015). How Psychological Capital Influences Burnout: The Mediating Role of Job Insecurity. *Procedia – Social and Behavioral Sciences*, 207, 363–368, doi: 10.1016/j.sbspro.2015.10.106
- Hobfoll, S. E. (1989). Conservation of resources: A new attempt at conceptualizing stress. *American Psychologist*, 44, 513–524, doi: 10.1037//0003-066X.44.3.513
- Hobfoll, S. E., Johnson, R. J., Ennis, N. and Jackson, A. P. (2003). Resource loss, resource gain, and emotional outcomes among inner city women. *Journal of Personality and Social Psychology*, 84, 632–643, doi: 10.1037//0022-3514.84.3.632
- Jacobs, S. R, Dodd, D. (2003). Student burnout as a function of personality, social support, and workload. *Journal of College Student Development*, 44(3), 291–303, doi: 10.1353/csd.2003.0028
- Judge, T. A., Erez, A., Bono, J. E., Thoresen, C. J. (2002). Are measures of self-esteem, neuroticism, locus of control, and generalized self-efficacy indicators of a common core construct? *Journal of Personality and Social Psychology*, 83(3): 693–710, doi:10.1037/0022-3514.83.3.693
- Kutsal, D., Bilge, F. (2012). A Study on the Burnout Levels of High School Students. *Education and science*, 37, 283–297. Retrieved from <https://www.google.com/search?q=289434292>
- Lee, S. J., Choi, Y. J., Chae, H. (2017). The effects of personality traits on academic burnout in Korean medical students. *Integrative Medicine Research*, 6(2), 207–213, doi: 10.1016/j.imr.2017.03.005
- Leontiev, D. A. (2016). Autoregulation, resources, and personality potential Siberian journal of psychology, 62, 18–37, doi: 10.17223/17267080/62 [In Russia]
- Luthans, F., Avey, J. B., Avolio, B. J. and Peterson, S. J. (2010). The development and resulting performance impact of positive psychological capital. *Human Resource Development Quarterly*, 21, 41–67, doi: 10.1002/hrdq.20034
- Maddi, S. R. & Khoshaba, D. M. (2005). Resilience at work. How to succeed no matter what life throws at you. New York: Amacon.
- Maslach, C. & Leiter, M. P. (1999). Teacher burnout: A research agenda. In R. Vanderberghe & A.M. Huberman (Eds.), *Understanding and preventing teacher burnout* (pp. 295-303). Cambridge: Cambridge University Press, doi: 10.1017/CBO9780511527784.021
- Maslach, C., Schaufeli, W. B, Leiter M. P. (2001). Job burnout. *Annual Review of Psychology*, 52, 397–422. Retrieved from <https://www.wilmarschaufeli.nl/publications/Schaufeli/154.pdf>
- Maslowsky, J., Jager, J., Hemken, D. (2015). Estimating and interpreting latent variable interactions: A tutorial for applying the latent moderated structural equations method. *International Journal of Behavioral Development*, 39(1), 87–96, doi: 10.1177/0165025414552301
- Morgan, B., & de Bruin, K. (2010). The relationship between the big five personality traits and burnout in South African university students. *South African Journal of Psychology*, 40(2), 182–191, doi: [10.1177/008124631004000208](https://doi.org/10.1177/008124631004000208)
- Muthén, B. (2012). Latent variable interactions. Sep 20. 2012. Retrieved from <https://www.statmodel.com/download/LV%20Interaction.pdf>
- Muthén, L., Muthén, B. *Mplus User's Guide*. 7th Edition. Muthén & Muthén; Los Angeles, CA: 1998–2012.
- Olefir, V. O., Kuznetsov, M. A., Pavlova, A. V. (2013). Brief version of the test of hardiness. *Bulletin of Kharkiv National Pedagogical University named after G. S. Skovoroda. Psychology*, 45(2), 158–165. Retrieved from http://nbuv.gov.ua/UJRN/VKhnpu_psychol_2013_45%282%29_22
- Olefir, V. O. (2015). Intellectual-personality potential of self-regulation of the subject of activity. Kharkiv: UIPA. [In Ukraine]
- Osin, E. N. (2015). Alienation from Study as a Predictor of Burnout in University Students: the Role of the Educational Environment Characteristics. *Psikhologicheskaya nauka i obrazovanie [Psychological Science and Education]*, 20(4), 57–74, doi:10.17759/pse.2015200406 [In Russia]
- Otero-Lopez, J. M., Villardefrancos, Castro, C., E. Santiago, M. J. (2014). Stress, positive personal variables and burnout: A path analytic approach. *European Journal of Education and Psychology*, 7(2): 95–106, doi: 10.1989/ejep.v7i2.182

- Personality potential: structure and diagnosis (2011). Ed. D. A. Leontiev. M.: Smysl [In Russia]
- Rahmati, Z. (2015). The Study of Academic Burnout in Students with High and Low Level Of Self-Efficacy, *Procedia – Social and Behavioral Sciences*, 171, 49–55, doi: 10.1016/j.sbspro.2015.01.087
- Rostami, Z., Abedi, M. R., Schaufeli, W. B. (2012). Dose interest predicts academic burnout? *Interdisciplinary journal of contemporary research in business*, 3(9), 877–885. Retrieved from <https://www.wil-marschaufeli.nl/publications/Schaufeli/370.pdf>
- Salmela-Aro, K., Kiuru, N., Leskinen, E., & Nurmi, J. (2009). School Burnout Inventory (SBI) reliability and validity. *European Journal of Psychological Assessment*, 25, 48–57, doi: 10.1027/1015-5759.25.1.48.
- Seibert, G. S., May, R. W., Fitzgerald, M. C., Fincham F. D. (2016). Understanding school burnout: Does self-control matter? *Learning and Individual Differences*, 49, 120–127, doi: 10.1016/j.lindif.2016.05.024
- Scheier, M. F., Carver, C. S. & Bridges, M. W. (1994). Distinguishing optimism from neuroticism: A reevaluation of the Life Orientation Test. *Journal of Personality and Social Psychology*, 67, 1063–1078, doi: 10.1037/0022-3514.67.6.1063
- Schumacker, R. E. & Lomax, R. G. (2010). *A beginner’s guide to structural equation modeling*. (2rd. ed.). New Jersey: Lawrence Erlbaum Associates.
- Schwarzer, R., & Jerusalem, M. (1995). Generalized Self-Efficacy scale. In J. Weinman, S. Wright, & M. Johnston, *Measures in health psychology: A user’s portfolio. Causal and control beliefs* (pp. 35–37). Windsor, UK: NFER-NELSON. Retrieved from [https://www.drugsandalcohol.ie/26768/1/General_Self-Efficacy_Scale%20\(GSE\).pdf](https://www.drugsandalcohol.ie/26768/1/General_Self-Efficacy_Scale%20(GSE).pdf)
- Shkoler, O., Tziner, A. (2017). The mediating and moderating role of burnout and emotional intelligence in the relationship between organizational justice and work misbehavior. *Journal of Work and Organizational Psychology*, 33, 157–164, doi: 0.1016/j.rpto.2017.05.002
- Schaufeli, W. B., Martinez, I. M., Pinto, A. M., Salanova, M., Bakker, A. B. (2002). Burnout and engagement in university students. A Cross-National Study. *Journal of cross-cultural psychology*, 33(5), 464–481. Retrieved from https://www.isonderhouden.nl/doc/pdf/arnoldbakker/articles/articles_arnold_bakker_78.pdf
- Szczygiel, D., Baka, L. (2016). The role of personal resources in the relationship between job stressors and emotional exhaustion. *Polish Journal of Applied Psychology*, 14(2), 133–152, doi: 10.-1515/pjap-20150058
- Tangney, J. P., Baumeister, R. F., Boone, A. L. (2004). High Self-Control Predicts Good. Adjustment, Less Pathology, Better Grades, and Interpersonal Success. *Journal of Personality*, 271–324, doi: 10.1111/j.0022-3506.2004.00263.x
- Walburg, V. (2014). Burnout among high school students: A literature review. *Children and Youth Services Review*, 42, 28–33, doi: 10.1016/j.childyouth.2014.03.020
- Xanthopoulou, D., Bakker, A. B., Demerouti, E., and Schaufeli, W. B. (2007). The role of personal resources in the job demands-resources model. *International Journal of Stress Management* 14, 121–141, doi: 10.1037/1072-5245.14.2.121
- Yamashita, K., Saito, M., & Takao, T. (2012). Stress and coping styles in Japanese nursing students. *International Journal of Nursing Practice*, 18, 489–496. doi: 10.1111/j.1440-172X.2012.02056.X
- Youssef-Morgan, C. M., & Luthans, F. (2015). Psychological Capital and Well-being. *Stress and Health*, 31(3), 180–188, doi: 10.1002/smi.2623

УДК 159.923:341.321

TIME ORIENTATION OF PERSONALITY PROVIDED UNDER
THE CONDITIONS OF ATOPavlenko O. V.
ORCID 0000-0002-1263-4989
oksanapav.11@gmail.com

The article analyzes the notion of a balanced perspective of the individual. Its value is defined for a person who is in difficult life circumstances. The attitude of the person in the ATO to the time space of his own life is analyzed. There are three main groups of respondents in the ATO zone, in particular military ATOs, settlers and residents of the «gray zones». The preferred orientation of respondents for a certain time of their own life was revealed. Comparison of time orientation with respondents living in stable territories is made. It is determined that the focus on the future is typical only for representatives of the control group, all respondents related to the ATO are oriented predominantly at the present time, that is, they live «here and now». The associative number of respondents related to a certain time has been analyzed. It has been determined that the past is often associated with emotions by the respondents, the present is related to actions, and the future is with meanings. For settlers there is mostly a positive associative connection to the past, and for the military ATOs and residents of the border areas - with the future. The degree of satisfaction with the past, present and future time is determined. It was diagnosed that the smallest satisfied with their own lives are settlers and residents of the border with the zone of ATO territories. Most respondents of these groups are not satisfied with the present moment of life. However, the attitude towards the future for these categories is more optimistic than for the representatives of the control group, which may be due to the non-realism of the prospect of the future. For military ATOs characterized by high satisfaction with all the time space of their own lives, which may be due to the situation of direct involvement in hostilities, which may endanger the lives of respondents. The prospect of our study is to develop programs for facilitating the acceptance and transformation of our own temporal continuum for each of the presented categories of respondents located in the ATO zone.

Keywords: time space, time orientation, difficult life circumstances, balanced time perspective.

У статті проаналізовано ставлення особистості, що знаходиться в умовах АТО, до часового простору власного життя. Визначено зміст поняття часових орієнтацій та його значення у складних життєвих обставинах, в якій опинились військові АТО та мешканці території, що входять в зону АТО. Виявлена переважна орієнтація респондентів на певний час власного життя. Здійснено порівняння часової орієнтації із респондентами, що мешкають на стабільних територіях. Проаналізовано асоціативний ряд респондентів, пов'язаний із певним часом. Визначено, що минуле найчастіше асоціюється у респондентів із емоціями, теперішнє – з діями, а майбутнє – із смислами. Визначено ступень задоволеності власним минулим, теперішнім та майбутнім часом.

Ключові слова: часовий простір, часові орієнтації, складні життєві обставини, збалансована часова перспектива.

В статье проанализировано отношение личности, находящейся в условиях АТО, к временному пространству собственной жизни. Определено содержание понятия временных ориентаций и его значение в сложных жизненных обстоятельствах, в которой оказались военные АТО и жители территорий, входящих в зону АТО. Определена ведущая ориентация респондентов на временной континуум своей жизни. Проанализирован ассоциативный ряд респондентов, связанный с переживанием определенного времени. Определено, что прошлое зачастую ассоциируется у респондентов с эмоциями, настоящее - с действиями, а будущее - с смыслами. Исследованы степень удовлетворенности собственным прошлым, настоящим и будущим для выбранных категорий респондентов.

Ключевые слова: временное пространство, временные ориентации, сложные жизненные обстоятельства, сбалансированная временная перспектива.

The attitude of the individual to the time of his life is considered, on the one hand, as situational-determined, and on the other - as a relatively stable process. Excessive concentrations on one of the time measurements can be determined by different factors. But, the main thing is not the past, present or future in itself, but their connection, integration, structure in person's consciousness. However, the question of how crisis life situation affects the formation of the attitude of the individual to the time of his life, and how this, in its turn, affects how this person is going through the past and building his own future is an issue of relevance. Recently, in our country the life of many members of our society undergo changes. Life has changed mostly in those categories of people who are directly involved in events in the east of Ukraine. Almost all of these people faced the task of building a new perspective of their own future. For some of them there is a need to survive the traumatic events of the past, and to realize this point of transition in the present, which is rather uncertain.

The concept of a sustainable attitude to the time of human's life was developed by F. Zimbardo and J. Boyd and others. The researchers identified the significant impact of time perspectives on various aspects of human existence. According to their theory, living in time means feeling in the process of moving from the past through the present to the future. People who live beyond time, fall into one of the traps of the divided time - in the trap of the past, the trap of the present day or the trap of the future. When fixing on the past - a

person lives mainly in memories, experiences, in this case, the future is frightening, and for existence in the present the person feels lack of courage, strength or sense. When fixing on the present - a person lives only here and now, at this very moment. Some psychotherapeutic approaches place emphasis on this perception of time, but the absolutism of today leads to the fact that human is unable to build his life in the external world in accordance with his desires, it is difficult for him to plan actions, build, structure his life, it remains for him only to respond to stimuli. When fixing on the future - a person can so deeply plunge into plans and dreams that they turn out to be torn off from reality.

The researchers proposed the concept of a balanced time perspective linked to the hypothesis that the optimal way of perceiving time is not the dominance of any particular time zone, but the combination of orientation towards the future with a positive attitude to the past and hedonistic attitude to the present. The researchers single out a balanced, flexible time perspective, which allows choosing the appropriate time orientation for each particular situation. In their opinion, such time orientation is the most optimal for the functioning of a person in society. [6]

However, everyday life is characterized by an established way of life, subjective consistency of motivation and purpose guidelines and the results obtained, the confidence of the individual that everything is going right and natural. The situation that arises in human's life as a result of violation of this law changes not only the sustainable way of life, but also the personality's perception of the time of his life and his idea of his own past, present and future. That is, the new circumstances that arose in the life of personality as a result of the beginning of the situation of military confrontation in the territory of the ATO require from the person changes in his own instructions and methods of activity.

According to the famous Ukrainian scientist Yu.M. Shvalb: «The dynamic nature of life as a way of existence of the world constantly leads to changes in the objective conditions of human life. These changes can have different effect on the structure and content of life, which depends on the degree of spontaneity or the mediation of their significance for the organization and implementation of specific activities by the individual» [4, 37]. So: «The complicated life circumstances are experienced by the individual as an inability to «live in such conditions» and his own insolvency to change the living conditions himself. Complicated life circumstances always occur «suddenly», as changes that lie outside the zone of expectations and forecasting. Their difficulty lies in the fundamental absence of an individual's psychological readiness for the formation of new schemes for the organization of his own life in the changed conditions.» [4, 38].

In this way, the complicated life circumstances demand from the individual to review or change the previous strategies of life, the attitude towards his own time of life and the perspectives of his own future.

At present, according to many researches, such prevailing emotions in the population and participants in the armed conflict zone are diagnosed: anxiety, irritation, aggression and fears that reflect the negative picture of the mental state of the population [5].

The psychological consequences of participation in events that endanger the life or health of the individual may appear in the post-traumatic stress disorder (PTSD), which occurs as an acute, prolonged or delayed response to life threatening situation. [2]

Questions of the diagnosis and rehabilitation of PTSD for those who participated in hostilities or were in the area of combat operations at the present moment are rather investigated (S. Horuzhii, I. Pishko, N. Lozinskaya, N. Tarabina, M. Babenko, M. Rotan, M. Varii, N. Titarenko, etc.) [2,3]. S.M. Horuzhii presented the general description of the paradigms of psychological help to the personality who survived the traumatic stressful situations associated with the ATO and proposed a program of individual and group care [3]. However, the question of changing the attitude of the individual to the time of his life and the adoption of his own time continuum in our time is not sufficiently investigated.

Thus, the **objective** of our **study** was the effect of a complicated life situation on personality's perception of the time of his own life.

In order to solve this problem, we carried out the research using the method of "Time Decentration" by Y. I. Golovakha and O. O. Kronik, the method "Time Orientation in the Associative Experiment" (modification of the "Associative Experiment" method) L.A.Regush with the help of which we have identified the temporal orientation and temporal orientations of the subjects, and the "scale of satisfaction with life" was used by us to analyze the degree of satisfaction of the individual with his own past, present and future.

The study was conducted on 187 people aged 18 to 61 years. Among them there were 80 men and 107 women. In connection with the inclusion in the ATO situation, the respondents were divided into 4 groups: 1 - residents of stable regions (control group) who did not directly participate in ATO events; 2 - ATO fighters, 3 - internally displaced people; 4 - residents of the "gray zones" or border areas with the zone of ATO.

Firstly we investigated the temporal orientation of the respondents using the method of "Time Decentration" by E.I. Golovaha and O.O. Kronik. The participants of the study, using the proposed scales, had to evaluate their experiences of the time in the real period of their life. We obtained the following results, which are presented in Table 1

Table 1

Time-specific orientation for respondents

	Orientation to the past	Orientation to the present	Orientation to the future	Not determined
Overall sampling	8,22%	39,38%	34,28%	17,52%
Residents of stable regions CG	7,50%	33,21%	46,98%	12,31%
ATO fighters	8,76%	40,65%	27,94%	22,65%
Internally displaced people	11,20%	43,65%	32,44%	12,71%
Residents of the border areas («gray zones»)	8,76%	40,64%	31,01%	19,59%

Time decentrations indicates the most characteristic, typical for a person orientation to the past, present or future time. The predominant orientation of a person at a certain time is included in a holistic personal organization and is usually associated with intellectual, emotional and will characteristics.

Among the general sample, the focus is on the present 39.38%, that is, fixation in the present - life only here and now, at this moment. Some psychotherapeutic approaches place emphasis on restoring / strengthening the ability of a person to feel in the present, but the absolutisation of today leads to the fact that man is incapable of constructing his life in the external world in accordance with his desires, it is difficult to plan actions, to build, to structure life, it remains only to respond to stimuli. Fixation in the future (34.28%) - a person is immersed in plans, dreams and they appear to be separated from reality, and when he returns to reality, he loses sensitivity to what is actual. In cases of fixation in the past (8.82%) - a person lives mainly in memories, experiences, when the future is scary, and a person lacks courage or strength to exist in the present. [6 (G, 2015)]

For the respondents who were distributed by us on the basis of their participation in the military conflict that took place on the territory of eastern Ukraine (military ATO, internally displaced people, residents of the border areas with the zone of ATO territories and residents of stable territories (CG)) we obtained the following results: the only group for which the orientation towards the future was diagnosed is the residents of stable regions (control group) (46.98%). The other groups are characterized by the focus on the present. Thus, we can conclude that the complicated life situation for representatives of other groups influenced them in such a way that they were forced to concentrate on the present moment of time.

Most of all it is typical for internally displaced people - 43.65% of respondents, ATO fighters - 40.65% and residents of border areas - 40.64%. At the same time, the representatives of the ATO group - 26.94% demonstrated the least orientation for the future, which is almost 20% less than the results of control group.

Thus, the orientation towards the past is the greatest for the group of internally displaced people (11.2%). We can observe the lowest indexes of fixation on the past among representatives of the control group.

Mainly the respondents live through the orientation of "here and now", that is, they are guided in the space of their life through reaction to the stimuli of the present. At the same time, the focus on the future for the respondents living on the territory of ATO is reduced, which is connected with responsibility, the peculiarity of which is the prediction of the consequences of the taken decisions, and assessment of their capabilities in their implementation.

The next step of our study was conducting method of "Time orientation in associative experiment" (modification of the method "Associative experiment") L.A.Regush, with the aim of determining the time orientations of human. To do this, we asked to write as many words as possible connected with the past, the future and the present. For the processing and analysis of the results we have defined the length of the associative series, that is, the number of words is calculated, and the structure of the associative row is determined, for which it is necessary firstly to count the number of semantic nests, and then the size of these nests. The results of the study are presented in Table 2

Table 2

Quantitative analysis of the results of associative experiment

Time	The length of the associative row		Semantic nests	
	Overall	Average	Number	Average size
Past	601	4,09	64	11,69
Present	500	3,4	57	8,77
Future	561	3,82	48	9,39

Thus, the longest associative link arises when respondents refer to the past, as well as the largest number of semantic nests and the length of the associative row. The smallest number of semantic nests arises when the thing is about the future, the present is characterized by the smallest average length of the associative row.

After conducting a qualitative analysis of the results of the associative experiment, we found several basic directions when choosing associations. So the researchers choose the words that they associate with emotions or feelings, such as love, joy, happiness, fear, boredom ...; or words related to these or those actions

(work, study, divorce, labor, care, etc.); or words associated with any significant concepts or categories for a person (family, friends, health, beauty, relatives ...). The results of the analysis are summarized in Table 3

Table 3

Qualitative analysis of the results of associative experiment

		Emotions, feelings	Actions	Significant categories
Past	Number of mentioning	271	193	136
	The most common associations	Love, joy, happiness, emotion, fun, fear, boredom	Education, work, childhood, knowledge, work, leisure, routine	Family, friends, children, parents, relatives
Present	Number of mentioning	204	198	103
	The most common associations	Love, joy, hope, satisfaction, faith, positive, interest, fear, hard	Work, planning, stability, hobbies, cognition, understanding	Family, friends, life, parents, health, war
Future	Number of mentioning	135	187	238
	The most common associations	Love, joy, hope, well-being, pleasant, faith	Stability, work, rest, expected, desired, planned, care	Family, children, sun, home, health, friends

Thus, the past is associated with emotions and feelings and the length of the associative row in this case is the longest, with an average of 4,09 words. The associative row of the present almost equally consists of actions and emotions with feelings, while the average length of the associative row is the shortest - 3.4 words. When referring to the future, the respondents often associate with important concepts for them that are bearers of some meaning for respondents, while the average length of the associative row is 3.84 words.

At the same time, we did not distinguish fundamental difference in the results for the representatives of the selected groups of respondents located on the territory of the ATO. However, it can be noted that the representatives of the "internally displaced people" group are characterized by a rather positive coloration of selected associations connected with the past. This may be due to the idealization of the past.

Using the scale of life satisfaction, we researched the level of satisfaction of respondents with their own past, present and future. At the beginning, they were asked to evaluate the satisfaction with their own lives and to choose the statement that best suits their assessment of the periods of the past, present and future of their own lives. To do this, we used a scale of five statements, two of which expressed dissatisfaction with their own lives (dissatisfied and rather unsatisfied), two - satisfaction (satisfied, rather satisfied), and neutral attitude (like everyone else). According to the results of the survey, we received the following results, which are presented in Table 3

Table 3.

The degree of satisfaction with their own lives

	Dissatisfied	Rather unsatisfied	Like everyone else	Rather satisfied	Satisfied
Past	0%	9,68%	11,29%	62,90%	16,13%
Present	1,54%	15,38%	6,12%	33,85%	35,38%
Future	0%	3,28%	2,72%	31,15%	59,02%

Thus, the greatest satisfaction with one's own life is manifested in relation to the personal future, that is, the events that are planned or expected in the future of their own lives (90.17%). The highest degree of dissatisfaction manifests itself in relation to their own present, so almost 17% of respondents are dissatisfied with their own present. In relation to their own past, the subjects most often chose the answer "Rather satisfied" (62.90%).

According to the results of the study of the degree of satisfaction with their own lives for representatives of different groups, we built table 4

Table 4

Satisfaction with the time space of their own lives for respondents who are in the conditions of ATO

Group	Time	Dissatisfied	Like everyone else	Satisfied
ATO fighters	Past	8,00	8,00	84,00
	Present	2,15	15,00	82,85
	Future	-	-	100
Internally displaced people	Past	11,11	22,22	66,67
	Present	30,00	10,00	60,00
	Future	11,11	22,22	66,67
Residents of boarder areas	Past	11,45	11,45	77,1
	Present	22,85	22,85	54,3
	Future	2,95	5,90	91,15
Control group	Past	8,15	11,75	80,1
	Present	12,35	8,45	79,2
	Future	3,3	13,2	83,5

The least satisfied with their own lives are the internally displaced people and the residents of the border areas. The internally displaced people are characterized by high dissatisfaction with the present (30%) and rather low satisfaction with the past and the future (66.67%). That is, the perspective of the future for the representatives of this group is realistic, but it is not always optimistic. The least satisfied with the present are residents of the border areas (54.3%), however, for representatives of this group is characterized by high satisfaction with the future (91.15%), while for the control group it is 83%. This may be due to the fact that the representatives of this group mostly do not analyze the current situation, and the perspective is rather unrealistic. Interesting appeared the results of the representatives of the group «ATO fighters», the representatives of this group are characterized by the greatest satisfaction with the entire time continuum of their own lives. This may be due to the current situation, which is dangerous for the representatives of this group, and requires full concentration and lack of reflection to solve the problem of saving their own lives.

Thus, the study of the attitude of the individual in the conditions of ATO to the time of his life has shown that the greatest satisfaction with his own life is manifested in relation to the events of a possible or expected future, and vice versa, dissatisfaction - in relation to the present moment. Among the general sample, the focus is on the present, that is, the fixation is in the present. Fixation in the future for these categories of respondents is not typical. At the same time, the respondents often associate the past with emotions, the present - with actions, and the future - with the meanings. For the internally displaced people there is mostly a positive associative connection to the past, and for the ATO fighters and the residents of the border areas - with the future. That may be connected with the idealization of the past by the internally displaced people, and the future - by ATO fighters and the residents of the border areas.

However, the result, which is the most desirable and positive, is the balanced time perspective, which is connected with the experience of satisfaction with one's own life and experience in the combination of the past, the present and the future. Therefore, the further perspective of our study is the development of the assistance programs for the acceptance and transformation of its own time continuum for each of the presented categories of respondents located in the ATO area.

References

1. Kisarchuk Z.H. (2015). *Psykhologichna dopomoha postradzhalym vnaslidok kryzovykh travmatychnykh podiy: metodychnyy posibnyk*. Kyiv: TOV Vydavnytstvo "Lohos".
2. Кісарчук З.Г. (2015). *Психологічна допомога постраждалим внаслідок кризових травматичних подій: методичний посібник*. Київ: ТОВ Видавництво «Логос».
3. Tytarenko, N. M. (2015). *Na pryamy psykhologichnoyi reabilitatsiyi, shcho perezhyvaye travmy viyny*. V N. Tytarenko, *Psykhologichna dopomoha osobystosti, shcho perezhyvaye naslidky travmatychnykh podiy*. Zbirnyk statey (str. 10-17). Kyiv.
4. Титаренко, Н. М. (2015). *Напрями психологічної реабілітації, що переживає травми війни*. В Н. Титаренко, *Психологічна допомога особистості, що переживає наслідки травматичних подій*. Збірник статей (стр. 10-17). Київ.
5. Khorunzhyu, S., Pishko, I. O., & Lozyn'ska, N. S. (2017). *Psykhologichna robotaz posttravmatychnymu stresovomu rozladamy u viys'kovosluzhbovtiv Zbroynykh Syl Ukrainy*. *Metodychnyy posibnyk*. Kyiv: NDTs HP ZSU.
6. Хорунжий, С., Пішко, І. О., & Лозинська, Н. С. (2017). *Психологічна робота з посттравматичними стресовими розладами у військовослужбовців Збройних Сил України*. *Методичний посібник*. Київ: НДЦ ГП ЗСУ.
7. Shvalb, YU.M. (2017). *Zhyttyeva kryza i psykhologichne zdorov'ya osobystosti*. S .D. Maksymen-

ko, S. B. Kuzikova, V. L. Zlyvkova. Osobystist' yak subyekt podolannya kryzovykh sytuatsiy: psykholohichna teoriya i praktyka: monohrafiya (str. 20-40). Sumy: Vydavnytstvo SumDPU imeni A.S.Makarenka.

Швалб, Ю.М. (2017). Життєва криза і психологічне здоров'я особистості. С.Д. Максименко, С.Б. Кузікова, В.Л. Зливкова. Особистість як суб'єкт подолання кризових ситуацій: психологічна теорія і практика: монографія (стр. 20-40). Суми: Видавництво СумДПУ імені А.С.Макаренка.

5. Psykhosotsial'na pidrtymka osib z travmoju viyny: mizhnarodnyy dosvid ta ukrayins'ki realiyyi: zbirnyk materialiv, dopovidey Vseukrayins'koyi naukovo-praktychnoyi konferentsiyi. (2018). (str. 322). Mariupol': DonDUU.

Психосоціальна підтримка осіб з травмою війни: міжнародний досвід та українські реалії: збірник матеріалів, доповідей Всеукраїнської науково-практичної конференції. (2018). (стр. 322). Маріуполь: ДонДУУ.

6. Zimbardo, P. G., & Boyd, J. N. (2008). The Time Paradox: The New Psychology of Time that Will Change Your Life. N.Y.: Free Press.

УДК 159.923.33

THE INVESTIGATION OF THE MOTIVATIONAL AND MEANING INTENTION OF A WOMAN PERSONALITY IN THE IMPLEMENTATION OF MATERNAL BEHAVIOR

Pronina V. O.

ORCID 0000-0002-2702-5940

E-mail: pronina.viktoria@gmail.com

The current article presents a characteristic of the concept of the motivational and meaning intention and the results of the empirical research of the motivational and meaning intention of the personality of a woman in the implementation of maternal behavior.

The study included 84 mothers and 105 women without children aged 31 to 40 years. The method of motivational induction (MMI) by Belgian psychologist J. R. Nuttin in the adaptation of N. M. Tolstykh was proposed by G. Z. Surayeva as the main tool for diagnosing the motivational and meaning intention of the personality.

The method offers unfinished sentences that need to be completed. According to M. S. Myshkina, the content of the motivational and meaning intention is described by a system of the motivational and meaning units and categories that are conditioned by the nature of speech activity, its individual and age-specific features. The order of the classification of the motivational and meaning intentions was determined by G. Z. Surayeva and supplemented by M. S. Myshkina. The algorithm for describing the statement on the classification of types of the motivational and meaning intention G. Z. Surayeva and M. S. Myshkina included the definition of motivational and meaning unit, type, kind and temporal category.

After identifying the presence or absence of intentions in connection with the classification, the statistical analysis of two samples was carried out by the Chi-square statistic. To process the results IBM SPSS Statistics 19.0.0.1 software was used.

Revealed differences in the specifics of intentions in two samples of subjects with high level of statistical significance. The study of the motivational and meaning intention of the personality is based on a perspective theory that explains the phenomenon of intention, its place in the structure of the personality traits and reveals the content of motivation in general, taking into account the prospect of the future. The study of the motive forces of maternal behavior by the proposed method provides a rich empirical material and a number of ways to further classify and interpretation.

Keywords: motivational and meaning intention; intentionality; personality; maternal behavior; women.

В статті розглядається проблема вивчення мотиваційно-сислової інтенції особистості жінки у реалізації материнської поведінки. Наведені теоретичні підходи до розуміння поняття інтенціональності та розглянуте місце інтенціональності у сукупності інших теоретико-психологічних понять. Обґрунтована актуальність вивчення мотиваційно-сислової інтенції особистості матері. Описаний алгоритм класифікації мотиваційно-сислової інтенції. Представлені результати емпіричного дослідження особливостей мотиваційно-сислової інтенції у матерів та жінок без дітей.

Ключові поняття: мотиваційно-сислова інтенція; інтенціональність; особистість; материнська поведінка; жінки.

В статье рассматривается проблема изучения мотивационно-смысловой интенции личности женщины в реализации материнского поведения. Приведены теоретические подходы к пониманию понятия интенциональности и рассмотрено место интенциональности в совокупности других теоретико-психологических понятий. Обоснована актуальность изучения мотивационно-смысловой интенции личности матери. Описан алгоритм классификации мотивационно-смысловой интенции. Представлены результаты эмпирического исследования особенностей мотивационно-смысловой интенции у матерей и женщин без детей.

Ключевые понятия: мотивационно-смысловая интенция; интенциональность; личность; материнское поведение; женщины.

The problem presented in general terms and its connection with important scientific and practical tasks. As it is known, there is a high importance of building experimental research on the basis of capable theoretical constructs, despite the emergence of many questions regarding the use of the actual criterion of the capability of theoretical constructs in psychological science in general and the absence of a completely direct causality from selecting of a theory to checking an empirical hypothesis after obtaining results of a research. In this context, the operationalization of psychological concepts eventually becomes a guarantee of obtaining practical options for solving a scientific problem [22, p. 115]. In our time, personal intentionalism as a problem that has the prospect of explaining hidden mechanisms of personality motivation attracts the attention of researchers. At the moment, the theoretical development of the person's motivational sphere is characterized by extreme heterogeneity and diversity [8]. The study of the motivational sphere of the personality of a mother is naturally accompanied by the same theoretical variety with an undoubtedly high significance for the harmonious devel-

opment of the family institution in our society.

An analysis of the latest research in which the problem was initiated. The concept of intention is revealed in close connection with the motivation of personality in the writings of foreign researchers. Spanish researcher P. Carrera examined the phenomenon of intention in the context of the prospect of the future [1]. French researchers H. Cochet and J. Vauclair studied the development of the phenomenon of intentionality in ontogenesis [3]. English researchers M. Conner, G. Godin, P. Norman and P. Sheeran described the intentional aspects of behavior [4]. In the writings of the American researcher P. R. Sackett [20], the German researchers T. Goschke and M. Walser [26], the Dutch researchers H.A.H. Ruigendijk, N.B. Jostmann and S. L. Koole [19] intention are considered in connection with the volition of personality. Russian researchers offered their view on the problem of the intentionality of a person. D. A. Leontiev revealed the concept of intentional emancipation [10], O. V. Yegorova considered the motivational sphere of a person as a purely intentional [23], N. N. Tolstykh studied the concept of a chronotope and The Motivational Induction Method (M.I.M.) by the Belgian psychologist J. R. Nuttin, who recommended the method as the best to find out the content of motivation and the characteristics of chronotop [24], G. Z. Suraeva [23] based on the works of Y. M. Zabrodin and N.N. Tolstykh operationalized concept of motivational and meaning intention (MMI) of a personality on the example of school-age children, M. S. Myshkina continued the study of G. Z. Surayeva and proposed a generic-specific classification of the motivational and meaning intention of a personality [16]. Y. I. Zakharova studied the meaningful characteristics of the leading motives of women with children of various ages [29, p. 105-107], N. N. Vasyagina following A. N. Leontiev distinguished the important role of the motivational and meaning sphere of the personality for the subjective formation of a mother [25, p. 36], motherhood is distinguished by G. G. Filippova as independent maternal need and motivational sphere of behavior (MNMSB) [5, p. 81].

The Ukrainian psychological tradition of understanding the concept of intention is based on the works of S. D. Maksymenko, who considered the sphere of intentions as an important sphere of personality [13, 14]. The developments of S. D. Maksymenko continues by Ukrainian psychologists. G. K. Radchuk spoke about the intentional field of potential meanings in the context of the sense searching activity of personality.

S. B. Kuzikova considered the intention of self-development [12]. V. V. Klymenko saw the function of intention in anticipation of life in symbols of meaning. O. V. Zazymko divided self-development and the intention of self-exploration [11].

Selection of previously unsettled parts of the general problem, to which this article is devoted. The phenomenon of intention has not been studied in a view of the realization of the social roles of the personality, maternal behavior in particular, although there are many studies and approaches to studying the motivational sphere of the personality of a mother.

Problem statement. The objective of this article is to describe the concept of motivational and meaning intention and to present the results of empirical research of the motivational and meaning intention of the personality of a woman in the realization of maternal behavior.

Presentation of the main research material with full justification of the received scientific results. The evolutionary purpose of maternal functions by G. G. Filippova was the provision of adequate care for descendants. Similar functions, according to the researcher, expressed in emotional reactions to the child, performed operations on childcare and communicating with child. The functions was provided with the structure and content of maternal need and motivational sphere of behavior [5, p. 81]. In addition, the approach of G. Z. Suraeva and M. S. Myshkina was an interesting way in this context to diagnosing the content of the motivational sphere and the motivational and meaning intention of the personality of a mother. Motivational and meaning intention was understood by M. S. Myshkina as a systemic motivational and meaning formation that defines the area of «significant» of the personality and provides guidance for its immediate behavior and development and for its distant future [16, p. 33].

It is important to differentiate the concept of intention with other psychological phenomena. Thus, approaches to understanding of intention and intentionality are different by various researchers, sometimes dramatically. On the one hand, intention and intentionality was differentiated and considered separately, giving these concepts a big role in the formation of consciousness and personality (S. D. Maksymenko [11, p. 34], Y. M. Zabrodin [23]), but, on the other hand, equated and even reduced their role in the functioning of consciousness (A. V. Yampolska [9]).

Nowadays, very widely understood the concept of intention on the concept of intent. Modern studies of motivation and volitional sphere are divided into two types: considering intention and intent as separate entities, where the intention is revealed as readiness for the future self-development of the individual and can be both conscious and unconscious (P. Sheeran, P. M. Gollwitzer, J. A. Bargh [21, p. 461], Y. M. Zabrodin [28]), and, in front, as a single motivational construction, intention was equated to the conscious intent of the volitional act (P. R. Sackett [20], T. Goschke, M. Walser [26], H. A. H. Ruigendijk, N. B. Jostmann, S. L. Koole [19], V. I. Chirkov [2], O. Y. Furman [6, p. 207]).

The difference between the concept of intention and the concept of orientation, which is revealed in various behavioral aspects, acquires various individual and psychological forms and combine a system of interrelated needs, motives, attitudes and interests of the personality, is obvious. At the same time, intention is entity forming, first of all, any potential movement of the personality and its deployment precedes the awareness of personal needs, motives, attitudes and interests [27]. Also, intention was considered by researchers as part of the behavioral activity of the personality, its preparatory stage [23, p. 7], and as part of the motivational sphere of the personality [18].

Analyzing two approaches to the explanation of volitional behavior: the model of the control of the action (J. Kuhl) and the dynamic theory of action (J. W. Atkinson, D. Birch), the German researcher H. Heckhausen wrote that if we denote the resulting tendencies of action as intentions, then the study of motivation can be divided into two areas. The first one involves the problem of forming the intention and the second one – the problems of its implementation. American researchers I. Ajzen and M. Fishbein considered two transitions – from attitude to intention and from intention to action, the latter one is studied by the psychology of volition [7].

Studying the place of the motivational and meaning sphere in the structure of the personality in general, S. D. Maksymenko noted that in the process of special experiences new meaning and value formations are being created and the old ones are being rebuilt, but only under the condition of awareness, while the sphere of intentions involves new meanings and prompts self-regulation of the personality [11, p. 33].

Therefore, researchers from different countries think over the concept of intention, its meaning and place in the structure of the personality. However, such a variety of approaches does not apply to the practical diagnosis of the phenomenon of intention. So, let us further pay attention to the order of diagnosis of the motivational and meaning intention of the personality by G. Z. Surayeva and M. S. Myshkina.

The Motivational Induction Method (M.I.M.) by J. R. Nuttin (or «Method of unfinished sentences» by J. R. Nuttin) in the adaptation of N. M. Tolstykh was proposed by G. Z. Surayeva as the main tool for diagnosing the motivational and meaning intention of the personality [23]. In turn, N. M. Tolstykh, also noted that M.I.M. is the best method to disclose the content of motivation and to diagnose of the chronotope as a time perspective [24]. The method offers unfinished sentences that need to be completed. According to M. S. Myshkina, the content of motivational and meaning intention is described by a system of motivational and meaning units and categories that are conditioned by the nature of the speech activity, its individual and age-specific features [16]. The order of classification of motivational and meaning intentions was determined by G. Z. Surayeva and supplemented by M. S. Myshkina.

An algorithm to the description of the statement on the classification of types of motivational and meaning intentions by G. Z. Surayeva and M. S. Myshkina:

1. definition of the motivational and meaning unit by the content of the statement;
2. definition of the temporal category of the statement;
3. definition of the motivational and meaning category;
4. definition of the motivational and meaning genus;
5. definition of the motivational and meaning species.

Let us consider closer the algorithm. The number of motivational and meaning units can count on dozens. The received statements relate to one or another unit according to the rules of content analysis (or intent analysis). There are examples of motivational and meaning units: good attitude, bad attitude, desire to be beautiful, strive to others, fear of loss etc. Motivational and meaning units are combined in the categories (Table 1). In view of the purpose of research the motivational and meaning units and categories may vary (for instance, there are subcategories «Maternal role» and «Marital role» in our research).

Table 1

Motivational and meaning categories of intentions of the personality by G. Z. Surayeva

Type of categories	Category	Subcategory
Subjects	Me	
	Others	Me – Others
		Me – Family
		Me – Friends
		Others – Me
		Family – Me
		Friends – Me
Objects	Material	Machinery
		Money
		Other
	Natural	Animals
		Plants
		Nature phenomena
Existences	Forms of organization of life	Maternal role
		Marital role
		Education
		Entertainment and leisure
		Professional realization
		Health
	Ideal	Death
		Happiness and success
		Science and knowledge
		Religion and unreal
		Art
		Altruism
		Politics

The given classification was completed by the generic-specific classification of the motivational and meaning intention of the personality by M. S. Myshkina (Table 2). Species of motivational and meaning intentions, according to the researcher, are divided by relation (positive or negative) and by action (external or internal attraction to the object, avoidance of an object, creation or destruction of an object).

Table 2

The generic-specific classification of the motivational and meaning intention of the personality by M. S. Myshkina

Type of categories	Genus	Species
Objects	I. Objective of relation	I.1 Objective of positive relation
		I.2 Objective of negative relation
	II. Objective of action	II.3 Objective of external type
		II.4 Objective of internal type
Subjects	III. Subjective of relation	III.5 Subjective of positive relation
		III.6 Subjective of negative relation
	IV. Subjective of action	IV.7 Subjective of external type
		IV.8 Subjective of internal type
Existences	V. Existential of relation	V.9 Existential of positive relation
		V.10 Existential of negative relation
	VI. Existential of action	VI.11 Existential of external type
		VI.12 Existential of internal type

After determining the subcategory and the type of motivational and meaning intention, it is necessary to refer it to a certain temporal category (Table 3). G. Z. Surayeva and M. S. Myshkina used in their studies a shortened version of the temporal categories by J. R. Nuttin [17]. For our study, we have taken a more complete version of the temporal categories by J. R. Nuttin.

Table 3

Temporal categories by J. R. Nuttin

Generalizing type	Temporal categories
Calendar periods	Calendar period – the present moment (T)
	Calendar period – within one day (D)
	Calendar period – within one week (W)
	Calendar period – within one month (M)
	Calendar period – within one year (Y)
Periods of life	Social and biological life periods – educational (E)
	Periods of social and biological life – adulthood (A)
	Periods of social and biological life – hoariness (O)
	The total life expectancy (L)
	The «open-present» period (I)
	The period of time after death and the historical future (X)
	The period of the past (P)
Non-temporal statements (?)	

The study included 84 mothers and 105 women without children aged 31 to 40 years. After classifying the motivational and meaning intentions and identifying the presence or absence of intentions in every subject to analyze group differences the statistical analysis of two samples was carried out by the Chi-square statistic. To determine statistical strength for the Chi-square use the Cramer's V test [15]. To process the results IBM SPSS Statistics 19.0.0.1 software was used.

Consider the results of statistical analysis with the highest level of significance $p \leq 0.05$ that overcome the critical value of Chi-square statistic (Table 4).

Table 4

Results of statistical analysis ($p \leq 0,05$)

№	Feature	Number of intentions (mothers)/%	Number of intentions (women without children)/%	χ^2	χ^2 critical values	V	p
1	Periods of social and biological life – hoariness (O)	38/45,2	30/28,6	5,628	5,596	0,17	p = 0,018
2	I.1 Objective of positive relation MMI	45/53,6	33/31,4	5,918	5,916	0,18	p = 0,015
3	II.3 Objective of external action type MMI	28/33,3	54/51,4	6,221	6,169	0,18	p = 0,013
4	VI.11 Existential of external action type MMI	59/70,2	55/52,4	6,217	6,169	0,18	p = 0,013
5	VI.12 Existential of internal action type MMI	48/57,1	40/38,1	6,805	6,823	0,19	p = 0,009
6	II.4 Objective of internal type MMI	49/58,3	41/39,0	6,959	7,033	0,19	p = 0,008
7	The total life expectancy (L)	30/35,7	58/55,2	7,149	7,273	0,19	p = 0,007
8	IV.8 Subjective of internal action type MMI	56/66,7	49/46,7	7,560	7,550	0,20	p = 0,006
9	IV.7 Subjective of external action type MMI	60/71,4	53/50,5	8,521	8,284	0,21	p = 0,004
10	Periods of social and biological life – adulthood (A)	39/46,4	45/42,9	10,186	10,828	0,23	p = 0,001
11	III.6 Subjective of negative relation MMI	51/60,7	27/25,7	23,586	15,137	0,35	p = 0,0001
12	Calendar period – within one day (D)	53/63,1	24/22,9	31,297	15,137	0,41	p = 0,0001

Revealed differences in the specifics of intentions in two samples of subjects with high level of statistical significance ($p \leq 0,05$). Considering the number of intentions the group of mothers is characterized of greater value by the following features: I.1 Objective of positive relation MMI, VI.11 Existential of external action type MMI, VI.12 Existential of internal action type MMI, II.4 Objective of internal type MMI, IV.8 Subjective of internal action type MMI, IV.7 Subjective of external action type MMI, III.6 Subjective of negative relation MMI, Periods of social and biological life – hoariness (O) and Calendar period – within one day (D). Instead, the group of women is characterized of greater value by II.3 Objective of external action type MMI, The total life expectancy (L) and Periods of social and biological life – adulthood (A).

Thus, depending on the realization of maternal behavior there are differences in two groups of women were found. Communication is extremely valuable for a group of mothers. In addition, mothers initiate communication and, in the same time, glad to obtain it from others. Nevertheless, mothers know well with what kind of people will refuse communication. Also, mothers strongly rely on others in the organization of their lives, but still know how to manage material resources. Mothers are more focused on the present day and old age. In turn, women without children are less focused on communication, but material support from other people is valuable to them. The second group of women are more concerned about the current period of their lives and about the course of their lives in general.

Conclusions from the research findings and prospects for further exploration in this direction. The study of the motivational and meaning intention of the personality is based on a perspective theory that explains the phenomenon of intention, its place in the structure of the personality traits and reveals the content of motivation in general, taking into account the prospect of the future. The study of the motive forces of maternal behavior by the proposed method provides a rich empirical material and a number of ways to further classify and interpretation. It is necessary to continue to test this operationalized diagnostic toolkit on various samples of the subjects and to improve the classification of motivational and meaning units and subcategories.

References

1. Carrera, P., Caballero, A., Muñoz, D., & Ocejia, L. (2011). Anticipated emotions and personal experience for predicting behavioral intentions and behavioral expectations. *The Spanish journal of psychology*, T. 14. № 2. 535-547.
2. Chirkov, V. I. (1996). Samodeterminacija i vnutrennjaja motivacija povedenija cheloveka [Self-determination and internal motivation of human behavior]. *Voprosy psihologii – Questions of Psychology*, 3, 116-132 [in Russian].
3. Cochet, H., & Vaclair, J. (2010). Features of spontaneous pointing gestures in toddlers. *Gesture*, T. 10. № 1. 86-107.
4. Conner, M., Godin, G., Norman, P., & Sheeran, P. (2011). «Using the question-behavior effect to promote disease prevention behaviors: two randomized controlled trials». *Health Psychology*, 30 (3), 300-309.
5. Filippova, G. G. (1998). Materinstvo: sravnitel'no-psihologicheskij podhod [Motherhood: a comparative psychological approach].

bly-psychological approach]. *Psichologicheskij zhurnal – Psychological journal*, 5, 81-88 [in Russian].

6. Furman, O. Ye. (2015). *Psychologichni parametry innovacijno-psychologichnogo klimatu zagal'noosvitn'ogo navchal'nogo zakladu* [Psychological parameters of the innovative-psychological climate of a comprehensive educational institution]. Doctor's thesis. Odessa [in Ukrainian].

7. Hekhauzen, H. (2003). *Motivacija i dejatel'nost'* [Motivation and activity]. Saint Petersburg: Piter, Moscow: Smysl [in Russian].

8. Il'in, E. P. (2011). *Motivacija i motivy* [Motivation and motives]. Saint Petersburg: Piter [in Russian].

9. Jampol'skaja, A. V. (2016). *Revoljucija v iskusstve: jesteticheskaja teorija Kandinskogo v interpretacijah Mishel'ja Anri i Anri Mal'dine* [The revolution in art: the aesthetic theory of Kandinsky in the interpretations of Michel Henri and Henri Maldine]. *Filosofskie issledovanija – Philosophical studies*, 5, 1/2 (9/10), 107-118 [in Russian].

10. Leont'ev, D. A. (2002). *Sovremennaja psihologija motivacii (sbornik)* [Modern psychology of motivation (collection)]. Moscow: Smysl [in Russian].

11. Maksymenka, S. D. (Ed.). (2016). *Osobystist' v umovah kryzovyh vyklykiv suchasnosti: Materialy metodologichnogo seminaru NAPN Ukrai'ny (24 bereznja 2016 roku)* [Personality in the Crisis Challenges of the Present: Materials of the Methodological Seminar of the National Academy of Sciences of Ukraine (March 24, 2016)] Kiev [in Ukrainian].

12. Maksymenka, S. D., Zlykova, V. L., & Kuzikovi', S. B. (Eds.). (2015). *Osobystist' u rozvytku: psihologichna teorija i praktyka : monografija* [Personality in development: psychological theory and practice: monograph]. Sumy [in Ukrainian].

13. Maksymenko, S. D. (2014). *Osnovni metody doslidzhennja osobystosti ta kategorija nuzhdy* [The basic methods of personality research and category need]. *Problemy suchasnoi' psihologii' – Problems of modern psychology*, 23, 7-18 [in Ukrainian].

14. Maksymenko, S. D. (2014). *Psychologija osobystosti: zmistovni oznaky* [Psychology of personality: meaningful signs]. *Nauka i osvita – Science and education*, 5, 45-52 [in Ukrainian].

15. McHugh, M. L. (2013). The chi-square test of independence. *Biochemia medica*, T. 23. №. 2. 143-149.

16. Myshkina, M. S. (2004). *Psichologicheskie osobennosti motivacionno-smyslovoj intencii detej starshego doshkol'nogo i mladshhego shkol'nogo vozrasta* [Psychological features of motivational and meaning intentions of children of the senior preschool and primary school age]. Candidate's thesis. Moscow [in Russian].

17. Njuten, Zh. (2004). *Motivacija, dejstvie i perspektiva budushhego* [Motivation, action and perspective of the future]. Moscow: Smysl [in Russian].

18. Prochaska, J. O. (1992). In search of how people change. Applications to addictive behaviors. *American Psychologist*, Vol. 47 (9). 1102-1114.

19. Ruigendijk, H., Jostmann, N., & Koole, S. L. (2016). Why the road to hell is paved with good intentions: Paradoxical effects of volitional action control. Why people do the things they do: Integrative perspectives on motivation and volition. N. Baumann, M. Kazén, M. Quirin, S. L. Koole (Ed). Boston: Hogrefe, 2016.

20. Sackett, P. R., Lievens, F., Van, I., Chad, H., & Kuncel, N. R. (2017). Individual differences and their measurement: A review of 100 years of research. *Journal of Applied Psychology*, T. 102. № 3. 254-273.

21. Sheeran, P., Gollwitzer, P. M., & Bargh, J. A. (2013). Nonconscious processes and health. *Health Psychology*, 32(5), 460-473.

22. Staryns'ka, T. (2010). *Problemy operacionalizacii' ponjat' u konteksti doslidzhennja migracii' naselennja* [Problems of operationalization of concepts in the context of the study of migration of the population]. *Ukrai'ns'kyj naukovyj zhurnal «Osvita regionu» – Ukrainian Scientific Journal «Education of the Region»*, 3, 108-116 [in Ukrainian].

23. Suraeva, G. Z. (2002). *Psichologicheskie osobennosti motivacionno-smyslovoj ntencii lichnosti: Sociokul'turnyj aspekt* [Psychological features of the motivational and meaning intention of personality: Socio-cultural aspect]. Candidate's thesis. Moscow [in Russian].

24. Tolstyh, N. N. (2010). *Hronotop: kul'tura i ontogenez : monografija* [Chronotop: culture and ontogeny: monograph]. Smolensk; Moscow: Universum [in Russian].

25. Vasjagina, N. N. (2013). *Sub#ektное stanovlenie materi v sovremennom sociokul'turnom prostranstve Rossii : monografija* [Subjective formation of the mother in the modern socio-cultural space of Russia: monograph]. Ekaterinburg: Ural. gos. ped. un- t. [in Russian].

26. Walsler, M., Goschke, T., Möschl, M., & Fischer, R. (2017). Intention deactivation: effects of prospective memory task similarity on aftereffects of completed intentions. *Psychological research*, T. 81. № 5. 961-981.

27. Zabrodin, Ju. M. (1997). *Ocherki teorii psihicheskoy reguljacii povedenija* [Essays on the Theory of Psychic Regulation of Behavior]. Moscow: Magistr [in Russian].

28. Zabrodin, Ju. M. (2010). *Psichologija organizacii povedenija sub#ekta* [Psychology of organization of the subject's behavior]. *Chelovek. Soobshhestvo. Upravlenie – Human. Community. Control*, 4, 64-90 [in Russian].

29. Zaharova, E. I. (2011). *Osobennosti motivacionnoj sfery materej c det'mi mladencheskogo, rannego i doshkol'nogo vozrasta* [Features of the motivational sphere of mothers with children of infant, early and preschool age]. *Vestnik Moskovskogo universiteta. Serija «Psichologija» – The Bulletin of Moscow University. Series «Psychology»*, 2, 97-109 [in Russian].

UDC 159.923.2:316.362.1

OPENNESS TO EXPERIENCE AND BEHAVIOR SELF-REGULATION IN THE STRUCTURE OF THE PERSONAL COMPONENT OF INDIVIDUAL EXPERIENCE

Sevostianov P.O.
ORCID 0000-0003-3461-9920
P.sevostyanov@karazin.ua

У статті коротко розглянуті етапи вивчення індивідуального досвіду, наведені сучасні моделі структурної організації індивідуального досвіду. Розглянуто окремі компоненти досвіду, наведені короткі характеристики кожного з компонентів. Зроблено акцент на дослідженнях в рамках трьохфакторної моделі індивідуального досвіду А.Н. Лактіонова, в якій виділено особистісний, соціальний та мнемічний компоненти. Розглянуто динамічні аспекти взаємодії підструктур індивідуального досвіду.

Коротко наведені результати попереднього аналізу, присвяченого проблемі вивчення особистісного компоненту індивідуального досвіду: описані результати дослідження відкритості досвіду з ціннісними і смисложиттєвими орієнтаціями. Розглянуто дослідження, присвячене Я-концепції в структурі особистісного компоненту індивідуального досвіду.

Безпосередньо в рамках предмета статті розглянуті поняття відкритості досвіду і саморегуляції, і обґрунтовано акцентування дослідницького уваги на них.

Описано дослідження, присвячене вивченню відкритості досвіду і саморегуляції в структурі особистісного компоненту індивідуального досвіду, в рамках якого аналізувалися особливості взаємозв'язку даних феноменів.

В ході дослідження на вибірці з 154 студентів було виявлено, що зв'язок між відкритістю досвіду і таким стилем саморегуляції поведінки, як програмування, відсутня. При цьому, були виявлені міцні взаємозв'язки відкритості досвіду з такими показниками саморегуляції, як планування, моделювання, оцінка результатів, гнучкість, самостійність, а також - із загальним рівнем саморегуляції.

Ключові слова: індивідуальний досвід, особистісний компонент індивідуального досвіду, відкритість досвіду, саморегуляція, студенти.

The article briefly discusses the stages of studying individual experience, and presents modern models of the structural organization of individual experience. The individual components of the experiment are considered, brief characteristics of each component are given. Emphasis is placed on research within the framework of a three-factor model of individual experience A.N. Laktionova, in which the personal, social and mnemonic components are highlighted. The dynamic aspects of the interaction of substructures of individual experience are considered.

The results of the previous analysis devoted to the problem of studying the personal component of individual experience are briefly summarized: the results of the study of openness to experience with value and meaningful life orientation are described. A study on the self-concept in the structure of the personal component of individual experience is considered.

The concepts of openness to experience and self-regulation are considered directly within the scope of the article, and the focus of research attention on them is justified.

The paper is devoted to the study of openness to experience and self-regulation in the structure of the personal component of individual experience, within which the peculiarities of the relationship of these phenomena were analyzed.

A study on a sample of 154 students revealed that there is no connection between openness to experience and such a style of self-regulation of behavior as programming. At the same time, strong interconnections of openness to experience with such self-regulation indicators as planning, modeling, performance evaluation, flexibility, independence, and also with the general level of self-regulation were revealed.

Keywords: individual experience, personal component of individual experience, openness to experience, self-regulation, students.

В статье кратко рассмотрены этапы изучения индивидуального опыта, приведены современные модели структурной организации индивидуального опыта. Рассмотрены отдельные компоненты опыта, приведены краткие характеристики каждого из компонентов. Сделан акцент на исследованиях в рамках трехфакторной модели индивидуального опыта А.Н. Лактионова, в которой выделены личностный, социальный и мнемический компоненты. Рассмотрены динамические аспекты взаимодействия подструктур индивидуального опыта.

Кратко приведены результаты предыдущего анализа, посвященного проблеме изучения личностного компонента индивидуального опыта: описаны результаты исследования открытости опыту с ценностными и смысложизненными ориентациями. Рассмотрено исследование, посвященное Я-концепции в структуре личностного компонента индивидуального опыта.

Непосредственно в рамках предмета статьи рассмотрены понятия открытости опыту и саморегуляции, и обосновано акцентирование исследовательского внимания на них.

Описано исследование, посвященное изучению открытости опыту и саморегуляции в структуре

личностного компонента индивидуального опыта, в рамках которого анализировались особенности взаимосвязи данных феноменов.

В ходе исследования на выборке из 154 студентов было выявлено, что связь между открытостью опыту и таким стилем саморегуляции поведения, как программирование, отсутствует. При этом, были выявлены прочные взаимосвязи открытости опыту с такими показателями саморегуляции, как планирование, моделирование, оценка результатов, гибкость, самостоятельность, а также – с общим уровнем саморегуляции.

Ключевые слова: индивидуальный опыт, личностный компонент индивидуального опыта, открытость опыту, саморегуляция, студенты.

Individual experience, in one way or another, has been the object of analysis both in philosophy and in psychology, beginning with antiquity, and is such today. Obviously, individual experience was perceived differently by researchers in different eras, and this perception in previous epochs is different from how this concept is viewed today.

The main conclusion of the aforementioned analysis is that individual experience becomes a research problem only if a person is subjected to analysis as a subject of his own activity, social changes and history: becomes a «condition», a «prerequisite» and «initial level».

In general, many attempts were made to describe the organization of individual experience, but until recently the question of organizing its categorical space, its structure, methods of transformation was not raised.

The study of individual experience can be divided into several stages, the first of which falls on the XVII-XVIII centuries. At this time, amid empiricism that is gaining momentum, experience is defined as the source of human knowledge. The second stage is related to the development of American pragmatism (XIX - I half of the XX century), where experience was studied as a tool for the effective adaptation of a person to changing environmental conditions. Finally, the third stage is associated with the development of humanistic psychology, where recourse to one's own experience is one of the main conditions for self-knowledge and human self-realization. Note that in Soviet psychology, individual experience goes into the background due to the fact that, as mentioned above, it becomes a research problem only when it is a person who is studied, and the Soviet time is characterized by a lack of personification and the study of the masses.

We can say that the next - already the fourth burst of scientific interest in individual experience as a subject of scientific study started, which is characterized by the fact that individual experience is interpreted as a characteristic of a subject in the context of constant social-political changes.

As mentioned above, until recently (during the first three historical stages of studying experience) the question of organizing the categorical space of individual experience, its structure, methods of transformation has not been raised, but today we have certain results of its structural analysis. So, for the first time, A.N. Laktionov leads a structural model of individual experience (Laktionov, 1998).

The work "The Coordinates of Individual Experience" presents the structure of individual experience, covering the entire vital range of a person, namely, the three spheres of the person's activity - social, personal, and mnemonic. Note that neither the organismic needs (instincts, etc.), on the one hand, nor historical experience, on the other hand, are considered in this case as part of individual experience. And if only the role of prerequisites of individual experience is assigned to the first, then historical experience is not considered as part of the above structure due to its correlation not with experience, but with the individual life activity as a whole, carrying the function of a general socio-cultural coordinate system (Laktionov, 1998).

So, there are three components of individual experience: personal, social and mnemonic. Let us pay attention to the expediency of distinguishing these three substructures. On the one hand, as mentioned above, this classification covers the whole space of human life, but with the other, personal and social component would be enough to describe the experience as a whole, if we talked exclusively about the category of activity, referring to the study of experience. The category of vital activity gave grounds for isolating the third component - mnemonic.

So, the characteristics of the personality component are microstructural and macrostructural statistics and various interpretative complexes. If we talk about the social component, it implies interpersonal space, stereotypy and uniqueness of the individual. Mnemonic experience, fulfilling the task of accumulating and integrating traces of memory around some significant biographical time marks, is represented by such a characteristic as interpersonal space. Note that in the process of forming and implementing a certain program of behavior, any component of the experience can be dominant, i.e. the relationship between them is not rigidly fixed.

Continuing to move in line with modern research on the problem of individual experience, we give it's another model. Yu.M. Schwalb speaks of three types of individual (life experience): situational, activity, and personal (Schwalb, 2005). Here we see similarities with the Laktionov model, with the exception that the activity type is a broader concept than the social component, encompassing more than interpersonal space.

Continuing to follow O.M. Laktionov in our research, we recall that the hierarchy of social, personal and mnemonic components of individual experience is not fixed - any substructure may be dominant, depending on the implementation of a particular program of behavior at a specific time (Laktionov, 2000). But a detailed study of the components of the above-mentioned structure is most logical to us, starting with the personal component because of the peculiarities of its basic characteristic - "subjective value of oneself", which is

formed on the basis of personal interpretative complexes. Unlike the social component that has absorbed the desire of the individual to be similar to others, to comply with social norms, to defend their uniqueness, etc., and the mnemonic component responsible for the accumulation and integration of traces of memory around some significant biographical time marks, the personal component reflects a variety of aspects of the individual's life - these are subjective psychosemantic assessments, and the symbols of non-verbal behavior, and the rules of speech products, the primary study of which will contribute partially in the analysis of social and mnemonic components. That is, starting from the logic of rationality studying the individual experience, and from the fact that the personal component allows a broader look at the individual, we reiterate the priority of the personal component of the individual experience study.

It is obvious that personal experience, being a structural entity, is characterized by some stability, constancy. Despite the constant dynamics inherent in the formation of this structure, at one point in time, personal experience is a relatively stable structure.

Openness to experience, however, is capable of determining the dynamics of the formation of individual experience, and therefore can act as a dynamic characteristic of the whole individual experience and its personal component, in particular.

In the course of our analysis of individual experience in the student's voters, we have shown that such a substructure of his personal component, as the openness of experience, being connected with the control locus of the "Myself", in his manifestations is characterized by representations of himself as a strong person who has enough freedom of choice to build his life in accordance with his goals and ideas about his meaning. Also, this phenomenon, being connected with the locus of life control, in its manifestations is characterized by beliefs that it is difficult for a person to control his life, to make decisions freely and to embody them. Openness of experience, being connected with the general level of sense-oriented orientations, in its manifestations is characterized by the existence of life goals, the meaningfulness of elections and assessments, the satisfaction of life and the ability to take responsibility for it, influencing its course (Sevostianov, 2011).

We also found that openness to experience is interconnected with autonomy, the individual independence, it indicates the psychological maturity of the individual. Openness to experience eliminates its relationship with material hedonistic needs, including the desire to dominate others; openness implies belief only in one's own strength (Sevostianov, 2018).

Also we considered individual experience in the context of self-concept: the factorization of the indicators of the self-concept was carried out, which resulted in two factors which can be conventionally called the prosperous and problematic perception of self-concept. In the further cluster analysis, the four groups (profiles) were obtained, each of one is representing a certain personality component of individual experience features - from a safe to a conflict (Sevostianov, 2018).

At this stage, we are interested in the relationship between such substructures of personal experience as openness to experience and self-regulation.

Self-regulation is based on the totality of the laws of the functioning of the psyche and their numerous consequences, known as psychological effects. These include:

- the activating role of the motivational sphere, generating activity (in the broad sense of the word) of the individual, aimed at changing its characteristics;
- the governing effect of the mental image, arbitrarily or involuntarily arising in the mind of the individual;
- structural and functional unity (systemic) of all mental cognitive processes that ensure the effect of an individual on his own psyche;
- the unity and interdependence of the spheres of consciousness and the unconscious as objects through which the individual realizes the regulatory influences on themselves;
- the functional interrelation of the emotional-volitional sphere of the personality and its bodily experience, speech and thought processes.

The beginning of self-regulation should be linked to the allocation of a specific motivational contradiction - a kind of password for entering oneself. It is these contradictions that are the driving force that stimulates the restructuring of individual aspects of their personality. Examples include the disparity between the material level and the cultural level, and overestimated claims about real possibilities. When identifying the leading contradictions, one should take into account the possibility of direct influence on the controlling factor from the moral, material and temporal points of view.

Self-regulation techniques are built on the mechanisms of reflection, concentration of attention, imagination, representation, relaxation, meditation, self-suggestion, etc.

It is due to the factors listed above that we take into consideration self-regulation.

At the current stage, 154 students took part in the experiment, representing V.N. Karazin Kharkiv National University and Slavic National University.

In the course of the study, the following methods were applied: NEO PI-R - Revised NEO Personality Inventory (revised personal questionnaire NEO) and the technique "Behavior Self-Regulation Style" by V.I. Morosanova.

During the experiment, the following data were obtained:

Table 1

Indicators of the relationship of openness to experience and styles of self-regulation behavior

		Planning	Modeling	Programming	Results evaluation	Flexibility	Independence	General Self-regulation level
Openness to experience	ρ	.210**	.414**	.061	.258**	.399**	.376**	.326**
	P	.009	.000	.452	.001	.000	.000	.000
	N	154	154	154	154	154	154	154

The results shown in Table 1 indicate that with all styles of self-regulation, apart from programming, openness to experience is directly interdependent.

With regard to programming, we can see that the individual development of conscious human programming of their actions does not correlate with the openness of experience, which may indicate that the phenomenon of openness to experience implies a comprehensive focus on all external incentives, and not only on those that are included in the program of the individual.

The individual characteristics of the nomination and retention of goals, the formation of a person's conscious planning of activities has a fairly strong relationship with openness to experience, which may indicate the choice of the most significant incentives to which an individual opens: not being able to perceive absolutely all incoming stimuli, to open the highest priority.

The individual development of ideas about external and internal significant conditions, the degree of their awareness, detail and adequacy also has a strong relationship with openness to experience, which, in our opinion, is explained by a certain amount of experience gained through openness and which allows to model the individual activity more carefully.

The same can be said about the individual development and adequacy of the person's assessment of himself and the results of his activities and behavior, which also revealed a direct relationship with openness to experience: the experience gained allows us to fully evaluate the results of activities adequately.

Ability to rebuild, make corrections to the system of self-regulation when external and internal conditions change have a strong relationship with openness to experience, and here we can also say that significant experience gained allows an individual to manage a large amount of knowledge and behavior, adequately apply them and interchange them. conditions of change.

The development of regulatory autonomy, which also has a direct relationship with the openness of experience, obviously indicates that the individual is more able to open up to new incentives in the absence of external controlling factors.

General self-regulation can also be related to openness to experience precisely because of the considerable amount of experience that accumulates with significant openness.

So, we can say with confidence that in the structure of the personal component of individual experience, self-regulation and openness to experience are closely interrelated.

References

- Baumeister, R. F., & Vohs, K. D. (Eds.). (2004). *Handbook of self-regulation: Research, theory, and applications*. New York: Guilford Press.
- Higgins, E. T. (1996). The "self digest": Self-knowledge serving self-regulatory functions. *Journal of Personality and Social Psychology*, 71, 1062-1083.
- Laktionov A. N. (1998). *The Coordinates of individual experience*. Kharkov: Business-Inform, 1998. - 492 p. [In Russian].
- Laktionov, O. M. (2000). *Structural and dynamic organization of individual experience*. dis ... Doctor of Psychological Sciences: 19.00.01. K. - 374 p. [In Ukrainian].
- Sevostianov P. (2018). *The Self-concept in the Personal Component of Individual Experience Structure*. *Visnik of V. N. Karazin Kharkiv National University; A Series of «Psychology»*, 64, 51-55.
- Sevostianov P. O. (2011) *The relationship of value orientations and openness to the experience of students*. *Visnik of V. N. Karazin Kharkiv National University; A Series of «Psychology»*, 45, 259-261. [In Russian].
- Sevostianov P. O. (2018) *The Relationship Between the Openness of Experience and the Semantic-life Orientation of Students*. *Visnik of V. N. Karazin Kharkiv National University; A Series of «Psychology»*, 63, 12-16. [In Ukrainian].
- Shvalb Yu. M. (2005). *Psychological Forms of Life Experience Fixation*. *Actual problems of psychology: Psychological hermeneutics*. N.V. Chepeva. (Ed.). K.: Milenium, 2 (3), 14-20. [In Russian].

PSYCHODIAGNOSTICS

UDC 159.925.2.072.59

SLOW FACIAL SIGNS AND THEIR PSYCHODIAGNOSTIC VALUE

S. O. Bida, O. L. Lutsenko
olena.lutsenko@karazin.ua
sergiibida@gmail.com

Abstract. The current study is devoted to the identification of the scientific basis of permanent facial expression as a psychodiagnostic measure. The aim of the research is to investigate relationships between slow facial signs (SFS) and emotional personality traits with taking into account age and gender on the sample of Eastern Ukrainians (201 participants). To that end, we measured participants' personality traits levels and photographed their neutral faces in order to identify any SFS on the photographs of their faces. The test battery included the Spielberger state-trait anxiety inventory, Taylor manifest anxiety scale, Buss-Durkey hostility inventory, Vasserman social frustration questionnaire, Vasserman neuroticism scale, Personal differential inventory, "Draw-A-Person" and "Draw-A-Person-In-The-Rain" projective tests. We applied Facial Action Coding System (Ekman, Friesen, & Hager) to identify and interpret SFS on the photographs. We found that the most part of revealed SFS relates to anger (12) and sadness (11). The fewest number of revealed SFS relates to disgust / contempt (5), fear (4) and happiness (4). The elder a person becomes the more increasing number of SFS of sadness (highest rates), anger (lower rates), fear (still lower) and happiness (lowest rates) is expected in one's face. There are no significant differences in manifesting SFS between men and women. We found significant correlations between relevant SFS and traits anxiety, depression, and aggressiveness (in its guilt and resentment aspects).

Keywords: facial expression, slow facial signs, emotional traits, anxiety, depressiveness, aggressiveness, happiness

Анотація. Визначення наукової основи психодіагностики через постійні вирази обличчя є проблемою, якій присвячено це дослідження. Метою дослідження є аналіз зв'язків між повільними сигналами обличчя (ПСО) та емоційними рисами особистості з урахуванням віку та статі у вибірці східних українців (201 учасник). Щоб виявити ПСО були зняті фотографії нейтральних обличчя учасників. Рівень рис оцінювався за допомогою Опитувальника тривожності Спілбергера, шкали тривожності Тейлора, тесту ворожості Басса-Дарки, опитувальника соціальної фрустрації Вассермана, шкали нейротизму Вассермана, особистісного диференціалу, проєктивних тестів «Намалюй людину» та «Намалюй людину під дощем». Для виявлення значень ПСО з фотографій була застосована Система кодування обличчя (Ekman, Friesen, & Hager). Було виявлено, що більша частина виявлених ПСО відноситься до гніву (12) та суму (11). Найменша кількість виявлених ПСО належить до огиди / презривості (5), страху (4) та щастя (4). З віком на обличчі людей зростає кількість ПСО, що передають сум (найвищий ступінь), гнів (трохи менше), страх (менше) і щастя (найрідше). Відсутні суттєві відмінності у прояві ПСО між чоловіками та жінками. Виявлено значні кореляції відповідних ПСО з тестовими показниками тривожності, депресії та агресивності (у її аспектах почуття провини та образи).

Ключові слова: вирази обличчя, повільні сигнали обличчя, емоційні риси, тривожність, депресія, агресивність, щастя

Аннотация. Определение научной основы психодиагностики при помощи постоянных выражений лица является проблемой, которой посвящено это исследование. Целью исследования является анализ связей между медленными сигналами лица (МСЛ) и эмоциональными чертами личности с учетом возраста и пола в выборке восточных украинцев (201 участник). Чтобы выявить МСЛ, были сняты фотографии нейтральных лиц участников. Уровень черт оценивался с помощью опросника тревожности Спилбергера, шкалы тревожности Тейлора, теста враждебности Басса-Барки, опросника социальной фрустрации Вассермана, шкалы нейротизма Вассермана, личностного дифференциала, проєктивных тестов «Нарисуй человека» и «Нарисуй человека под дождем». Для определения значений МСЛ по фотографиям была применена Система кодирования лица (Ekman, Friesen, & Hager). Было обнаружено, что большая часть выявленных МСЛ относится к гневу (12) и грусти (11). Наименьшее количество выявленных МСЛ относится к отвращению / презрению (5), страху (4) и счастья (4). С возрастом на лицах людей растет количество МСЛ, которые передают печаль (в наибольшей степени), гнев (чуть меньше), страх (меньше) и счастье (в наименьшей степени). Отсутствуют существенные различия в проявлении МСЛ между мужчинами и женщинами. Выявлены значимые корреляции тестовых показателей тревожности, депрессии и агрессивности (в ее аспектах чувства вины и обиды) с соответствующими МСЛ.

Ключевые слова: выражения лица, медленные сигналы лица, эмоциональные черты, тревожность, депрессивность, агрессивность, счастье

Introduction. Everyday language, fiction and popular psychology often use such phrases as "a seal of an emotion on a person's face", "his / her face reflected will, lack of will, intellect, stupidity, depravity, intimidation, years of suffering..." etc. They show the possibility of revealing personality through one's

face peculiarities. The present study is devoted to the identification of the scientific basis of this natural psychodiagnosics.

There have not been found quite so many mental correlates of constant facial expressions, although the number of substantiated studies relating to the issue increases permanently. At different times, P. Andrew, C. Bell, H. Braus, C. R. Darwin, E. Huber, F. Lange, P. F. Lesgaft, I. M. Sechenov and others proceeded on the assumption that frequent and continuous facial expressions would provoke permanent changes in facial features. Facial expression can provide some information about social motives and action tendencies, behavioural intentions and beliefs (Horstmann, 2002; Little, Jones, DeBruine & Dunbar, 2013); this could disclose character or personality structure within which social and cultural factors do not rank last (e.g., Davidson, 2012). For example, Stirrat & Perrett (2010) found growing trust in men with greater facial width; Wong et al. (2011) identified men with wider faces to be more financially successful; several studies showed significant relationships between facial structure and aggression with the emphasis on a sexual dimorphism in the facial structure (Carré et al., 2008; Goetz et al., 2013).

Perceptions of facial expressions and facial features are closely related, and these perceptions may relate straight to personality traits (Said, Haxby, & Todorov, 2011). M. Bar, M. Neta & H. Linz (2006) showed that first impressions about a threatening personality could be made on the basis of the information available within the first 39 ms of the exposure of neutral faces unlike the mostly inconsistent and taking time impression about target person's intelligence. Emotionally neutral faces judged by respondents as the most trustworthy structurally resemble expressions of happiness, whereas faces judged as the most untrustworthy structurally resemble expressions of anger (Oosterhof & Todorov, 2008).

Many studies investigated interrelationships between 5-factor personality model and facial expressions. In particular, by using composite images rendered from three dimensional (3D) scans of women scoring high and low on 'B5' personality dimensions, A. Jones, R. Kramer & R. Ward (2012) proved that participants were able to identify agreeableness and neuroticism from neutral faces images. The signal of extraversion is strong and apparent in both human (Penton-Voak, Pound, Little, & Perrett, 2006; Borkenau, Brecke, Moettig, 2009) and chimpanzee static faces (Kramer, King, & Ward, 2011). In the study of Han Chinese sample (834 persons), applying the 'B5' and high-dimensional quantitative analyses of the 3D facial phenotypes, S. Hu et al. (2017) found that among the five personality factors, agreeableness and conscientiousness in males and extraversion in females were significantly associated with specific facial patterns. Appearance-based judgements of conscientiousness correctly predict grade point averages of university students that confirm presence of this trait cues on people's faces (Di Domenico, Quitasol, & Fournier, 2015). Some studies proved that the static faces contained cues to levels of depression and borderline personality disorder symptoms (Daros, Ruocco, & Rule, 2016; Scott et al., 2013).

There are some conceptions about anatomical and physiological mechanisms of facial expressions. Emotional facial movements or rapid facial signs (RFS), which reflect current emotions, and slow facial signs (SFS), which reflect constant facial expression, correspond to physiognomic surface and medium facial levels respectively (Barabanshikov & Nosulenko, 2004) and are interpreted according to P. Ekman's neurocultural theory of emotion (Ekman, 1978). SFS arise due to physiological processes and gradual changes in mimical muscles and skin. For instance, personality traits such as threat (or hostility) may modulate facial appearance because their repeated expression affects the vascular, skeletal, and muscular properties of the face (Malatesta, Fiore, & Messina, 1987; Zajonc, 1985). The most important causes of SFS genesis are hypertonia and hypotonia of mimical muscles, loss of elasticity by skin. Therewith, RFS greatly matter for understanding the nature of SFS (in terms of Ekman & Friesen, 2003).

The face signalizes not only basic emotions (through RFS), but also tempers (Ekman & Friesen, 2003), emotional states (Ellgring, 1989) and even cognitive displays through emotional responses (Kaiser & Wehrle, 2001; Reizenzein, Meyer, & Schutzwahl, 2003). Tempers and states are supposed to display no distinct facial expressions and thereby appear through intermediary of basic emotions (Izard, 1991; Ekman & Friesen, 2003). Habitual patterns of emotions and dispositions to emotional states are defined as emotional personality traits (Cattell & Scheier, 1961; Izard, 1991).

So, on the one hand, it is logically to suggest that emotional traits can engender mental strain and present psychodynamics, – that is an implicit cause of permanent facial expression, while basic emotions are an uppermost explicit cause of facial expressions. SFS are then a shaped representation of psychic activity and reflect personality significant responses to socially determined stimuli from the perspective of an attempt at emotional self-regulation. Thus, permanent facial expression is a psychomotor indicator of psychic activity and persists as a projection of the psyche upon the body. On the other hand, J. Harrigan, K. Wilson & R. Rosenthal (2015) came to such a conclusion: 'There seem to be no consistent face, body, and gaze cues associated with trait anxiety'. L. A. Zebrowitz (2017) states: 'Typically, correlations are computed between perceivers' face-based ratings of traits (e.g., aggressiveness, competence) and indices of corresponding trait measures of the people whose faces are rated, and these correlations are compared with chance. Although some research has shown above-chance accuracy, effect sizes are often quite small'. Therefore, the issue is still quite controversial.

Our study is an endeavor to pursue the way of research into emotions that followed C. R. Darwin, S. S. Tomkins, P. Plutchik, C. E. Izard, and P. Ekman and others to describe permanent facial expression as a product of mental activity and to reveal its psychological content. SFS are notably seen as an integral image of individual identity, which includes experience, cognitions, emotional personality traits, both conscious and

unconscious dimensions. According to the hypothesis of this research, SFS mean disposition to emotional traits that one experiences for a long time. The aim of the research was to investigate relationships between SFS and emotional personality traits with taking into account age and gender on the sample of Eastern Ukrainians. In particular, we attempted to determine whether SFS represented any underexplored aspects of interrelationships between facial expressions and personality traits and related to trait anxiety, depressiveness, aggressiveness, frustration, and neuroticism thereby.

Method

To measure the level of each selected personal trait (trait anxiety, trait aggressiveness, trait depressiveness, trait frustration, and neuroticism), we used a battery of questionnaires, psychosemantic and projective tests:

- Trait anxiety section of the Spielberger state-trait anxiety inventory (Russian version, modified by Y. L. Hanin);
- Taylor manifest anxiety scale (Russian version, modified by T. A. Nemchinov, supplemented with a lie scale by V. G. Norakidze);
- Buss-Durkey hostility inventory (included 8 subscales: Assault, Indirect hostility, Irritability, Negativism, Resentment, Suspicion, Verbal hostility, Guilt; Russian version, modified by A. K. Osnitsky);
- Vasserman social frustration questionnaire (modified by V. V. Boyko);
- Vasserman neuroticism scale;
- Two blanks of the Personal differential inventory (semantic differential scales adapted in V. Bekhterev Scientific Research Center). Participants self-reported appraisals of their own "I am calm" and "I am anxious" states (to find out their self-esteem aspects);
- "Draw-A-Person" (DAP) (K. Machover) and "Draw-A-Person-In-The-Rain" (DAPR) (Verinis, J. S., Lichtenberg, E. F., & Henrich, L.) drawing projective tests were used to reveal anxious, depressive and aggressive tendencies.

To find out SFS, we organized an experiment of taking photos of the participants' neutral faces.

To identify meanings of each SFS, we applied Facial Action Coding System (FACS, Ekman, Friesen, & Hager, 2002a, 2002b) in order to avoid casual interpretations of permanent facial expressions, as appearances can have detrimental effects on the accuracy of judgments (Olivola & Todorov, 2010). The analysis of photos by using FACS allowed us to state that SFS appeared [topographically] on the place of RFS and that emotional meanings of SFS followed from the emotional functions of mimical muscles. Specific SFS were identified by comparison of the photos of participants' neutral faces and signs within FACS. Each SFS averaged from all one-type found patterns via modeling. On our sample, there were identified 35 SFS that formed groups depending on both their emotional meanings and semiotic attributes of basic emotions.

After having analysed the abovementioned literature and relying on our own observations, we state as follows: (i) there are facial patterns without diagnostic value; (ii) permanent facial features highly depend on different factors: genetic (heredity), psychological (temperament, personality traits, development trends), social (everyday life features, job, profession, cultural environment); (iii) facial expression is a system of emotional signs; (iv) permanent facial expression may reflect a subjective intrapsychic image of a person's life and not objective appraisal of reality; (v) a separate SFS can have a few meanings due to anatomy-based reasons. Mimical muscles react to a weakest emotional arousal (e.g. microexpressions): RFS are physiological reactions (muscular contractions) to emotional experience. SFS arise therefore from the work of specific muscles and present a sum of RFS. Also, age changes in skin and mimical muscles affect SFS.

A basic emotion is recognized by a combination of RFS. FACS often indicates a separate RFS for several basic emotions. Thus, there is a problem of accurate interpretation of SFS. It was solved by topographical anatomy data, account of emotional functions of mimical muscles (for an overview, see Kupriyanov & Stovichek, 1988), and analysis of patterns of basic emotions. Thus, within FACS, there are codes that correspond only to one or two emotions (Ekman, Friesen, & Hager, 2002b, pp. 6, 174): "9": disgust, contempt, "11": sadness, "12": happiness, "14": contempt, "15": sadness, disgust, "16": disgust, "20": fear, "22, 23, 24": anger. The most intense degrees of emotions (smile, crying, sobbing, laughter, pain, suffering) described by Lange (1952) are furthermore very important for interpreting SFS as they are topographically identical with some SFS.

Participants

A total of 201 participants were randomized in this study, but questionnaires and photos of only 157 of them could be enrolled in the further research statistics due to the scores on the lie scale within the Taylor manifest anxiety scale. Thus, the final sample numbered 157 participants (59 male respondents, 98 female respondents) in age from 18 to 81 ($M = 40$ years, $SD = 14.5$) of different education, profession, and social status. The single weighty requirement concerned the appearance: in past history, participants had had no diseases affecting facial muscles and did not have any of their symptoms (e.g. pareses, tics, scars, injury consequences etc.). As facial expression is esteemed to be rather universal (e.g., Izard, 1991; Ekman & Friesen, 2003), our sample is random and represents a cross-section of society and not a profile of a separate stratum. All the participants are Caucasians from urban and rural areas of one region (Eastern Ukraine).

Research procedure

As embedding photos in the research required participants' permit, a particular item was thereto included to questionnaires (nevertheless, there are obvious restrictions on the application of the accumulated photographic database for open access due to ethical reasons). The photos were made under comfortable

conditions for the participants after they had filled in questionnaires and performed drawing tests. Special requirements for participants in order to be photographed were the next: (i) emotionally neutral face expression at the instant of making a snapshot, facial muscles being relaxed; (ii) open forehead; (iii) spectacles taken off; (iv) moustache and beard do not hide mimetic wrinkles (for men), no make-up (for women). The photos obtained are color ones of 1536×2048 pi resolution.

Results

Decoding permanent facial expression

On the assumption of the above mentioned, all SFS compose three groups: (i) properly emotional SFS (permanent mimetic wrinkles; eye expression constituted exclusively by mimical muscles; skin folds / creases / swellings indicative of significant muscular tension; general tone of mimical muscles); (ii) age wrinkles indicative of face tissue and bone regression and wide of emotional expression; (iii) pathophysiological signs indicative of pathologies of any etiology (e.g. bags under one's eyes, lymphatic edemas, mimetic pareses and paralyzes, ptosis etc.). Only emotional SFS interested us, the significance of other groups are to be assessed additionally. The determination and explication of emotional SFS ended in detecting the next groups:

- twelve SFS of anger (derived from RFS expressing basic emotion of anger);
- four SFS of fear (derived from RFS of fear);
- eleven SFS of sadness (derived from RFS of sadness);
- five SFS derived from RFS of disgust and contempt;
- four SFS of happiness (derived from RFS of happiness);
- three SFS with unidentified meaning.

The fewest quantity of SFS of happiness seems correct, as the basic emotion of happiness could be considered a social one and its meaning therefore inappropriate to a situation or context (Crivelli, Carrera, & Fernández-Dols, 2015). Also, we proved Levenson's findings (1992) that physiological arousal caused by negative emotions was stronger in comparison with positive emotions, as SFS derived from fear, anger, disgust, sadness, and contempt were common, whereas SFS of happiness were too rare.

Empirical substantiation of diagnostic value of SFS

To prove our hypothesis, we tested convergent validity of SFS by using Spearman's correlation analysis. We associated SFS of anger with trait aggressiveness, SFS of fear with trait anxiety, and SFS of sadness with trait depressiveness. It was plausible to state presence or absence of facial patterns for each personality trait, which was considered as a measure of SFS. We counted them like that: '0' – no SFS for a certain trait, '1 point' – 1 SFS, '2 points' – 2 SFS and continuing similarly.

Using personal inventories

Trait anxiety

According to the Spielberger inventory, 49% of participants had a moderate form of trait anxiety, 45% had its severe form, the Taylor scale: 61% and 38% respectively. 38% of participants had SFS of fear and were highly anxious. Some moderately anxious participants also had SFS of fear, yet some highly anxious did not. In whole, participants scored low in SFS of fear ($M = 0.74$, $SD = 0.786$). As anxiety is tightly linked with neuroticism (Matthews, Deary, & Whiteman, 1998; Ormel et al., 2013), we applied the Vasserman neuroticism scale and determined that 72% of participants had a moderate form of neuroticism and 4% had its severe form.

Correlation analysis revealed direct moderate relationships between SFS of fear and anxiety rates measured by both the Spielberger inventory (Spearman's rank correlation coefficient $\rho = .398$, $p < .001$) and the Taylor scale ($\rho = .312$, $p < .001$), as well as neuroticism rates measured by the Vasserman scale ($\rho = .222$, $p = .005$). That allowed us to consider SFS of fear as displays of trait anxiety or disposition to anxious reactions.

Also, there were clear manifestations of SFS of sadness among both moderate and highly anxious participants (52% and 34% respectively). It could back Izard's views on the complexity of anxiety involving fear, sadness, shame, and guilt. We found SFS of sadness being linked to trait anxiety (Spielberger inventory: $\rho = .398$, $p < .001$; Taylor scale: $\rho = .356$, $p < .001$). This is consistent with the data about depression and anxiety disorders comorbidity, namely that more than 70% of individuals with depressive disorders also have anxiety symptoms (Wu & Fang, 2014).

Trait aggressiveness

The averaged values of the Buss-Durkey inventory subscales being calculated, the prevailing ones were those of negativism, resentment, guilt (in other terms, self-aggression), indirect and verbal hostility. It could disclose hostile rather than properly aggressive behavioural trends. SFS of anger were truly abundant within the sample ($M = 2.97$, $SD = 1.525$): only 4% of participants had no SFS of anger. Such an exclusive prevalence of SFS of anger did attract attention: they were detected amongst participants having low, moderate and high averaged scores on hostility subscales. A special attention should have been paid to low scores (23%) with more than one detected SFS of anger. As passive trends, conformity, social desirability, and restrained feelings assign to low values of hostility (as predicts the Buss-Durkey inventory), the co-presence of SFS of anger seems to reveal hidden aggressiveness. Indeed, unlike both fear and sadness, anger is often restrained, as its expression is meant socially undesirable. Controlled feelings represent mental strain and show themselves in facial expression.

There was no correlation between SFS of anger and both values of hostility subscales and hostility indexes ($p > .05$). Meanwhile, the established relationships between SFS of anger and scores on resentment ($\rho = .196$, $p = .014$) and guilt ($\rho = .184$, $p = .021$) subscales confirm the primary function of frustration, pain, disappointment etc. for aggressive reactions (Berkowitz, 1983; Izard et al., 1987; Dill & Anderson, 1995).

People often experience feelings of resentment and guilt when they have no opportunity to express their anger; they do not get satisfaction when treated unfairly. Therefore, we consider SFS of anger as displays of trait hostility in its resentment and guilt components.

Trait depressiveness

Facial patterns of sadness are multifunctional: they convey sadness, grief, crying, sobbing, woe, pain, suffering, and disappointment. A prototypical situation for sadness experience is a feeling of loss (Parrott, 2011), which matches well with the interpretation of frustration, resentment, and guilt.

In our study, depressiveness is embodied by rates of the Vasserman social frustration questionnaire and both resentment and guilt rates of the Buss-Durkey hostility inventory. 23% of participants had a moderate level of frustration, only 1% had its high level. 31% of participants had moderate scores on the resentment subscale, 32% – high scores; the guilt subscale: 20% and 74% respectively. Participants scored high in SFS of sadness ($M = 2.01$, $SD = 1.491$). There was a positive correlation between SFS of sadness and (i) social frustration ($\rho = .187$, $p = .019$), (ii) guilt ($\rho = .190$, $p = .017$), and (iii) resentment ($\rho = .213$, $p = .007$). We associated those rates with trait depressiveness (pessimism, melancholia), as the last arose from the total of life events and personality experience (Romanov et al., 2003). Vasserman social frustration questionnaire shows the summative dissatisfaction level of one's education, intimacy, professional activity, social status, finances, housing and work conditions, situation in society; consumer, medical, leisure services; possibility to spend a vacation, possibility of choosing a work place, way of life in general. Frustrated expectations, self-pity, loss of values etc. incorporate depressive feelings and are likely to evoke facial patterns of sadness.

Psychosemantic approach to studying SFS

The scales of the Personal differential inventory include three classical factors of the semantic differential: evaluation (E), potency (P), and activity (A). As we studied the domain of emotion, the "I am anxious" blank could be useful for the interpretation of all the traits under investigation.

The comparison of E-, P-, and A-factors of both "I am calm" and "I am anxious" blanks showed that the averaged values of E- and A-factors from the "I am calm" blank ($M(E) = 14.5$, $M(A) = 5.06$) were higher than those of the "I am anxious" blank ($M(E) = 6.1$, $M(A) = 3.87$). The scores indicated negative self-esteem, discontent about oneself, and activity loss while being anxious. Meanwhile, the averaged values of P-factor from the "I am calm" ($M = 5.69$) and "I am anxious" blanks ($M = 6.06$) were close and signified that a person counted oneself equally able to acting in both states and confident in one's world-view.

There was no correlation between E-, P-, and A-factors of both blanks and SFS of anger ($p > .1$). Still there was an inverse correlation between SFS of fear and values of P-factor from the "I am calm" blank ($\rho = -.191$, $p = .016$), which confirmed the interpretation of SFS of fear as displays of trait anxiety. Also, there was an inverse correlation between SFS of sadness and values of P-factor from the "I am calm" blank ($\rho = -.213$, $p = .007$), which could prove a depressive meaning of SFS of sadness. The findings determined that the reduction of P-factor rates would decline one's assertiveness, self-esteem and self-control over emotions. It could provoke facial patterns equivalent to those of negative emotions.

Using projective tests

After the participants had performed DAPR and DAP drawing tests, projective test-factors identified within tests blanks were divided into three groups: (i) 10 anxiety factors, (ii) 11 aggressiveness factors, (iii) 9 depressiveness factors. As there was no conventional scale of measure, test-factors were coded into an ordinal scale; thus, the more test-factors were identified in a blank, the higher level of a trait was supposed.

There was a positive correlation between SFS of fear and anxiety factors of both DAPR ($\rho = .218$, $p = .008$) and DAP ($\rho = .202$, $p = .011$) tests. SFS of anger did not correlate with aggressiveness test-factors ($p > .1$). It corresponded to the results of personal inventories, so long as projective tests did not distinguish aggressive and hostile trends (e.g. resentment and guilt). SFS of sadness displayed relationships with all test-factors. SFS of sadness correlated with depressiveness factors of both DAPR ($\rho = .158$, $p = .049$) and DAP ($\rho = .234$, $p = .003$) tests and thus communicated directly with depressive feelings. Furthermore, SFS of sadness correlated with anxiety factors of both DAPR ($\rho = .242$, $p = .002$) and DAP ($\rho = .181$, $p = .023$) tests. There was also a weak inverse correlation between SFS of sadness and aggressiveness factors of DAP ($\rho = -.200$, $p = .012$) test.

Investigating SFS of happiness

Within the sample, SFS of happiness were too rare ($M = 0.43$, $SD = 0.61$). As we supposed them to relate to optimism, we decided to check out whether SFS of happiness referred to observable personality traits and submitted to analysis the results of the whole battery. Among the significant values appeared P-factor from the "I am calm" blank of the Personal differential inventory ($\rho = .245$, $p = .002$). As here, P-factor expresses calmness, peace of mind, and high assertiveness and self-esteem, this reveals that SFS of happiness relate promptly to positive emotions. A trend to a weak but positive correlation between SFS of happiness and values of E-factor from the "I am calm" blank of the Personal differential inventory ($\rho = .148$, $p = .064$) is a proof that happiness experience is a component of one's high self-appraisal. We also found a trend of significant relationship with anxiety factors of DAP projective test ($\rho = -.137$, $p = .088$), a result suggesting that one gains less positive emotional experience in an anxious state, which grips face features. All these findings confirm that SFS of happiness really have diagnostic value for identifying optimism trait.

Age and gender aspects of SFS

It is known that men demonstrate more aggressive trends than women (Campbell, 2002), while women are more anxiously inclined (Mufson, 2008). We assessed if those facts related to SFS. No significant

gender differences in SFS were associated with trait anxiety, trait hostility, and trait depressiveness ($p \approx 1.0$, Kolmogorov-Smirnov test). Nevertheless, the correlation analysis showed up statistically significant relationships between participants' age and SFS of happiness ($\rho = .173$, $p = .031$), of fear ($\rho = .257$, $p = .001$), of anger ($\rho = .354$, $p < .001$), and of sadness ($\rho = .494$, $p < .001$), i.e. permanent facial features least displayed both optimism and trait anxiety, but trait hostility and trait depressiveness above all. Therefore, the number of SFS would increase with age.

Conclusions

1. The comparison demonstrated that SFS related closely to RFS and corresponded to emotional functions of mimical muscles. The most part of revealed SFS relates to anger (12) and sadness (11). The fewest number of revealed SFS relates to disgust / contempt (5), fear (4) and happiness (4). We found that the elder a person becomes the more increasing number of SFS of sadness (highest rates), anger (lower rates), fear (still lower) and happiness (lowest rates) is expected in one's face. There are no significant differences in manifesting SFS between men and women.

2. Direct correlations between SFS of fear and psychometric, psychosemantic and projective tests measures confirmed the interpretation of SFS of fear as relating to trait anxiety, neuroticism and negative self-esteem. Therefore, SFS of fear predominantly reflect these personality traits.

3. We attributed depressive meanings to SFS of sadness due to positive correlations with depressive projective factors and a negative correlation with aggressive projective factors within projective tests; correlations between higher levels of social frustration, guilt, resentment, and low self-esteem and SFS of sadness also confirmed our interpretation. Moreover, SFS of sadness correlated directly with anxiety levels measured by different tests. This is consistent with the fact that depressive and anxiety symptoms have high comorbidity.

4. We were able to confirm the interpretation of SFS of anger as relating to anger or aggression only by guilt and resentment subscales of Buss-Durkey hostility inventory. That finding interpretes SFS of anger not as a diagnostic sign of aggressiveness but rather as sign of residual aggression (e.g., feelings of guilt after anger expressed outward and led to bad consequences, as well as resentment with no opportunity to express anger in an appropriate activity). On the one hand, modern societies do not allow people to express their anger in open instant fights that reflects mismatch between new social circumstances and an old environment where humans evolved. On the other hand, particularly in Ukraine, people often have no opportunity to get satisfaction by the unperfect court system and often remain feeling injustice and correspondingly resentment.

5. Whereas we have not planned analyse positive emotional traits such as optimism, calm or wellbeing, we did not include appropriate tests to our test battery. Nevertheless, as we revealed SFS of happiness, we validated them with applied tests: there was a direct correlation between SFS of happiness and assertiveness and high self-esteem from psychosemantic method and a negative correlation with anxiety projective factors of projective test DAP. SFS of happiness correspond to these traits.

We confirmed thereby our hypothesis in general as significant relationships between SFS and personality emotional traits and age showed that SFS had certain diagnostic value.

Limitations of the research. As perceived intentions from the face may result from emotional resemblances, facial features originating in facial musculature loose in accuracy in comparison with static signs (Hehman et al., 2015). Therefore, an interpreter is not free from cognitive biases when interpreting SFS on one's face and making a judgement about it. To avoid this, an interpreter should know the map of SFS on the face, i.e. their origin, but this does not exclude contingent interpretations. While Hehman et al. (2015) showed that dynamic facial features were less consistent in judgements of the face, we found SFS rather reliable. An extra problem is that some categories of people (e.g. VIP, aggressive and egoistic individuals) could not get into our sample, as they usually disagree about taking part in researches).

Prospects of the research. The research provides some of the experimental evidence that SFS can be used for emotional personality traits diagnostics. Nevertheless, there still remains many issues for further research: SFS with unidentified meaning, validation on a more sizeable sample, relations between SFS and traits aggressiveness and optimism (calm, wellbeing), universal cross-cultural comparisons of SFS.

References

- Bar, M., Neta, M., & Linz, H. (2006). Very first impressions. *Emotion*, 6(2), 269-278.
- Barabanshikov, V. A., & Nosulenko, V. N. (2004). *Sistemnost'. Vospriyatie. Obschenie* [Systems. Perception. Communication]. Moscow: IP RAN.
- Berkowitz, L. (1983). Aversively stimulated aggression: Some parallels and differences in research with animals and humans. *American Psychologist*, 38, 1135-1144.
- Borkenau, Brecke, Moettig C. (2009). Extraversion is accurately perceived after a 50-ms exposure to a face. *Journal of research in personality*, 43(4), 703-706.
- Campbell, A. (2002). *A mind of her own: The evolutionary psychology of women*. Oxford: Oxford University Press.
- Carré, J. M., & McCormick, C. M. (2008). In your face: Facial metrics predict aggressive behaviour in the laboratory and in varsity and professional hockey players. *Proceedings of the Royal Society, Series B*, 275, 2651-2656.
- Cattell, R. B., & Scheier, I. H. (1961). *The meaning and measurement of neuroticism and anxiety*. New York: Ronald Press.
- Crivelli, C., Carrera, P., & Fernández-Dols, J. M. (2015). Are smiles a sign of happiness? Spontaneous

- expressions of judo winners. *Evolution and Human Behavior*, 36, 52-58.
- Daros, A. R., Ruocco, A. C., & Rule, N. O. (2016). Identifying Mental Disorder from the Faces of Women with Borderline Personality Disorder. *Journal of Nonverbal Behavior*, 40, 255-281.
- Davidson, R. J., & Begley, S. (2012). *The emotional life of your brain*. New York: Hudson Street Press.
- Di Domenico, S. I., Matthew N. Quitalol, M. N., & Fournier, M. A. (2015). Ratings of Conscientiousness from Physical Appearance Predict Undergraduate Academic Performance. *Journal of Nonverbal Behavior*. DOI: 10.1007/s10919-015-0213-9
- Dill, J. C., & Anderson, C. A. (1995). Effects of frustration justification on hostile aggression. *Aggressive Behavior*, 21(5), 359-369.
- Ekman, P. (1978). Facial signs: Facts, fantasies, and possibilities. In T. Sebeok (Ed.), *Sight, sound and sense* (pp. 124-156). Bloomington, Ind.: Indiana University Press.
- Ekman, P., & Friesen, W. V. (2003). *Unmasking the face: A guide to recognizing emotions from facial clues*. Cambridge, MA: Malor Books.
- Ekman, P., Friesen, W. V., & Hager, J. C. (2002a). *Facial action coding system*. Salt Lake City, UT: Research Nexus division of Network Information Research Corporation.
- Ekman, P., Friesen, W. V., & Hager, J. C. (2002b). *Facial action coding system investigator's guide*. Salt Lake City, UT: Research Nexus division of Network Information Research Corporation.
- Ellgring, H. (1989). Facial expression as a behavioral indicator of emotional states. *Pharmacopsychiatry*, 22 (Suppl 1), 23-28.
- Goetz, S. M. M., Shattuck, K. S., Miller, R. M., Campbell, J. A., Lozoya, E., Weisfeld, G. E., & Carré, J. M. (2013). Social status moderates the relationship between facial structure and aggression. *Psychological Science*, 24(11), 2329-2334.
- Harrigan, J., Wilson, K., & Rosenthal, R. (2004). Detecting State and Trait Anxiety from Auditory and Visual Cues: A Meta-Analysis. *Personality and Social Psychology Bulletin*, 30(1), 56-66.
- Hehman, E., Flake, J. K., & Freeman, J. B. (2015). Static and dynamic facial cues differentially affect the consistency of social evaluations. *Personality and Social Psychology Bulletin*, 41(8), 1123-1134.
- Horstmann, G. (2002). Facial expressions of emotion: Does the prototypes represent central tendency, frequency of instantiation, or an ideal? *Emotion*, 2(3), 297-305.
- Sile Hu, S., Xiong, J., Fu, P., Qiao, L., Tan, J., Jin, L., & Tang, K. (2017). Signatures of personality on dense 3D facial images. *Scientific Reports*, 7: 73. DOI:10.1038/s41598-017-00071-5
- Izard, C. E. (1991). *The psychology of emotions*. New York: Plenum Press.
- Izard, C. E., Hembree, E. A., & Huebner, R. R. (1987). Infants' emotion expressions to acute pain: Developmental change and stability of individual differences. *Developmental Psychology*, 23, 105-113.
- Jones, A. L., Kramer, R. S. S., & Ward, R. (2012). Signals of Personality and Health: The Contributions of Facial Shape, Skin Texture, and Viewing Angle. *Journal of Experimental Psychology: Human Perception and Performance*, 38(6), 1353-1361.
- Kaiser, S., & Wehrle, T. (2001). Facial expressions as indicators of appraisal processes. In K. R. Scherer, A. Schorr, & T. Johnstone (Eds.), *Appraisal processes in emotions: Theory, methods, research* (pp. 285-300). New York: Oxford University Press.
- Kramer, R. S. S., King, J. E., & Ward, R. (2011). Identifying personality from the static, nonexpressive face in humans and chimpanzees: evidence of a shared system for signaling personality. *Evolution and Human Behavior*, 32, 179-185.
- Kupriyanov, V. V., & Stovichek, G. V. (1988). *Litso cheloveka: Anatomiya, mimika* [Human face: Anatomy, facial expression]. Moscow: Medicine.
- Lange, F. (1952). *Die Sprache des menschlichen Antlitzes: eine wissenschaftliche Physiognomik und ihre praktische Verwertung im Leben und in der Kunst*. München: J. F. Lehmanns Verlag.
- Levenson, R. W. (1992). Autonomic nervous system differences among emotions. *Psychological Science*, 3(1), 23-27.
- Little, A. C., Jones, B. C., DeBruine, L. M., & Dunbar, R. I. M. (2013). Accuracy in discrimination of self-reported cooperators using static facial information. *Personality and Individual Differences*, 54, 507-512.
- Malatesta, C. Z., Fiore, M. J., & Messina, J. J. (1987). Affect, personality, and facial expressive characteristics of older people. *Psychology and Aging*, 2, 64-69.
- Mufson, M. J. (2008). *Coping with anxiety and phobias*. Harvard Health Publications.
- Olivola, C. Y., & Todorov, A. (2010). Fooled by first impressions? Reexamining the diagnostic value of appearance-based inferences. *Journal of Experimental Social Psychology*, 46(2), 315-324.
- Oosterhof, N. N., & Todorov, A. (2008). The functional basis of face evaluation. *Proceedings of the National Academy of Sciences of the United States of America*, 105, 11087-11092.
- Parrott W. G. (2011). *Emotions in social psychology: Essential readings*. Philadelphia: Psychology Press / Taylor & Francis.
- Penton-Voak, I. S., Pound, N., Little, A. C., & Perrett, D. I. (2006). Personality judgments from natural and composite facial images: More evidence for a "kernel of truth" in social perception. *Social Cognition*, 24(5), 607-640.
- Reisenzein, R., Meyer, W.-U. & Schutzwohl, A. (2003). *Einführung in die Emotionspsychologie, Band III: Kognitive Emotionstheorien*. Bern: Huber.
- Romanov, K., Varjonen, J., Kaprio, J., & Koskenvuo, M. (2003). Life events and depressiveness

– the effect of adjustment for psychosocial factors, somatic health and genetic liability. *Acta Psychiatrica Scandinavica*, 107(1), 25-33.

Said, C. P., Haxby, J. V., & Todorov, A. (2011). Brain systems for assessing the affective value of faces. *Philosophical Transactions of the Royal Society of London, Series B: Biological Sciences*, 366(1571), 1660-1670.

Scott, N. J., Kramer, R. S. S., Jones, A. L., & Ward, R. (2013). Facial cues to depressive symptoms and their associated personality attributions. *Psychiatry Research*, 208, 47–53.

Stirrat, M., & Perrett, D. I. (2010). Valid facial cues to cooperation and trust: Male facial width and trustworthiness. *Psychological Science*, 21(3), 349-354.

Wong, E. M., Ormiston, M. E., & Haselhuhn, M. P. (2011). A face only an investor could love: CEOs' facial structure predicts their firms' financial performance. *Psychological Science*, 22(12), 1478-1483.

Wu, Z., & Fang, Y. (2014). Comorbidity of depressive and anxiety disorders: challenges in diagnosis and assessment. *Shanghai Archives of Psychiatry*, 26 (4), 227-231.

Zajonc, R. B. (1985). Emotion and facial efference: A theory reclaimed. *Science*, 228, 15–21.

Zebrowitz, L. A. (2017). First Impressions From Faces. *Current Directions in Psychological Science*, 26(3) 237–242.

UDC 159.954-053.67:159.923.2-056.26

FEATURES OF IDEA ABOUT PERSONS WITH DISABILITIES IN YOUTH WITH DIFFERENT LEVELS OF SOMATIC HEALTH

Yanovskaya S.G, Turenko R.L, Gulyayeva Yu.O.
ORCID 0000-0002-5439-5269
sgyanovskaya@karazin.ua

Abstract. The article outlines the peculiarities of the idea of youth with different levels of physical health about persons with disabilities. It is shown that the attitudes to persons with disabilities in groups of somatically healthy young people and persons with disabilities have the following differences: persons with disabilities show a positive attitude towards persons with disabilities, consider them confident, cheerful, open, but oriented towards the past, those who love more to think, than to do. Somatically healthy young people believe that people with disabilities are not very self-confident and not optimistic, but quite open and sociable. Both groups feel somewhat alarmed about people with disabilities and believe that these people need support and assistance. The most pronounced types of attitudes of the youth being studied to persons with disabilities are "cooperation" and "feelings of guilt", further - "pity", the latter "being rejected". Such characteristics are inherent in both groups. As for the difference: the least pronounced in the group of people with disabilities is the focus on "rejection", in the group of somatic healthy people - "irritation". This attitude, on the one hand, reduces the tension with regard to persons with disabilities, and, on the other hand, does not promote the full cooperation of young people with different levels of somatic health. The personal qualities of the subjects are determined: young people consider themselves cheerful, confident and independent, but persons with disabilities have an orientation towards the past, anxiety, a tendency to meditations, and not to actions, and somatic-sounding people are more effective and impulsive. Persons with disabilities assess themselves more than other people with disabilities, somatically healthy young people are generally more valued by people with disabilities than themselves.

Key words: persons with disabilities, representations, youth, levels of somatic health.

Анотація. В статті визначено особливості уявлення молоді з різним рівнем соматичного здоров'я про осіб з інвалідністю. Показано, що уявлення про осіб з інвалідністю в групах соматично здорової молоді та осіб з інвалідністю мають розбіжності: особи з інвалідністю демонструють позитивне ставлення до осіб з інвалідністю, вважають їх впевненими, життєрадісними, відкритими, але орієнтованими на минуле, тими, хто більше любить думати, аніж робити. Соматично здорові молоді люди вважають, що особи з інвалідністю не дуже впевнені в собі та не оптимістичні, але досить відкриті та комунікабельні. Обидві групи відчують певну тривогу, щодо осіб з інвалідністю та вважають, що цим людям потрібна підтримка й допомога.

Ключові слова: особи з інвалідністю, уявлення, молодь, рівні соматичного здоров'я.

Аннотация. В статье определены особенности представлений молодежи с разным уровнем соматического здоровья о людях с инвалидностью. Показано, что представление о людях с инвалидностью в группах соматически здоровой молодежи и лиц с инвалидностью имеют различия: люди с инвалидностью демонстрируют положительное отношение к людям с инвалидностью, считают их уверенными, жизнерадостными, открытыми, но ориентированными на прошлое, такими, кто больше любит думать, чем делать. Соматически здоровые молодые люди считают, что люди с инвалидностью не очень уверены в себе и не оптимистичны, но достаточно открыты и коммуникабельны. Обе группы испытывают определенную тревогу, по отношению к лицам с инвалидностью и считают, что этим людям нужна поддержка и помощь.

Ключевые слова: люди с инвалидностью, представления, молодежь, уровни соматического здоровья.

In all countries of the whole world there are citizens with disabilities, as a limitation of various functional abilities. Due to the United Nations Convention on the Rights of Persons with Disabilities, «Disability is the result of interaction between people who have health problems and their relative and environmental barriers and which hinders their full and effective participation in society on equal footing with others.» It is this inequality of life of people with disabilities and somatically healthy people that can lead to inadequate perceptions and biases. Among the most common stereotypes are: people with a disability are passive, weak, unpleasant, dependent, unfriendly, miserable, they are an evil, a burden for society; people with disabilities are not able to work and compete in the open labor market, not educated, need charitable help, they have no economic or spiritual benefit to society. People with disabilities who already have been labeled as «disabled» signs may be discriminated against when looking for work, homes, friends and sometimes even when they try to use their civil rights.

For the productive interaction of a person with a disability and a society, it is necessary to form new

models of relations between them and to overcome the above-mentioned myths. This process, in our opinion, should begin with the study of the psychological characteristics of the concept of persons with disabilities and its characteristics in people with different levels of physical health.

Analysis of recent research. Various fields scientists are investigating the problem of interaction among people with disabilities and society. The most notable in psychological science are the works of L.S. Vygotsky (1983), devoted to the study of the primary and secondary disability defect. Among the scholars who considered disability in the plane of individual differences - L.A. Aleksandrova, D.O. Leontiev, GV Lozhkin, SD Maksimenko Features of socio-psychological disadaptation of people with disabilities are discussed in works of Ye.A. Averin, L.Yu. Baida, Yu.P. Zhogna, T.O. Komar, T.L. Panchenko, M.I. Tomchuk

In the monograph of O.O. Stavytsky (2011) there was considered the subject of handicapism as a manifestation of negative attitude and superstition in relation to persons with deviations from the norm of mental or physical development. He showed that the origins of disability are rooted in society itself. Disability is a social phenomenon, not a medical problem of a person.

A. O. Milagush points out that the current state of Ukraine development is characterized by a rather negative social setting for people with disabilities, whose position can be called social isolation. Its rough frames form the material status of the disabled and their psychological deprivation, which is the cause of chronic states of loneliness, secrecy, frustration, depression, indifference. That is, society deliberately or consciously repels people who are not like the majority.

In T. I. Yandanova (2013) study about the relationship between youth and people with disabilities, it was determined that most young people are indifferent to people with disabilities, and are not ready to interact with them. Also, participants in the study admit the possibility of development of people with disabilities in different spheres of life, but at the same time, note their inferiority, limited capacity, question the prospects of development. According to the majority of students, the smallest prospects of development exist in the professional sphere and higher opportunities - in the domestic sphere.

Even with the opportunity to participate in society life, persons with disabilities can not always realize it simply because «healthy» does not want to get in touch with them. According to many people, society is unfair to people with disabilities, but in the last few years it has improved significantly.

Despite a fairly significant number of scientific studies, we believe that a more detailed analysis needs psychological peculiarities of the perception of persons with disabilities that are characteristic of young people with different levels of somatic health.

Objective: to determine the peculiarities of the idea of young people with different levels of physical health about persons with disabilities.

To achieve this goal and to solve the problems described, we used the following methods and research methods: T. Ehlers' method «Diagnostics of the person for motivation to success and avoidance of failures»; the method of «Personal Differentials»; the methodology «Diagnostics of the features of the attitude and perception of the image of people with disabilities»; methods of mathematical analysis, primary mathematical analysis, correlation analysis (Spirman correlation coefficient), comparative analysis (Mann-Whitney U-criterion).

The study was attended by 60 people aged 20-35 years old, who were divided into 2 groups: the first group - a group of people with disabilities and the second group – persons, which are somatically healthy.

The following results were obtained. According to the method "Diagnostics of the specifics of the attitude and perception of the image of the disabled" in both groups there were roughly the same results for all indicators. The data are presented in the table. 1. The types of attitudes towards persons with disabilities have the following hierarchy: "cooperation" and "feelings of guilt" are in the first place, a little less "pity", the last - "rejection". Such characteristics are true to both groups. As for the difference: the least pronounced in the group of people with disabilities is the focus on "rejection", in the group of somatically healthy people - "irritation". The results can be explained by the sociocultural features of education, since childhood everyone is taught to respect other people, to help those who are weaker; They are taught to be tactful, correct and honest. In both groups, there was also a tendency to feel sorry for people with disabilities and to believe that they could achieve little in their lives, because life in the modern world is quite complicated for people with disabilities, society does not fully realize their right to full functioning.

Table 1

Average values by the method of "Diagnostics of the features of the attitude and perception of the image of the disabled"

Group	Relationship Type				
	Rejection	Irritation	Feeling of guilt	Cooperation	Pity
Persons with disabilities	0,73	1,33	4	4,67	3,2
Somatically Healthy People	1,26	0,86	3,8	5,33	3,4

There are some discrepancies in the «rejection» and «irritation» scales in the study groups. For people with disabilities, compared to somatically healthy ones «irritation» prevails. That is, other people with disabilities can annoy them, they can spit on their negative emotions and anger, because in them as in the mirror, they see all the problems that concern them and behavior that does not always help to resolve these situations.

It is the awareness of these disadvantages and ineffective behavior that can be the cause of irritation of people with disabilities in relation to persons with disabilities.

In the group of somatic healthy people, «rejection» prevails over «irritation». This group of people surveyed are not angry when they see people with disabilities, they just do not notice them. Such neglect, on the one hand, reduces the tension with regard to persons with disabilities, and, on the other hand, does not promote the full cooperation of young people with different levels of somatic health.

By the method “Personality Differential” the following results were obtained. In the first group, according to the self-rating, the indicators for the “Strength” (6.4) and “Activity” (8) factors are at average level, and by the factor “Estimation” (13.47) at a high level. This suggests that people with disabilities consider themselves to be strong enough and active people. In their opinion, they are quite independent, confident in themselves and strong willed personality. Also, they consider themselves to be carriers of socially desirable qualities, generally they perceive themselves well and are pleased with themselves.

The assessment of persons with disabilities in this group differs from self-evaluating indicators: the factors «Strength» (2.07) and «Activity» (2.87) are at low level, on the factor «Estimation» (8.13) at average. Thus, the self-estimating values of persons with disabilities are significantly higher than those of persons with disabilities: in contrast to the self-esteem of a person with a disability, they are defined as weak, dependent and not active. Such differences between self-assessments and evaluative indicators may be related to the effect of the denial mechanism work: people with disabilities do not perceive themselves as persons with disabilities, they give themselves more power and opportunities for transforming the surrounding world, communication, and activity.

The self-esteem and assessment of persons with disabilities in the group of somatically healthy young people is represented by the following indicators: according to the factors «Strength» (3.27 and 3.7 respectively) and «Activity» (3.4 and 1.7) - low, by factor «Score» (10.07 and 10.69) are average values. Investigated young people from the second group with a general positive assessment of themselves, nevertheless give low evaluation to their qualities and the ability to spread their influence on others. They evaluated persons with disabilities positively a little higher than themselves, but they see that their activity is much lower than the one they attribute to themselves. In their opinion, persons with a disability are passive, not very convincing, closed.

The study of motivation for success and motivation to avoid failures in the two study groups of young people showed the following results. In both groups, the motivation to avoid failures is at average level and the average values in the first and second groups respectively equal 14.7 and 14.87 points. The motivation for success in the first group is moderately high (17,07), and in the second group - the average value is 15,8 points. In a group of people with disabilities, motivation for success exceeds the motivation to avoid failures, indicating that there is a desire for achievement. This may be due to the fact that each of the achievements of a person with disabilities requires extraordinary efforts, and the desire for success is more powerful in comparison with the avoidance of failures.

According to the results of the correlation analysis, certain relationships between the studied indicators in both groups were determined. In the group of persons with disabilities, such indicators have a direct and feedback link. The data is presented in the table. 2

Table 2

Correlation analysis data in a group of persons with disabilities

Indicator	Coefficient of correlation	The level of significance
Relation to a person with a disability «rejection» - the factor of «strength» of esteem in persons with a disability	0,527	p<0,05
Relation to a person with a disability «feelings of guilt» - motivation to avoid failures	-0,656	p<0,01
Relation to a person with disability «pity» - motivation to avoid failures	0,517	p<0,05
“Strength” factor of self-esteem - the motivation to succeed	0,515	p<0,05
The «activity» factor of self-esteem is motivation to avoid failures	-0,571	p<0,05
The «activity» factor of an assessment of a person with a disability is the motivation to succeed	-0,722	p<0,01

Persons with disabilities believe that this type of attitude towards persons with disabilities as a «rejection» contributes to an increase in the subjective assessment of the «Strength» of persons with disabilities (when people with disabilities do not notice their problems, they become stronger in order to influence the surrounding world). The growth of motivation to avoid failures is due to this type of attitude as «pity» and with a decrease in the «feeling of guilt.» The more people with disabilities are able to do, the more they feel guilty with respect to other people with disabilities who may not be able to do so, which is more helpless. Motivations to success contribute to increasing the self-esteem «Strength». The growth of subjective confidence that the world belongs to them, directs to success and achievements.

In the group of somatically healthy young people we received the following correlation links. The data

is presented in the table. 3

Table 3

Correlation analysis data in a group of somatic healthy young people

Indicator	Coefficient of correlation	The level of significance
Relation to a person with a disability «irritation» - factor «activity» self-esteem	0,644	p<0,01
The ratio of a person with a disability to «irritation» - a motivation for success	0,543	p<0,05
Relation to a person with a disability «cooperation» - factor «assessment» of persons with a disability	0,641	p<0,05
Relation to a person with a disability «cooperation» - the motivation to succeed	0,658	p<0,01
Relation to a person with a disability «feelings of guilt» - the factor «activity» of persons with a disability	0,532	p<0,05
Relation to a person with a disability «feeling of guilt» - factor «assessment» of persons with a disability	0,541	p<0,05
Relation to a person with disability «pity» - motivation for success	0,626	p<0,05
Factor «estimation» self-esteem - factor «estimation» of persons with a disability	0,607	p<0,05
Factor «assessment» self-esteem - motivation for success	0,696	p<0,01
Factor «strength» self-esteem - motivation to avoid failures	-0,574	p<0,05
Factor «strength» of persons with disabilities - motivation for success	0,537	p<0,05
Factor «activity» of persons with disabilities - motivation for success	0,590	p<0,05

Different types of attitudes towards persons with disabilities influence the presentation of somatically healthy young people about persons with disabilities and on their own self-esteem and motivation. This type of attitude as «irritation» increases with an increase in self-esteem of activity and motivation to succeed. The more somatically healthy young people strive for success, the more they are annoyed by the presence of people with disabilities and the need to see their needs in their path. However, when the growth of motivation for success is associated with an increase in the indicators of the «assessment» of persons with disabilities, this leads to the development of this type of attitude as «cooperation». In other words, it is important that in the process of educating young people attention is paid to the formation of a positive attitude towards persons with disabilities. This should be a task that constantly focuses on the process of educating young people.

The «sense of guilt» in somatically healthy young people grows when the subjective «assessment» and «activity» of persons with disabilities increase. The more socially desirable qualities and activity is attributed to persons with disabilities, the more so becomes the «feeling of guilt» in front of them, thoughts about the inequality of opportunities and limitations faced by persons with disabilities. «Feelings of guilt» and «pity» increase with increasing their own motivation to succeed. («I seek and achieve success, and the person with a disability has a limit and can not achieve what is in me. I'm sorry for that.»)

It should also be noted that there was a link between self-esteem and the assessment of persons with disabilities. Self-esteem increases with the assessment of persons with disabilities. With an increase in self-evaluation, motivation for success also increases. The presence of positive, socially approved qualities helps to increase the aspiration for achievements and victories.

The results of the comparative analysis revealed significant differences between the two groups under study. Persons with a disability evaluate themselves significantly above the «Evaluation» and «Activity» factors using the semantic differential method.

As a result of the study, the following conclusions can be drawn.

The psychological characteristics of the studied youth are as follows: in both groups, self-esteem is at an average level, but in people with disabilities it tends to increase and the factors «Evaluation» and «Activity» are significantly higher. Motivation to avoid failures is at an average level. In the group of somatically healthy young people, motivation for success is moderate, and in the group of people with disabilities it is moderately high. All investigated young people consider themselves to be cheerful, confident and independent people, but for persons with disabilities there is an orientation towards the past, isolation, anxiety, a tendency to meditations, and not to actions, and somatically healthy people are more effective and impulsive. Persons with disabilities assess themselves more than other people with disabilities, somatically healthy young people generally evaluate people with disabilities more than themselves.

The perceptions of persons with disabilities in the two groups have the following disparities: people with disabilities demonstrate a positive attitude towards people with disabilities, they consider them to be confident, cheerful, open, but oriented towards the past, those who love to think more than to do. Somatically

healthy young people believe that people with disabilities are not very self-confident and not optimistic, but quite open and sociable. Both groups feel a little alarmed about people with disabilities and believe that these people need support and assistance.

The most pronounced types of attitudes of the youth being studied to persons with disabilities are «co-operation» and «feelings of guilt», further - «pity», the latter being «rejection». Such characteristics are true to both groups. As for the difference: the least pronounced in the group of people with disabilities is the focus on «rejection», in the group of somatic healthy people - «irritation».

References

Averina E.A. (2011) The Integration of People with Disabilities into Society: a Theoretical Understanding of the Problem // Tomsk State University Bulletin. Philosophy, sociology, political science. № 1. P. 5-11. [In Russian]

Аверина Е.А. Интеграция инвалидов в общество: теоретическое осмысление проблемы // Вестник Томского государственного университета. Философия, социология, политология. 2011. № 1. С. 5-11.

Aimedov K.V., Zhogno Yu.P., Storozh V.V. (2013) Interaction of Social and Medical Parts of Palliative and Hospice Care for Invalids and Incurable Patients // Tavrichesky magazine of psychiatry. - № 1. - P. 4-8. [In Ukrainian]

Аймедов К.В., Жогно Ю.П., Сторож В.В. Взаємодія соціальної та медичних ланок паліативної та хоспісної допомоги інвалідам та невиліковно хворим // Таврический журнал психиатрии. – 2013. – № 1. – С. 4–8.

Baida L. Yu., Krasnyukova-Enns O.V., Burov S.Yu., Azin V.O., Gribalsky Ya.V., Nayda Y.M (2012) Invalidity and Society: teaching and methodical manual. K. 216 p. [In Ukrainian]

Байда Л. Ю., Красюкова-Еннс О.В., Буров С.Ю., Азін В.О., Грибальський Я.В., Найда Ю.М. Інвалідність та суспільство: навчально-методичний посібник. К. 2012. 216 с. [In Russian]

Batarshev A.V. Mechanisms of Human Perception by Man and Mutual Understanding in the Process of Communication [Electronic resource] - Mode of access to the resource: <https://www.psychor.ru/library/2138> [In Russian]

Батаршев А. В. Механизмы восприятия человека человеком и взаимопонимание в процессе общения [Электронный ресурс] – Режим доступа до ресурсу: <https://www.psychor.ru/library/2138>

Bolnitskaya A.N. (2014) Invalids and Society // Public Opinion Monitoring: Economic and Social Changes Magazine. №. 4. - P. 119-127. [In Russian]

Больницкая А. Н. Инвалиды и общество // Журнал «Мониторинг общественного мнения: экономические и социальные перемены». 2014. № 4. С. 119-127.

Vygotsky L.S. (1983) Collected Works: in 6 t. V. 5: Basics of Defectology / Under. ed. T.A. Vlasova. M. Pedagogogy. 368 p. [In Russian]

Выготский Л.С. Собрание сочинений: в 6-ти т. Т. 5: Основы дефектологии / Под. ред. Т.А. Власовой. М. Педагогика. 1983. 368 с.

Diagnostics of the Characteristics of the Attitude and Perception of the Image of the Disabled by Schoolchildren [Electronic resource] - Mode of Access to the Resource: <http://www.library.ru/help/docs/n17663/diagnostics.htm>[In Ukrainian]

Діагностика особливостей відношення і сприйняття образу інвалідів школярами [Електронний ресурс] – Режим доступа до ресурсу: <http://www.library.ru/help/docs/n17663/diagnostics.htm>

Zalyaeva A. (2015) Comparative Analysis of Attitudes towards People with Disabilities in Russia and Europe (pilot study) // Journal “Monitoring of public opinion: Economic and Social Changes” - № 2. - P. 113-119. [In Russian]

Заляева А. Сравнительный анализ отношения к людям с ограниченными возможностями в России и Европе (пилотажное исследование) // Журнал «Мониторинг общественного мнения: экономические и социальные перемены» – 2015. – № 2. – С. 113-119.

Disability [Electronic resource] - Access to resource: <https://uk.wikipedia.org/wiki/%D0%86%D0%BD%D0%B2%D0%B0%D0%BB%D1%96%D0%B4%D0%BD%D1%96%D1%81%D1%82%D1%8C>[In Ukrainian]

Інвалідність [Електронний ресурс] – Режим доступа до ресурсу: <https://uk.wikipedia.org/wiki/%D0%86%D0%BD%D0%B2%D0%B0%D0%BB%D1%96%D0%B4%D0%BD%D1%96%D1%81%D1%82%D1%8C>

Kolomiyets LI, Shulga G. B. (2012) Psychological diagnostics of personality motivation and communication: educational manual. Vinnytsya. 186 p. [In Ukrainian]

Коломієць Л.І., Шульга Г.Б. Психологічна діагностика мотивації та комунікації особистості: навчально-методичний посібник. Вінниця, 2012. – 186 с.

Komar T.O. (2007) Socio-psychological disadaptation of parents who bring up a disabled child. New learning technologies. Collection of scientific works. Ways of development of spirituality and professionalism in the conditions of globalization of the market of educational services // Spets. Issue No. 48. Part 1: Institute of Innovative Technologies and Educational Content. Ministry of Education and Science of Ukraine, Vinnytsia Socio-Economic Institute of the University of Ukraine. - Kyiv-Vinnytsia. P. 231-237. [In Ukrainian]

Комар Т.О. Соціально-психологічна дезадаптація батьків, які виховують дитину інваліда. Нові

технології навчання. Збірник наукових праць. Шляхи розвитку духовності та професіоналізму за умов глобалізації ринку освітніх послуг // Спец. Випуск № 48. Частина 1: Інститут Інноваційних технологій і змісту освіти. Міністерство освіти і науки України, Вінницький соціально економічний інститут Університету Україна. – Київ-Вінниця, 2007. – С. 231-237.

UN Convention on the Rights of Persons with Disabilities [Electronic Resource] - Access to Resource: https://zakon.rada.gov.ua/laws/show/995_g71 [In Ukrainian]

Конвенція ООН про права інвалідів [Електронний ресурс] – Режим доступу до ресурсу: https://zakon.rada.gov.ua/laws/show/995_g71

Maksimenko S.D., Lozhkin G.V., Kolosov A.B. (2010) From Psychological Support to Psychological Support // Practical Psychology and Social Work: Sciences. - Practical Osvitnyo-Method. Journals / ed. Gubenko O.V. № 2. - P. 1-10. [In Russian]

Максименко С.Д., Ложкин Г.В., Колосов А.Б. От психологического обеспечения к психологическому сопровождению // Практична психологія та соціальна робота: наук. – практ. освітньо-метод. журн. / гол. ред. Губенко О.В. – 2010. – № 2. – С. 1-10.

Raygorodsky D.Ya. (2001) Practical psychodiagnostics. Methods and tests. Tutorial. Samara: "Bakhrakh-M". 664 p. [In Russian]

Райгородский Д. Я. Практическая психодиагностика. Методики и тесты. Учебное пособие. Самара. «Бахрах-М», 2001. – 664 с.

Stavitsky O.O. (2011) Psychology of Handicapism. Monograph. Rivne. Print House. 376 p. [In Ukrainian]

Ставицький О.О. Психологія гандикапізму: монографія. Рівне: Принт Хаус, 2011. – 376 с.

Tomchuk M.I. (2003) Socio-Psychological Problems of Personality Development with Special Needs // Preparing a Social Worker: Objectives, Problems, Perspectives: Sb. sciences etc. by results of Allukr. conf. / University «Ukraine». – Khmelnytsky. P. 58-60. [In Ukrainian]

Томчук М.І. Соціально-психологічні проблеми розвитку особистості з особливими потребами // Підготовка соціального працівника: надбання, проблеми, перспективи: зб. наук. пр. за результатами Всеукр. конф. / Університет «Україна». – Хмельницький, 2003. – С. 58-60.

Yandanova T. I. (2013) Socio-psychological Aspects of the Attitude of Young People towards People with Disabilities // Bulletin of Buryat State University. № 5. - P. 46-51. [In Russian]

Янданова Т. И. Социально-психологические аспекты отношения молодежи к лицам с ограниченными возможностями здоровья // Вестник Бурятского государственного университета – 2013. – №5. – С. 46-51

УДК 159.938.3:378

PSYCHOLOGICAL CHARACTERISTICS OF TRAINING OF ENTERPRISES TO SPECIAL ACTIVITY AND DEVELOPMENT OF PROFESSIONAL RELIABILITY

Lantukh I.V.
ORCID 0000-0002-0891-2704
lantuh.igor@gmail.com

The article, based on the analysis of studies, shows how the education of entrepreneurs in Ukraine in the era of industrial recovery was started and started. The given characteristic for various types of institutions, where the future entrepreneurs were educated. The attention is paid to the psychological peculiarities of the educational process, which allowed to develop not only professional qualities in the training of specialists, but also in the broad sense to form the identity of an entrepreneur, for whom trust, reliability, enterprisingness.

The author came to the conclusion:

1. In Ukraine, considerable attention was paid to the training of educated specialists, giving them a wide range of not only special sciences, but also humanitarian, legal, psychological and pedagogical knowledge, which formed the business and psychological qualities of future merchants.

2. The training of entrepreneurs who meet the requirements of the economy required not only a high level of commercial knowledge, but also the qualities such as business efficiency, success, enthusiasm, reliability, which were highly valued by domestic entrepreneurs.

3. Professional education has affected the preparation of a whole galaxy of entrepreneurs who meet the requirements of Ukrainian production. They became the valuable benchmark, which played a significant role in the formation of domestic entrepreneurs. This experience is relevant today, because Ukraine's landmark is the European market, and this is a civilization, a high commercial and ethical culture of business, trust and reliability of partnership relations.

Key words: entrepreneur; education of entrepreneurs; professional training of entrepreneurs; psychological peculiarity of educational process; personal reliability.

У статті на підставі аналізу досліджень показано як започатковувалася та становилася освіта підприємців в Україні в добу промислового підйому. Дана характеристика різним типам закладів, де здобували освіту майбутні підприємці. Звернута увага на психологічні особливості навчального процесу, який дозволяв при підготовці фахівців розвивати не лише професійні якості, а й у широкому розумінні формувати особистість підприємця, для якого характерні довіра, надійність, заповзятливість.

Ключові слова: підприємець; освіта підприємців; професійна підготовка підприємців; психологічна особливість навчального процесу; особистісна надійність.

В статье на основании анализа исследований показано как закладывались основы образования предпринимателей в Украине в эпоху промышленного подъёма. Дана характеристика разнообразным типам учебных учреждений, где получали образование будущие предприниматели. Обращено внимание на психологические особенности учебного процесса, который позволял при подготовке специалистов развивать не только профессиональные качества, но и в широком понимании формировать личность предпринимателя, для которого характерны доверие, надёжность, предприимчивость.

Ключевые слова: предприниматель; образование предпринимателей; профессиональная подготовка предпринимателей; психологическая особенность учебного процесса; личностная надёжность.

Formulation of the problem. Today, with the complication of production, technological processes, connections between manufacturers, suppliers and consumers, the problem of reliability is actualized. Its catalyst was crisis processes, which covered all areas of modern society, as well as production. The crisis is disorienting, because it is a time of uncertainty, and this situation itself calls for the transition or exit of the state of this uncertainty and blurriness [1]. It is precisely this situation that actualized the problem of the reliability of entrepreneurs who were in a difficult situation, which is caused by a number of factors. In this situation, the problem of survival is important. Therefore, an entrepreneur is in search of a reliable partner, a reliable supplier, a reliable employee, besides, he must have such a necessary quality of his personality. So, to consider the definition of reliability of the individual in terms of its professional orientation - it is a call of time. Much of the researchers of this phenomenon distinguish such signs, such as faultlessness, error-free, timeliness [2].

It provides an opportunity to determine the reliability of a specialist as the trust and timeliness of actions aimed at achieving specific professional goals in the process of interaction with the technique or with other professionals. Of course, reliability must be formed in the preparation of a particular socialization specialist. The experience of forming entrepreneurs' confidence in educational institutions of Ukraine is interesting in this regard.

The purpose of the article. The purpose of the article is to analyze the training of entrepreneurs in Ukraine in different institutions, which not only trained educated personnel for production, but also cared

about the formation of their professional qualities, including reliability.

Analysis of recent research and publications. The system of domestic special economic education of the early twentieth century. Was, above all, represented by technical educational institutions. They provided the main personnel needs of the sphere of production and entrepreneurship in all its manifestations and contributed to the formation of a solid class of domestic specialists who helped to build the Ukrainian economy. The writings of modern researchers cover the psychological problems of the formation and development of entrepreneurship education as the main factor in the formation of cultural and educated specialists for Ukraine. Significant contribution to the study of this problem was made by O. Druganov, I. Dobriansky, V. Postolatij, A. Naradko, E. Stepanovich, A. Skidanova and others. [3].

Presentation of the main research materials. In connection with the intensification of production and trade activity in Ukraine, training institutions for training entrepreneurs have become extremely necessary. To find a way out, the Ministry of Public Education introduced the teaching of commercial disciplines to the course of real schools. But the curriculum was so limited that only 3 subjects remained, namely accounting, commercial correspondence and political economy. This was evidenced by the fact that vocational training of entrepreneurs was secondary to general education subjects. The reason for this is that the psychological factors of the students were not taken into account, since special training began in grades 5-6 and that was the age when the cognitive interests of the students were already formed and therefore the knowledge that was considered necessary for future entrepreneurs did not use demand among the teaching staff.

This psychological disadvantage was taken into account. There was a new type of educational institution, namely courses for business knowledge for entrepreneurs. Their feature was that they were opened at the expense of private individuals, were under the auspices of the Ministry of Education alone, and the only source of their existence was the tuition of students themselves.

At that time, the need for commercial knowledge grew faster than the training of professional staff. Thanks to the new conditions of labor, which followed a significant increase in trade, industry, railways, shipping, was caused by high demand for educated entrepreneurs. From entrepreneurs required proper accounting, and with the introduction of income tax and from artisans and rural masters [4, f. 25 op. 2 units save 72, ark. 162].

The «Golden Age» of domestic business has realized the importance and need for professional education. Particular attention was paid to middle and higher commercial and technical education by a member of the government, the Minister of Finance S.Yu. Witte He extremely acutely understood the archiveness of the training of educated personnel. First of all, S.Yu. Witte believed that the modern state should have a developed national industry [5, p. 698]. Therefore, among the wide-ranging activities of Witte, the important task of creating and developing an education system for entrepreneurs in the country was important. He was the first to look at this problem as a state. In his memoirs, Witte recalled: «In my management, I significantly expanded the Department of Trade department of education (professional)» [6, p. 254-255].

When analyzing the peculiarities of entrepreneurship education, attention should be paid to the Provisions «On Commercial Vocational Education Institutions and the Placement of Placements in Defined Educational Institutions» developed by the Ministry of Finance [7]. It was this document that provided clear benchmarks on the structure of the psychological characteristics of entrepreneurial education, where the main types of educational institutions were outlined: trade classes and schools, courses, secondary schools, higher state and private institutions, and data on the peculiarities of the training of professionals.

The channels for obtaining the education of future entrepreneurs became more diverse and the opportunities to get the latter became more and more, but the leading role was assigned to the schools. In the dissemination of vocational education played a significant role societies, cities, states, zemstvos - this was to ensure the accessibility and mass of this education. The analysis of the research of works by S. Witte made it possible to note the following principles of such education [6, p. 255]: 1) centralize the management of existing educational institutions in the Ministry of Finance, which established the Council for Educational Affairs, which was entrusted with discussing the forms of knowledge dissemination for entrepreneurs, the methods of preparing annual reports by educational institutions, the conditions for the involvement of teachers in educational institutions, etc; 2) coordinate programs with the practical needs of the country, increase the number of these institutions and expand their funding by entrepreneurs. Regarding the quality of teaching, in colleges under the Provision it was envisaged, in addition to general subjects, the teaching of political economy, jurisprudence, commodity study, commercial geography, as well as cultural objects that were aimed at the formation of personal qualities of future specialists. The situation clearly defined the goals and objectives of schools, namely, the education of enterprising, able-bodied, reliable, armed with practical knowledge of specialists with a disciplined mind and solid character [7].

There was significant contribution of PA Stolypin on culture, science and education. In the general concept of system reforms of the transformation in the field of culture were necessary prerequisites for the successful modernization of both entrepreneurship and education. The reformist model paid attention to psychological problems, namely, the formation of a fundamentally new type of citizen: «a free and creative active personality», a person capable of becoming an «active subject of the historical process». Therefore, the main task in society is to educate the population, since the education and training of the latter depended on the success of economic reforms. The acute shortage of professionally trained, educated workers in industry and its infrastructure was felt acutely. To a large extent, the development of education depended on the prospects of transformation in other areas of society. The formation of civil society and the rule of law was impossible

without the creation of appropriate conditions for emancipation of the individual. The basis for social stability were reforms affecting the state of culture and education, and outlined the following principles: 1) the establishment of «universality and, subsequently, the compulsory nature of primary education for the entire population»; 2) the unification of the efforts of the state and society in the enlightenment of the people; 3) «the creation of various types of educational institutions, with a broad development of professional knowledge, but with mandatory for all types of minimum education required by the state» [8, p. 60].

At the same time, the intensification of entrepreneurship education did not produce the desired results and therefore an audit of local educational institutions was conducted. This problem was solved in the tandem of state and non-governmental organizations, communities and individuals [4, p. 25, op. 2, units save 72, ark. 153-160].

When analyzing the formation of entrepreneurship education in Ukraine it should be noted that it has become an initiative of public organizations and individuals. Consequently, this problem began to concern the exchange committees, urban communities, associations for the spread of commercial education, all- and regional trade and industrial congresses. Entrepreneurs began eager to give money to support their schools and establish higher schools. The result of this was the implementation of the education program of S. Witte, who noted that the development of a network of entrepreneurs education should establish higher institutions - universities in the form of polytechnic institutes, which would have different departments of human knowledge, but would have to organize non-technical schools, and universities [6, p. 255-256]. The result was the establishment of an institute in Kyiv, which became known as the «Commercial and Technical University».

However, non-state educational institutions appear along with higher state institutions. The catalyst of this process was the crazy demand for production for specialists, and state institutions could not meet the demand of the economy. The office of S. Yu. Witte quickly reacted to this. Witte, whose order was approved by the democratic statute of non-state higher education institutions, which allowed the opening of private courses with a higher education program.

During this period a lot of work in this direction was carried out in Slobozhanshchyna. The Kharkiv Commercial School was founded at the expense of the Kharkov merchant society. In this school of Kharkiv, great attention was paid to the development of the individual entrepreneurs, which taught general and special subjects such as: a) general: the law of God, foreign languages, mathematics, physics, chemistry, history, geography, natural history, drawing, writing, gymnastics and singing; b) special: trade history, commodity science, technology, commercial arithmetic, accounting, commercial geography, statistics, political economy, jurisprudence in general, and more thoroughly, trade law and trade justice [9].

Based on the structure of employment of parents of students, it is evident that the children of the representatives of the trade and industrial sphere mostly came to the educational institution. Consequently, most of the entrants in Ukraine were not casual students, but the followers of their parents, which facilitated the formation of the identity of entrepreneurs and especially reliability, which was highly valued at the time of businessmen. Students who completed successfully a full course received a certificate from the school and the status of a personal honorary citizen. And those who graduated from the institution on excellent received the title of candidate of commerce. Beyond good behavior and successful training, the latter were rewarded with gold and silver medals [9], which motivated the formation of a value orientation on their profession, which, on the one hand, was formed within the family, and on the other - in an educational institution.

In order to meet the demand for qualified staff in Kharkiv, on the initiative of the Kharkiv Mutual Bond Credit Association, a three-year trade school will be opened. Its purpose is to prepare young people aged 12 to 15 years for service in trade and industrial institutions. Its weak point was that it did not provide for general education, which narrowed the base of reproduction of well-educated professional workers. Creation of special evening and Sunday courses allowed to solve the problem of satisfying the need for special education for many people. Also, during this period, an in-service training is introduced. And it is during this period that the first private accounting courses arise. This suggests that replication professional knowledge found new forms, and thus was laid good basis for quality production needs specialists especially because working in manufacturing, in practice they formed the psychological quality professionals tried them in different situations.

In Kharkiv, the issue of the opening of the Commercial Institute is intensively solved. Kharkiv Commercial Institute meets all requirements of the higher educational institution. As for the organization of the educational process, general economic, humanitarian, psychological and pedagogical, legal disciplines and foreign languages were taught here. Regarding the training program, the list of disciplines was identical at the economic departments of higher educational institutions. Thus, in the Charter of the Kiev Commercial Institute and in the «Regulations on the Kharkiv Commercial Institute» [4, kmf. 12, op. 1, sp. 280-281, ark. 54] were listed: theology, the history of economic life and economic doctrines, the theory of political economy, economic policy, the science of finance, economic geography, statistics, the general theory of law, state law, administrative law, international law, civil law, trade law, civil and commercial justice, criminal law and process, history, accounting (accounting), higher mathematics, financial deductions, commodity science with technology, foreign languages. Special courses on economic sciences (credit and money circulation, exchange, banks, insurance, etc.) were taught in the development and additions of the indicated subjects, special courses on various departments of trade law (maritime, insurance, banking law, etc.), special courses on various sides of commercial and industrial activities in insurance, banking, commercial correspondence, appraisal business, transport business, tariff case, train the case, the organization of trade and industrial enterprises, etc. courses;

additional courses on pedagogy and its history, and other pedagogical subjects, psychology and introduction to philosophy, according to local industry and government, to the factory legislation, common land tenure, physics, chemistry, Ethnography, etc. As you can see, the set of disciplines have been very comprehensive, and it was aimed not only at providing the student specialized knowledge, but also highly specific, associated with the formation of the psychological qualities of a specialist. Because the humanitarian unit of the curriculum was diverse and served its intended purpose – the education and formation of the business elite of his time.

Interestingly, commercial institutes in Ukraine had commercial and technical facilities in addition to the economic branch. The program of this department includes such subjects as theology, higher mathematics, physics, mechanics with machine science, inorganic and organic chemistry, general botany, commodity science, technology, general theory of law, state law, civil and commercial law, history of economic doctrines, theory of political economy, statistics, economic geography, accounting (accounting), financial deductions, foreign languages. Auxiliary and special courses on all departments of science and technology were taught at the commercial and technical department: from crystallography and mineralogy, zoology, human physiology and hygiene, physiology of plants and bacteriology, technical mycology, practical geology with mining, electrical engineering, drawing, organization of warning devices accidents at factories, industrial enterprises, transport, and storage of goods, preserving of edible substances, as well as all departments of economy chnyh and jurisprudence, psychological and pedagogical subjects. This made it possible to shape the quality of entrepreneurship within the educational institution, especially such as reasonableness, entrepreneurship, morality, decency, trust, reliability.

For the development of the personality of entrepreneurs, the students of senior courses were able to study issues of labor and factory law, local self-government and local economy, banking and insurance business, sanitary, factory and trade merchandise, factory inspection, customs business within specialization. Educational institutions in Ukraine provided not only a complete package of specialist knowledge, but also a significant set of humanitarian, psychological and pedagogical knowledge that formed the business and psychological qualities of future specialists. In order to satisfy the economy with skilled personnel, new commercial educational centers were opened.

Also, in Kharkiv, on the initiative of the townspeople, the Kholodnogirsk Educational Society was founded, the charter of which states that it has the right, with a separate permission, to open various types of educational institutions, libraries and reading rooms, kindergartens in the Kholodna Gora. It should be noted that this Society opened a commercial school, which belonged to the category of secondary schools and was intended to provide students with not only general and commercial, but also psychological and pedagogical education. According to the provisions of the approved plan, the school was under the auspices of the training department of the Ministry of Trade and Industry. It was established that at the educational institution was founded: a library (basic and pupil); physical office; Museum of product samples; laboratory for practical classes of students in chemistry and commodity science; a collection of necessary teaching aids on history, geography, science, drawing, gymnastics and other subjects that shaped both the professional worldview and the internal culture of future businessmen.

Research results.

1. In Ukraine, considerable attention was paid to the training of educated specialists, giving them a wide range of not only special sciences, but also humanitarian, legal, psychological and pedagogical knowledge, which formed the business and psychological qualities of future merchants.

2. The training of entrepreneurs who meet the requirements of the economy required not only a high level of commercial knowledge, but also the qualities such as business efficiency, success, enthusiasm, reliability, which were highly valued by domestic entrepreneurs.

3. Professional education has affected the preparation of a whole galaxy of entrepreneurs who meet the requirements of Ukrainian production. They became the valuable benchmark, which played a significant role in the formation of domestic entrepreneurs. This experience is relevant today, because Ukraine's landmark is the European market, and this is a civilization, a high commercial and ethical culture of business, trust and reliability of partnership relations.

References

Osgood Ch. E. Focus of meaning. Vol. 1.: Exploration of semantic space. –Hague: Mouton. –1976. – 235 p.

Никифоров Г.С. Надежность профессиональной деятельности./Г.С. Никифоров. - СПб., 1996. – 176 с.

Нукуфоров Н.С. (1996) Nadezhnost professyonalnoi deiatelnosti./Н.С. Нукуфоров. - СПб.

Друганова О. Приватна ініціатива і розвиток вітчизняної системи комерційної освіти (кінець ХУІІІ – початок ХІХ ст.)/О. Друганова // Зб. наук. пр. Полтавського державного педагогічного університету імені В.Г. Короленка: Серія «Педагогічні науки». – Полтава, 2009. – Вип. 2. – С. 114-120.

Druhanova O. (2009) Pryvatna initsiatyva i rozvytok vitchyznianoї systemy komertsiiної osvity (kinets ХІХ – pochatok ХХst.)/O. Druhanova // Zb. nauk. pr. Poltavskoho derzhavnoho pedahohichnoho universytetu imeni V.H. Korolenka: Serii «Pedahohichni nauky». – Poltava, – Vyp. 2. – S. 114-120;

Добрянський І.А. Громадянська та приватна ініціатива в розвитку освіти в Україні (кінець ХІХ – початок ХХ століття)/І.А. Добрянський, В.В. Постолатій. – Кіровоградський інститут регіонального управління та економіки. – Кіровоград: КІРУЕ, 1998. – 143 с.

Dobrianskyi I.A. (1998) Hromadianska ta pryvatna initsiatyva v rozvytku osvity v Ukrainy (kinets XIX – pochatok XX stolittia)/I.A. Dobrianskyi, V.V. Postolatii. – Kirovohradskyi instytut rehionalnoho upravlinnia ta ekonomiky. – Kirovohrad: KIRUE.

Нарадько А. В. Благодійність у розвитку освіти в Україні (друга половина XIX – початок XX століть): дис. ... кандидата іст. наук: 07.00.01/А.В. Нарадько. – Запоріжжя, 2002. – 24 с.

Naradko A. V. (2002) Vlahodiinist u rozvytku osvity v Ukraini (druha polovyna XIX – pochatok XX stolit): dys. ... kandydata ist. nauk: 07.00.01/A.V. Naradko. – Zaporizhzhia, – 24 s.

Степанович Е.П. Высшая специальная школа на Украине (конец XIX – начало XX в.)/Е.П. Степанович. – К. : Наук. думка, 1991. – 100 с.

Stepanovych E.P. (1991) Visshaia spetsyalnaia shkola na Ukrainy (konets XIX – nachalo XX v.)/E.P. Stepanovych. – K. : Nauk. dumka, – 100 s.

Скиданова А. Підготовка працівників торгівлі комерційними навчальними закладами Харкова (друга половина XIX – початок XX ст.)/А. Скиданова // Київська старовина – 2007. - № 4. – С. 53-62.

Skydanova A. (2007) Pidhotovka pratsivnykiv torhivli komertsiinymu navchalnymu zakladamy Kharkova (druha polovyna XIX – pochatok XX st.)/A. Skydanova // Kyivska starovyna - № 4. – S. 53-62.

Центральний державний історичний архів України, м. Київ (ЦДІАУ).

Tsentralnyi derzhavnyi istorychnyi arkhiv Ukrainy, m. Kyiv (TsDIAU).

Витте С.Ю. Воспоминания, мемуары /С.Ю. Витте. Т. 1. - М.,– Минск: Харвест, 2002. – 799 с.

Wytte S.Yu. (2002) Vospomynaniya, memuari/S.Yu. Wytte. T. 1. - M.,– Mynsk: Kharvest.

Витте С.Ю. Воспоминания /С.Ю. Витте. Т. 2 (1894 - октябрь 1905). Царствование Николая II. Гл. 36– М.: Соцэкгиз, 1960. – 723 с.

Wytte S.Yu. (1960) Vospomynaniya /S.Yu. Wytte. T. 2 (1894 - oktiabr 1905). Tsarstvovanye Nykolaia II. Hl. 36– M.: Sotsekhgyz

Положение «О коммерческих учебных заведениях и расписание должностей в означенных учебных заведениях». Полн. собр. законов Российской империи. Собрание III. Том ХУІ. СПб., 1899. – 157 с.

Polozhenye «O kommercheskykh uchebnikh zavedenyakh y raspysanye dolzhnostei v oznachennikh uchebnikh zavedenyakh». (1899) Poln. sobr. zakonov Rossyiskoi ymperyy. Sobranie III. Tom XVI. SPb.

Столыпин А.П. Программа реформ. Документы и материалы. - Т. 2. - М.: РОССПЭН, 2003. – 798 с.

Stolipyn A.P. (2003) Prohramma reform. Dokumenty y materyaly. - T. 2. - M.: ROSSPEN

Положение о Харьковском коммерческом училище//Новости и биржевая газета. – 1891, 18 апреля. - № 108.

Polozhenye o Kharkovskom kommercheskom uchylyshche//Novosty y byrzhavaia hazeta, 18 apreliya 1891. - № 108.

Скиданова А. Підготовка працівників торгівлі комерційними навчальними закладами Харкова (друга половина XIX – початок XX ст.)/А. Скиданова//Київська старовина, 2007, № 4. – С. 53-62.

Skydanova A. (2007) Pidhotovka pratsivnykiv torhivli komertsiinymu navchalnymu zakladamy Kharkova (druha polovyna XIX – pochatok XX st.)/A. Skydanova//Kyivska starovyna, № 4. – С. 53-62.

Устав Харьковского коммерческого училища Холодногорского общества просвещения. – Х.: Епархиальная тип., 1916. – 27 с.

Ustav Kharkovskoho kommercheskoho uchylyshcha Kholodnohorskoho obshchestva prosveshcheniya (1916). – Kh.: Eparkhyalnaia typ.

УДК 159.944:331.102-055(045)

GENDER ASPECTS OF PROFESSIONAL COMPETENCES IN MANAGING BUSINESS

Tyshchenko Lyliia
pavlil.2017@ukr.net
Bondar Tetiana
tnb8500@gmail.com

The article is devoted to the definition of the phenomenon of management as a scientific and applied category. The methodological and applied aspects of management are considered. The specifics of business management are defined. The concept of professional managerial competence is analyzed. The process of management is considered from the point of view of gender distinction. The factors of the emergence of the social idea of gender symmetry are determined. The results of empirical research of gender aspects of professional competencies of business management are presented. The existing laws of specificity of gender peculiarities of certain aspects of management activity and professional competencies are shown.

Keywords: management, management activity, professional competences of manager, gender distinction, gender symmetry.

Статтю присвячено визначенню феномену управління як науково прикладної категорії. Розглянуто методологічні та прикладні аспекти управління. Визначено специфіку управління бізнесом. Проаналізовано поняття професійної управлінської компетенції. Розглянуто процес управління з позиції гендерного розрізнення. Визначено чинники виникнення соціальної ідеї гендерної симетрії. Наведено результати емпіричного дослідження гендерних аспектів професійних компетенцій управління бізнесом. Показано наявні закономірності специфіки гендерних особливостей окремих аспектів управлінської діяльності та професійних компетенцій.

Ключові слова: управління, управлінська діяльність, професійні компетенції управління, гендерне розрізнення, гендерна симетрія.

Formulation of the problem. Management activity provides the process of creation, optimal functioning and development of social and organizational systems. Therefore, the management function is considered as one of the key functions in the structure of organizational activities, since it is aimed at streamlining, harmonization and coordination of the actions of employees in pursuit of a common goal.

Management as a scientific and applied category belongs to the most general concepts and acquires its specific substantiation in relation to one or another social sphere or sphere of production. The peculiarities of considering this phenomenon depend on the specifics of the object: the more complex and the more dynamic the object is, the more important the control function becomes, the more thoroughly it is necessary to know the regularities of its development. In addition, management is a complex structure and diverse field of activity according to its functions that requires the simultaneous solution of organizational, technical, communicative and psychological issues.

The urgency of numerous scientific and applied researches of the phenomenon of management is due to the search of the social psychological mechanisms of optimal interaction at various levels of the organizational hierarchy, which provide: the quality of the output product, the efficiency of corporate communication, the possibility of personal and professional self-realization of each member, the preservation of physical and psychological health, the experiencing of satisfaction with their own lives.

Today, the subject of research is the methodological and applied aspects of management. The study of methodological aspects of management as a phenomenon is associated with an attempt: to define the basic principles of management (I. Likarchuk, Y. Konarzhevsky); to structure management functions (V. Maslov); to identify the components of the professional competence of the leaders (L. Danilenko); to systematize management methods (V. Pikelna, V. Lazarev, A. Moyseev, E. Khrykov). The study of applied aspects of management as a specific type of activity is aimed at: development of models for assessing the effectiveness of the manager (V. Oleinik, G. Dmitrenko, G. Yelnikova); determination of parameters of the person-professional component in the structure of management activities.

Taking into consideration the fact that the realities of the modern world are associated with the increasing role of women in socio-economic relations, our research interest is related to the definition of gender aspects of management activities. The given article is devoted to the attempt to find answers the following questions: are there differences in the implementation of managerial functions of strategic goal-setting and planning, in the organization of joint actions of employees and in the control of multiple business processes, in choosing one or another model management by manager-male and manager-female; which professionally and intellectually significant, psychologically and socially necessary qualities determine the managerial activity of a businessman and businesswoman.

Presentation of the main research material. From an economic point of view, enterprise management is one of the courses of its usual activity and, at the same time, is a necessary and compulsory condition that ensures the integrity of the enterprise as a production system. Being an independent activity, which is realized within the limits of the usual activity of the enterprise, management "permeates" all spheres of its activity, thereby ensuring, on the one hand, the possibility of their direct implementation, and, on the other hand, mutual coherence in the implementation of the overall purpose of the enterprise. The key role of governance is to

mobilize enterprise resources to carry out production, marketing, commercial, financial, investment, innovation and related processes, and to maintain a balance between them [10].

At the current stage of development of social relations the business sector serves as a source of economic and social development, and in the context of the transformation of social and economic relations, this form of entrepreneurial activity becomes of particular importance and spread. Business covers production, commercial, consulting, banking and other spheres of activity, and requires experienced, progressive and competent management.

The specific of business management is related to the need for the simultaneous implementation of two forms of management, each of which has its own purpose: management of functioning and management of development. Management of functioning should ensure the use of the existing capacity of the institution or organization. The objects of this form of management are the production process, as well as the other systems that provide it: material and technical, personnel, financial, etc. Management of development should increase potential opportunities by mastering certain innovations, that is, its object is the innovative processes and processes of their provision [9]. According to O.Kasyanova's definition, the functional management is oriented on present needs, and developmental management - on future needs. In other words, management as a functioning ensures the realization of already existing and previously created potential, and management as a development is oriented towards the growth, enrichment and transformation of this potential.

In general, a complexly structured management process is a combination of planning, organization, motivation and control functions. The realities of modern socio-economic relations determine the need for the leader to perform a number of upgraded functions: criterion modeling, cooperation and self-directed actions (G.Yelnikova), organizational-regulatory and evaluation-corrective activity (V.Maslov), support of corporate culture (O. Marmaza).

Multifunctionality of management activities and the simultaneous combination of different forms of management place high demands on the list of professional competencies and personal qualities of the manager. By definition of I. Holkovskaya, competence is an integrative personality formation, combining knowledge, skills, habits, experience and personal qualities that determine the desire, willingness and ability to solve problems and tasks that arise in real life situations, realizing thus the significance of the subject and the result of the activity. The term "competent" refers to a person who has competence and this term is an estimated category for the effective implementation of powers or functions. The competence of personality is manifested in the successful activity in accordance with the specified competence [3].

Considering the issues related to the components of professional competence of the manager-business owner, it is necessary to take into account the fact that the success of the organization depends directly on timely professional decisions, calculated strategic projects and well-meaning tactical actions, which means that the psychological aspects of business management are related to the reproduction of designing, goal-setting and planning processes. To make optimal managerial decisions, it is necessary for the manager-business owner to identify the main concepts and to maintain the main trends of the market development; to perceive and analyze a large volume of diverse information, and this, as is known, is provided by the cognitive abilities of the individual.

Implementation of administrative-organizational types of management activity and coordination of joint actions provide for a conscious and purposeful influence on the motivation and behavior of the personnel as a whole and individual employee. This, in turn, requires manager's social and communicative competences and business qualities.

Since the social and economic status of a manager-businessman depends not only on the growth of his profit, but also on participation in solving social problems with observance of moral principles and the reproduction of the spiritual values of society, the quality of his personality and characterological features becomes of great significance.

In addition, the specifics of management activities cause the emergence of high nervous-psychic tension on the background of personal and professional responsibility for all internal-organizational processes and the effects of accepted or unaccepted management decisions. This means the need for self-regulation skills and high stress tolerance.

Apparently, the specific complexly structured and non-algorithmic nature of management activity results in the presence of a number of personal, professional, socio-cultural and psychological competencies of the subject of management, which in turn provides for the effectiveness, efficiency and environmental friendliness of his actions.

Traditionally, business management was considered solely as men's business and was not studied at all from the point of view of gender analysis. For a long time the peculiarities of management were considered almost without regard to sex, because the managerial role was a priori interpreted as masculine. This situation is a projection of the widespread stereotype of the division of occupations between women and men, which, in turn, is based on traditions and customs, formally or informally entrenched in the practice and consciousness of people. The gender division of labor still holds strong positions: everywhere in the world, each branch is characterized by the domination of either women or men. Even in highly urbanized countries there are purely male and female occupations [8].

According to D. Gladka and M. Samofalova, the classic men's administrative culture has created three main obstacles to achieving gender equality between men and women: 1) women tend to see dependent and obedient performers of their responsibilities, while men need to be independent, capable to competition, aimed

at action; 2) to be chosen to a managerial position, women must first demonstrate their true competence and qualifications, while men only need to identify potential abilities; 3) there exists an idea that morality and high positions are incompatible things, that women do not seek career growth, not wanting to put their family relationships and values at risk [7].

Today, according to L. Leskova's definition, there are a number of theories concerning the gender dimension of management, which can be attributed to one of three directions:

1. Domination of a gender factor over a leadership position. Men are usually represented in managerial positions, while women appear to be merely symbolic (the concept of tokenism, R. Kenter). In addition, there are certain stereotypes in society: male leaders are perceived better, and especially where conservative views on the place of women in society dominate (the concept of gender stream, B. Gutek). The society is imposing more severe requirements for female leaders (the theory of gender selection of leaders by J. Bowman, S. Sutton).

2. Domination of a leadership position over a gender factor. A paramount position in human perception is its place in the organizational structure, the position it embraces, and not the gender (situational-job approach, R. Pause, J. Hunt). In addition, it is argued that women and men differ in leadership performance only if they use a different leadership style (probabilistic leadership model, F. Fiedler).

3. Equal value of gender factor and leadership. Although in this group of theories the equality of women leaders and men is foreseen, but it is expressed only theoretically. To succeed in society, male and female leaders must respond to gender stereotypes. According to the stereotype, this role is masculine, and because of this, women leaders experience a conflict between gender and leadership roles (social-role theory, E. Eagle) [5].

However, it is fair to note that the development of market relations in Ukraine not only radically influenced the economical processes, but also contributed to the softening of conservative attitudes in many spheres of life. Today, along with the existence of traces of patriarchal culture, the affirmation of the prerogatives of men in the field of governance and entrepreneurship, there are social orientations on the principles of democratic governance and the existence of gender equality. Issues of gender equality in the managerial field are investigated by G. Bogdan, G. Goncharuk, O. Lazorko, L. Leskova, Yu. Korolchuk, O. Kruglova.

Together with the increasing role of women in various socio-cultural and economic and financial spheres of life, with the rising role of women in the creation of small and medium-sized businesses, there appears scientific and applied interest in problems related to the influence of the gender of the manager-business owner on the style of management. The tendency to spread the social idea of gender symmetry results in the emergence of socio-psychological studies devoted to the gender peculiarities of management activity. So, the questions of gender psychology of leadership are studied by T. Bendas, E. Eglise, J. Rozner, A. Chirikova, and the problems of the formation and implementation of gender policy in Ukraine are studied by N. Hrytsiak, I. Zherebkina, O. Kulachek, K. Levchenko. Gender aspects of personnel policy became the subject of consideration of T. Vasilevskaya, M. Piren and others [1].

In order to study the gender aspects of the manifestation of professional competencies in business management, we conducted an empirical study. We have identified seven parameters of management activities, which determine certain professional competencies. Namely: managerial orientation, leadership style, readiness for risk, peculiarities of making managerial decisions, coping strategies in stressful situations, peculiarities of development of social and emotional intelligence. The diagnostic tools of our study are the following standardized techniques: "Diagnostics of leadership styles" (A.L. Zhuravlev); "Melbourne questionnaire for decision-making" (T.V. Kornilov); "Method of Readiness for Risk" (A.M. Shubert); "Diagnostics of managerial orientations" (T. Santalainen); "Coping-behavior in stressful situations" (S. Norman, D. F. Endler, D. A. James, M. I. Parker, adapted variant of T. A. Kryukova); "Emotional Intelligence" (N. Hall); "Social Intelligence" (J. Gilford).

Our empirical study is based on the basic conceptual statement: gender differences in business management need to be studied not from the point of comparison or contrast, but from the point of view of addition. Considering this, we put forward the following hypotheses: 1) there are certain aspects of administrative actions in relation to which gender differences can be singled out; 2) functional position of management and linear management is decisive in the presence of differences in gender leadership.

The sample of respondents consists of 50 subjects. These are representatives of small and medium-sized businesses in Priazovsky region. Of these: 20 persons - managers - business-owners (13 men and 7 women) / EG-1 /; 30 persons - line managers and executive directors (10 men and 20 women) / EG-2 /.

Summing up the results of the seven stages of our empirical study, we arrive at the following conclusions:

1. Gender differences are not stated considering the parameter of dominant style of management. It has been established that for the overwhelming majority of managers-business owner and executive directors (both men and women) there is a collegial style of interaction with subordinates. Only a few businessmen and businesswomen use the directive-collegiate style. In any case, it is clear that modern progressive management in the business sector is focused on group forms of discussion of managerial decisions, the coordination of powers and responsibilities, as well as control over the process and the final result.

2. There are some gender differences in the way that managerial decisions are made: with the same tendency for men and women to be vigilant, paying attention to the details and input information needed to make a decision, men are more likely to avoidance (if it is possible to avoid a complex decision, they will take advantage of it necessarily). For women, procrastination is less characteristic (delaying the decision, which

leads to the accumulation of a large number of cases, the emergence of the deadline). Also, women have an adequate attitude to the decision-making process, they do not hang on a large number of alternative solutions; do not hesitate for a long time between possible options (this is evidenced by their lower propensity to supportiveness). At the same time, it should be noted that these characteristics, found in women-business owners, are also characteristic of women managers. That means that not only managers-business owners are inclined to adequately and promptly make managerial decisions based on objective analysis of incoming information, lack of avoidance and procrastination in the decision-making process.

3. According to the predisposition to risk parameter gender specifics in the manifestations of caution (as a contrast to risk) among businesswomen and managers are stated. For the vast majority of businessmen, the average level of readiness for risk is inherent.

4. According to the parameter of the peculiarities of managerial orientations gender differences were not revealed. It has been established that the vast majority of male and female managers-business owners are focused on the accomplishment of the tasks and require subordinates to achieve their goals at any cost.

5. According to the parameter of choosing of coping strategies - a productive strategy for "problem solving" is less typical for businessmen than for businesswomen. All respondent-managers have a low frequency of emotional-oriented coping, a predominantly low copy-avoidance rate, and medium and low levels of distraction. Gender differences are detected only by the results of the social exclusion scale, which businesswomen use more often than businessmen. At the average level, the use of social distraction is typical for 71% of female managers and for 31% of male managers, which characterizes female managers as prone to staying among people, to spend time in the circle of friends, a tendency to deliberate distraction from problems by applying for support to like-minded people. At the same time, similar results on the choice of coping strategies were found among managers, where the majority of interviewed men and women had a low frequency of productive coping using "problem solving", "emotion", "avoidance". Thus, similar choices of coping strategies have been stated among businessmen and businesswomen, while gender differences in the higher inclination of businesswomen to social exclusion from problems have been identified.

6. According to the results we have identified gender differences in the manifestations of emotional intelligence among businessmen and businesswomen, namely: businesswomen have higher levels of emotional intelligence - higher emotional awareness, higher self-motivation, empathy, higher ability to recognize and take into account emotions of other people (21-49% on different scales). In general, businesswomen and managers have higher levels of emotional intelligence (35%) than men.

7. There are no significant gender differences in the overall level of development of social intelligence. The vast majority of businessmen show average results for this parameter. At the same time, gender differences in the characteristics of social intelligence are established: businessmen are more likely to be able to predict the effects of behavior, while businesswomen have more characteristic skills to recognize the states, feelings, intentions of people for their nonverbal manifestations; understand and take into account the shades of relationships between people. According to the results of managers' surveys, there were no significant gender differences in the manifestations of social intelligence characteristics, most male and female managers had lower indicators of behavioral knowledge, and understanding of other people's behavioral systems, average indicators of knowledge of behavioral classes and possible transformations under the influence of certain circumstances and interpersonal relationships.

Thus, on the example of a concrete sample of the respondents we have found that for successful management activities of executives business owners there are professional competencies that are independent of gender (leadership style, managerial orientation, coping behavior in a stressful situation), as well as certain professional competencies, which have gender differences in their manifestation among male and female business owners (adequate attitude to the decision-making process or procrastination and avoidance, predisposition to risk or caution, definite characteristics of emotional and social intelligence) that positively or negatively affect the success of managerial activities of managers-business owners. This confirms our first hypothesis, namely: there are only certain aspects of managerial activity and professional competences in relation to which gender differences can be distinguished. The second hypothesis regarding the fact that the functional position of management and linear management is decisive in the presence of differences in gender leadership is not confirmed.

References:

1. Anuprienko O.L. Woman-leader in public administration: overcoming gender stereotypes of society / O.L. Anuprienko // *Scientific Notes of the Institute of Political and Ethnonational Studies named after I.F. Kurus, National Academy of Sciences of Ukraine*. - 2008. - Issue 42. - pp. 259-269.
2. Bam S. Gender Lens: Transforming Views on Gender Equality Problems / S. Bam. - Transl. from English - Moscow: "Russian Political Encyclopedia". - 2014 - 336 pp.
3. Bodnarchuk V. Essence and content of the concept of "competence" in public administration / V. Bodnarchuk // *State administration and local self-government*. - 2016. - Issue 2 (29). - pp. 19-26.
4. Volotovskaya T.P. Theoretical Aspects of Managerial Competence of Heads of General Education Institutions / T.P. Volotovskaya // *Bulletin of Chernihiv National Pedagogical University. Series: Pedagogical Sciences*. - 2017 - Issue 142. - pp. 26-31.
5. Leskova L.F. Characteristic features and peculiarities of women's management / L.F. Leskova // *Visnyk of Lviv University. Sociological series*. - 2014. - Issue 8. - pp. 90-96.
6. Lokshin V.S. Professional competence of future managers of socio-cultural sphere in the context of

modernization of higher education: author's abstract of dissertation of Dr. of ped.sciences / V.S. Lokshin - K., 2015. - 42 p.

7. Samofalova M.O. Gender Peculiarities of Personnel Management [Electronic resource] / M.O. Samofalova, D.O. Smooth - Access mode: <https://conferences.vntu.edu.ua/index.php/all-fm/all-fm-2017/paper/download/2114/1616>

8. Tyurina I.O. Gender aspects of employment and management [Electronic resource]/I.O.Turina-Access mode: http://www.kgau.ru/distance/resources/sociology/bib/2002_7-12/TyurinaIO.doc.

9. Fedulova L.I. Conceptual Principles of Management of Innovative Development of Enterprises / L.I. Fedulova // Marketing and innovation management. - 2014 - №2. - pp. 122-135.

10. Yarkina N.M. Management of the enterprise as an economic category (Theoretical Aspects) / N. M. Yarkina // State and regions. Series: Economics and Business. - 2014 - №. 1 (76). - pp. 130-136.

Інформація про авторів

1. Біда Сергій Олександрович, доктор філософії в галузі психології, практичний психолог, м. Харків.
2. Бондар Тетяна Миколаївна, магістр спеціальності «Практична психологія» Маріупольського державного університету, м. Маріуполь.
3. Боснюк Валерій Федорович, кандидат психологічних наук, доцент, доцент кафедри психології діяльності в спеціальних умовах Харківського національного університету цивільного захисту України, м. Харків.
4. Вишинська Світлана Миколаївна, магістр психології, Південноукраїнський національний педагогічний університет імені К.Д. Ушинського, м. Одеса.
5. Гранкіна-Сазонова Наталя Валеріївна, аспірант кафедри прикладної психології факультету психології Харківського національного університету імені В.Н.Каразіна, м. Харків.
6. Гуляєва Юлія Олександрівна, студентка факультету іноземних мов Харківського національного університету імені В.Н. Каразіна, м. Харків.
7. Лантух Ігор Валерійович, кандидат економічних наук, доцент кафедри гігієни та соціальної медицини Харківського національного університету імені В.Н.Каразіна, м. Харків.
8. Луценко Олена Львівна, кандидат психологічних наук, доцент, доцент кафедри прикладної психології факультету психології Харківського національного університету імені В.Н.Каразіна, м. Харків.
9. Олефір Валерій Олександрович, доктор психологічних наук, доцент, завідувач кафедри загальної психології Харківського національного університету імені В.Н.Каразіна м. Харків.
- 10.Павленко Оксана Володимирівна науковий кореспондент лабораторії екологічної психології Інституту психології імені Г.С. Костюка НАПН України, м. Київ.
- 11.Проніна Вікторія Олександрівна, аспірант кафедри психології Донецького національного університету імені Василя Стуса, м. Вінниця.
- 12.Севост'янов Павло Олександрович - здобувач кафедри прикладної психології Харківського національного університету імені В. Н. Каразіна, м. Харків.
13. Тищенко Лілія Валеріївна, кандидат психологічних наук, доцент, доцент кафедри практичної психології Маріупольського державного університету, м. Маріуполь.
- 14.Туренко Римма Леонардівна, старший викладач кафедри англійської мови Харківського національного університету імені В. Н. Каразіна, м. Харків.
15. Яновська Світлана Германівна, старший викладач кафедри прикладної психології Харківського національного університету імені В. Н. Каразіна, м. Харків.

Information about the Authors

1. Bida Sergii O., Ph.D. in Psychology, Practical Psychologist.
2. Bondar Tetiana, Participant of Master's Programme in Practical Psychology of Mariupol State University, Mariupol.
3. Bosniuk Valerii; Candidate of Psychological Sciences, Associate Professor of the Department of Psychology of Activities in Special Conditions; National University of Civil Defence of Ukraine, Kharkiv.
4. Grankina-Sazonova Natalia, Postgraduate Student of the Department of Applied Psychology V. N. Karazin Kharkiv National University, Kharkiv.
5. Gulyayeva Yuliya, Student of the Faculty of Foreign Languages Department V.N. Karazin Kharkiv National University, Kharkiv.
6. Ianovska Svitlana, Senior Lecturer of the Applied Psychology Department, V. N. Karazin Kharkiv National University, Kharkiv.
7. Lantukh Igor, Ph.D in Economics, Associate Professor of Department of Hygiene and Social Medicine V. N. Karazin Kharkiv National University, Kharkiv.
8. Lutsenko Olena, Ph.D. (Psychology), Associate Professor of Applied Psychology Department of School of Psychology of V.N. Karazin Kharkiv National University
9. Olefir Valerii, Doctor of Psychological Sciences, Associate Professor, Head of the Department of General Psychology, Kharkiv National University of V.N. Karazin, Kharkiv.
- 10.Pavlenko Oksana, Scientific Correspondent of Ecological Psychology Laboratory at G.S. Kostyuk Institute of Psychology, National Academy of Pedagogical Sciences of Ukraine, Kyev.
- 11.Pronina Viktoriia, Postgraduate Student of the Department of Psychology of Vasyl' Stus Donetsk National University, Vinnytsia.
- 12.Sevostianov Pavlo - Master of psychology of the Applied Psychology Department, V. N. Karazin Kharkiv National University, Kharkiv.
13. Turenko Rimma, Senior Lecturer the Department of English Language V. N. Karazin Kharkiv National University, Kharkiv.
14. Tyshchenko Liliia, Candidate of Psychological Sciences, Assistant Professor, Assistant Professor of Practical Psychology Department, Mariupol State University, Mariupol.
15. Vyshynska Svitlana, Master of Psychology, South Ukrainian National Pedagogical University named after K.D. Ushynsky, Odessa.

Правила оформлення статей для фахового збірника «Вісник Харківського національного університету імені В.Н. Каразіна. Серія Психологія»

Відповідно до постанови Президії ВАК України №7-05/1 від 15 січня 2003 р. «Про підвищення вимог до фахових видань. Внесених до переліків ВАК України» при підготовці статей до фахового збірника слід дотримуватися таких вимог:

- постановка проблеми у загальному вигляді та її зв'язок з важливими науковими та практичними завданнями;
- аналіз останніх досліджень і публікацій, в яких започатковано розв'язання даної проблеми, на які спирається автор;
- виділення невирішених раніше частин загальної проблеми, котрим присвячується означена стаття;
- формування цілей статті (постановка завдання);
- виклад основного матеріалу дослідження з повним обґрунтуванням отриманих наукових результатів;
- висновки з цього дослідження і перспективи подальших розвідок у цьому напрямі;
- список використаних джерел за вимогами МОН України с дублюванням APA style.

До редакції подаються паперова та електронна версії статті. Обсяг статті – 10 – 12 сторінок.

Електронна версія подається до редакції у форматах *.doc та *.rtf, яку необхідно надіслати на адресу: psychology_series@karazin.ua. Шрифт Times New Roman, 14 кегль, через півтора інтервали. Поля: зверху – 2 см; знизу – 2 см; ліворуч – 2 см; праворуч – 1 см. Папір – А4. В тексті статті забороняється використовувати об'єкти Word Art, автофігури, кольорові діаграми та графіки, кольорові фотографії. Усі схеми мають бути у форматі jpg.

Перед статтею подаються: УДК, назва статті, прізвище та ініціали - українською, російською та англійською мовами, ORCID, електронні адреси; анотації та ключові слова - російською, українською та англійською мовами. Викладення матеріалу в анотації повинно бути стислим і точним (від 500 знаків і більш, англійською – 1800 знаків). Якщо стаття написана не українською мовою, то анотація українською мовою повинна складати не менш ніж 1800 символів, включаючи ключові слова. Належить використовувати синтаксичні конструкції, притаманні мові ділових документів, уникати складних граматичних зворотів, необхідно використовувати стандартизовану термінологію, уникати маловідомих термінів та символів. Використовувати для перекладу комп'ютерні програми заборонено. Список літератури (оформлений відповідно до останніх вимог ВАК) та APA style транслітерація цього списку (латиниця, а не переклад).

До статті також окремим файлом додаються рецензії та довідка про автора (вказуються прізвище, повні ім'я та батькові автора, установа, посада, науковий ступінь та наукове звання, контактний телефон та адреса) - українською та англійською мовами.

Структура текстового документу зі статтею, що подається до Вісника має бути наступною:

УДК	НАЗВА СТАТТІ (тільки прописними буквами)	
		Прізвище І.Б. ORCID e-mail
	ARTICLE TITLE (only capital letters)	
		Surname N.F.
	НАЗВАНИЕ СТАТЬИ (только прописными буквами)	
		Фамилия И.О.
	Назва та анотація українською мовою (першою повинна бути анотація на тій мові, на якій написано текст статті) (500 знаків)	
	Ключові слова українською мовою (через крапку з комою)	
	Назва та анотація російською мовою (500 знаків)	
	Ключові слова російською мовою (через точку с запятою)	
	Назва та анотація англійською мовою (1800 знаків)	
	Ключові слова англійською мовою (through a semicolon)	
	Текст статті	
	...	
	Література за вимогами ВАК України	
	1. Гришина Н. В. Психология конфликта / Н. В. Гришина. – 2-е изд. – СПб. : Питер, 2008. – 544 с.	
	2. Емельянов С. М. Практикум по конфликтологии / С. М. Емельянов. – 3-е изд. СПб. : Питер, 2009. – 384 с.	
	3. Купрейченко А. Б. Психология доверия и недоверия / А. Б. Купрейченко. – М. : Изд-во «Институт психологии РАН», 2008. – 571 с.	
	References за APA style	
	1. Author, A. A., & Author, B. B. (рік видання). Назва статті. Назва Журналу, номер випуску (номер заявки), сторінки статті. doi: xxxx Mellers, V. A. (2000). Choice and the relative pleasure of consequences. Psychological Bulletin, 126(6), 910-924. doi: 10.1037//0033-2909.126.6.910.	
	2. Author, A. A., & Author, B. B. (рік публікації). Назва статті. Назва Журналу, номер випуску(номер заявки), сторінки статті. Retrieved from URL Trankle, S. A., & Haw, J. (2009). Predicting Australian health behaviour from health beliefs. Electronic Journal of Applied Psychology, 5(2), 9-17. Retrieved from http://ojs.lib.swin.edu.au/index.php/ejap/	
	3. Author, A. A. (рік, місяць публікації). Назва статті. Назва Журналу, номер випуску, тому (номер заявки), сторінки статті. Wilson, D. S., & Wilson, E. O. (2007, November 3). Survival of the selfless. NewScientist, 196(2628), 42- 46.	
	4. Author, A. A., & Author, B. B. (рік публікації). Назва книги. Місто видання: Видавництво. Mook, D. (2004). Classic experiments in psychology. Westport, CT: Greenwood.	
	5. Editor, A. A., & Editor, B. B. (Eds.). (рік публікації). Назва книги (видання). Місто видання: Видавництво. Williams, J. M. (Ed.). (2006). Applied sport psychology: personal growth to peak performance (5th ed.). Boston: McGraw-Hill. Lee-Chai, A. Y., & Bargh, J. A. (Eds.). (2001). The use and abuse of power: Multiple perspectives on the causes of corruption. New York: Psychology Press.	

Більш детальну інформацію можна знайти: American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington D.C.: Author.

Редакція залишає за собою право не друкувати статтю в разі невиконання вищевикладених правил

Наукове видання

**ВІСНИК
ХАРКІВСЬКОГО НАЦІОНАЛЬНОГО
УНІВЕРСИТЕТУ
імені В.Н. Каразіна**

Серія “Психологія”

Випуск 65

Збірник наукових праць

Українською, російською та англійською мовами

Комп'ютерне верстання: Севост'янов П.О.

Підписано до друку 25.09.2018 р. Формат 64x80/8.
Папір офсетний. Друк ризограф. Ум. друк. арк. 7,77. Обл-вид. арк. 9,03.
Наклад 50 пр. Зам. № Ціна договірна.
61022, м. Харків, майдан Свободи, 4.
Харківський національний університет імені В.Н. Каразіна.
Видавництво.

Надруковано з готових оригінал-макетів у друкарні ФОП Петров В.В.
61144, м. Харків, вул. Гв. Широнінців, 79в, к. 137, тел. (057) 778-60-34
e-mail:bookfabrik@rambler.ru
Єдиний державний реєстр юридичних осіб та фізичних осіб-підприємців.
Запис № 2480000000106167 від 08.01.2009