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VALUE-SENSE ORIENTATIONS AS A FACTOR OF STUDENTS-PSYCHOLOGISTS' BEHAVIOR FORMATION

The paper deals with the study of the peculiarities of students-psychologists' sense sphere, as this phenomenon of human consciousness penetrates all spheres of life and leads to manifestations of life disorientations in youth. There has been conducted an empirical research basing on the following research methods: Diagnostics of the Real Structure of Value Orientations of Personality by S. Bubnov, Life-Sense Orientations Test (LSO) by A. Leontiev, Values Test by Sh. Schwartz (Valuable Questionnaire (VQ)), Proneness to Deviant Behavior Inventory by A. Orel; as well as methods of mathematical statistics (Kolmogorov-Smirnov criterion, Pearson correlation coefficient, Spearman correlation coefficient). The sample consisted of 44 students of the 1st and 2nd years of studying, majoring in Practical Psychology, National Aviation University, Kyiv. The obtained results have revealed that the higher the level of proneness to overcome norms and rules is, the higher levels of high social status, social activity, communication, life process, goals of life, material well-being, recognition and respect, power, autonomy and achievement, and lower levels of conformity, universality and security are. Besides, the higher the level of addictive human behavior is, the higher the level of the desire for mercy, universalism, the need for security is, and the lesser levels of social activity, communication, power, locus of self-control, achievement, and kindness are. Thus, there is a statistically significant correlation relationship between predisposition to aggressive behavior and value-sense orientations, and self-attitude.

Keywords: *sense, value orientations, life sense orientations, personal self-concept, reflection, semantic sphere.*

Introduction

Rapid changes in various spheres of human life determine the appearance of new values, social interaction norms and sense attitudes. The latter acquires new meaningful characteristics and forms of expression in the consciousness of future specialists, day by day.

The structure of one's personality senses reflects the degree of assimilation of social experience, defines the leading motivational orientations and the peculiarities of self-attitude.

In scientific psychological literature, the concept "sense" acts as a universal basic mechanism of consciousness and human behavior, the basis of personality. This suggests that the sense of a human being is considered as a kind of life challenge, the way of consciousness normalization, the interpretation of the world and life in general [1, p. 68].

According to O. Leontiev, "sense" is used in several contexts, where, on the one hand, this concept acts as a main component of consciousness, on the other hand, as a link that connects activity and consciousness [2]. Instead, B. Bratus [6] emphasizes the main meaning of sense in forming person's attitude towards others, dependence on the relationship between the level of sense sphere and the degree of appropriation of sense attitudes by a person.

In the young age, sense sphere, according to the opinion of D. O. Leontiev and O. R. Kaliteievskaya, provides self-determination of a personality. This mechanism is interpreted as the ability of a person to act in a way unpredictable for the environment, not to be subjected to

external influences, but to act in accordance with certain logics based on his/her long-term interests and value-sense orientations [1, p. 68].

According to this, the sense sphere of human life plays a leading role in the formation of self-realization, which is one of the most pronounced needs of young people.

In general, the formation of the student's personality is accompanied by the presence of a clearly expressed life sense crisis, which acts as its psycho-biographical type, and is generated by objectively existing contradictions concerning the search and practical realization of the sense of life by a young person. It is expressed in person's attempts to assimilate various social roles and models of interaction, to prove his/her own autonomy and individuality between peers [2, p. 152]. That is why at the young age the formation of the sense sphere and regulation is of special significance, as this particular period of life is a transitional stage on the way to adulthood.

The sense sphere of a person is a quite dynamic, ever-changing system of life. The main characteristic of this phenomenon is the impact on the activity and regulation of personality's actions. In general, four main ways of the development of semantic regulation in the person's ontogeny are determined, where the first one is progressive integration, hierarchy and structural complication of mechanisms of sense regulation of behavior, the second one is cognitive mediation of sense regulation, its transcendence beyond a certain situation to the plan of forecasts, representations and fantasies, the third one is pro-

gressive mediation of the individual's relationship sense regulation with social communities to which he/she belongs, and the last one is progressive awareness and the ability for reflexive attitude towards one's own sense orientations [1, p. 69].

Hence, the issue of the formation of students' sense sphere is quite complicated and requires consideration, which includes an analysis of the main problems and characteristics of the formation of the student's personality, features of interpersonal communication, reflection, forming the "Ego concept" and self-determination as important components of the development of young people's personal senses.

The goal of the research is study the impact of value-sense orientations on students-psychologists' behavior.

The realization of the purpose of the study involves solving the following tasks:

- 1) to conduct a theoretical analysis of the issue of the value-sense sphere of personality.
- 2) to substantiate basic psychological factors of the value-sense sphere of future psychologists.
- 3) to perform the selection of psycho-diagnostic tools and to conduct an empirical study of the identification of the influence of value-sense orientations as a factor of future psychologists' behavior formation.
- 4) to analyze obtained results of the research.

Material and Methods

The realization of the goal of the research has been carried out with the help of general scientific, psychodiagnostic and mathematical-statistical methods. The first group includes methods of analysis, synthesis, comparison, classification and generalization. Among psychodiagnostic tools, we applied "Diagnostics of the Real Structure of Value Orientations of Personality" by S. Bubnov [6, p. 431]. In order to identify the peculiarities of manifestation of aspirations for the sense of life, we applied Life-Sense Orientations Test (LSO) by A. Leontiev, which includes, along with a general indicator of meaningfulness of life, five scales that reflect three specific life-sense orientations (life goals, fullness of life and satisfaction with self-realization) and two aspects of the locus of control (locus of self-control and locus of life-control) [3, p. 3]. The study of the dynamics of change of values both in groups (cultures) in connection with changes in the society and in the individual in connection with his/her life problems was carried out with the help of the Values Test by Sh. Schwartz (Valuable Questionnaire (VQ)) where he understood values as cognized needs that depend on the culture, environment, mentality of a particular society. This technique provides a quantitative expression of the significance of every of ten motivational types of values at two levels: at the level of normative ideals and at the level of individual priorities. In order to detect a predisposition to deviant behavior, was used Proneness to Deviant Behavior Inventory by A. Orel [5, p. 362].

The sample group consisted of 44 students of the 1st and 2nd years of studying, majoring in Practical Psychology, National aviation university, Kyiv.

Research Results

Adolescence is a complex and critical phase in the development of personal qualities, which is marked by the active development of value-sense sphere. Qualitative factors of this phenomenon are as follows: self-esteem, reflection, successful implementation of social contacts, identity, personal position, worldview and life planning.

A significant factor of the maturity of value-sense orientations of young people is the consistency of their life prospects. Persons of this age often have deformed ideas about their life prospects, show indifference to the future, which leads to the emerging of hopelessness and loneliness. The senselessness of their existence often serves as a factor of joining asocial groups of different orientations and the commission of asocial actions [4, p. 126].

Thus, the deformations of the value-sense sphere of an individual can cause certain changes in the ideas, worldview, life senses, motives, needs, as well as value orientations under the influence of various factors that lead to a deformation of the individual's sense regulation of the holistic life activity in all its aspects.

In the process of conducting the empirical part of the study, we obtained the following results. According to the indicators of S. Bubnov's test, the respondents highly appreciate enjoyable pastime and tangibles (27%), leisure and material benefits (27%) among the moral and aesthetic aspects of life (0%).

According to the obtained results according to the LSO test, it has been found that most of the respondents have an average level of the indicated orientations (70%), which means that they are satisfied with life and the process of life itself, results of their actions, but not always confident in themselves and in the fact that they manage their lives by themselves. A small percentage of the students (20%) have shown low results, indicating their dissatisfaction and lack of confidence in their goals and achievements; they feel hard determinism in their lives.

According to the VQ test, the following values prevail in the future psychologists: agreeableness (48%), independence (43%), power (36%), safety (36%), stimulation (27%), hedonism (25%), kindness (23 %), and universalism (23%).

On the basis of the obtained indicators according to Proneness to Deviant Behavior Inventory it has been found out that the respondents have different kinds of proneness to deviations in behavior: breaking norms and rules (43% - low, 41% - average and 16% - high), addictive behavior (59% - low, 36% - average, 5% - high), aggression and violence (39% - low, 43% - average, 14% - high), delinquent behavior (55% - low, 31% - average, 14% - high).

The analysis of the empirical data with the help of Pearson correlation coefficient [7, p. 119] and Spearman's rank correlation coefficient [7, p. 131] has made it possi-

ble to conclude that there is a relationship between value-sense orientations and predisposition to deviant behavior, specifically predisposition to breaking norms and rules,

addictive behavior, aggression and violence, and delinquent behavior.

Table 1.

Significant Correlation of Predisposition to deviant behavior with Value-Sense Orientations of Students-Psychologists

Value-sense orientations	Correlation coefficient ®			
	Predisposition to beaking norms and rules	Predisposition to addictive behavior	Predisposition to aggression and violence	Predisposition to delinquent behavior
High social status	0.574	-	0.488	-
Enjoyable pastime	-	0.558	-	-
Love	-	-	-0.236	-0.258
Mercy	-	0.225	-0.458	-0.481
Social activeness	0.542	-0.327	-	-
Communication	0.477	-0.482	-	-
Health	-	-	0.316	0.292
Life process	0.336	-0.276	-0.299	-0.322
Power	0.314	-0.637	0.528	0.506
Material well-being	0.389	-	0.227	0.650
Honor and respect	0.498	-	0.656	0.579
Life goals	0.516	-	-0.316	-0.338
Locus of self-control	-	-0.309	-0.322	-0.345
Locus of life-control	-	-	-	-0.228
Agreeableness	-0.318	-	-0.522	-0.546
Kindness	-	-0.312	-0.338	-0.367
Universalism	-0.266	0.421	-	-
Independence	0.524	-	0.344	0.367
Stimulation	-	-	0.644	0.621
Achievements	0.328	-0.338	0.377	-
Safety	-0.516	0.312	-0.516	-0.492

According to the results presented in Table 1, it should be stated that there are statistically significant correlation relationships between such a kind of predisposition to deviant behavior as breaking norms and value-sense orientations. This means that the higher the level of tendency to overcome norms and rules is, the higher levels of high social status, social activeness, communication, the process of life, life goals, material well-being, honor and respect, power, independence and achievements are, and the lower levels of agreeableness, universalism and safety are.

Also it should be noted that there are statistically significant correlation relationships between proneness to addictive behavior and value-sense orientations, and self-attitude. It means that the higher the level of addictive behavior is, the higher the levels of enjoyable pastime, mercy, universalism, the need for safety, are and the lower levels of social activeness, communication, power, life process, locus of self-control, achievements, kindness are.

It is doubtless that there are statistically significant correlation relationships between predisposition to aggressive behavior and value-sense orientations and self-attitude. It can be explained by the fact that the higher the level of aggression is, the higher levels of high social status, health, material well-being, honor and respect,

power, achievements, independence, stimulation are, and the lower levels of love, mercy, kindness, process of life, goals of life, locus of self-control, agreeableness and need for safety are.

There are also statistically significant correlation relationships between predisposition to delinquent behavior and value-sense orientations and self-attitude. It means the higher level of aggressiveness is, the higher the levels of health, material well-being, honor and respect, power, independence, stimulation are, and the lower levels of love, mercy, self-control, process of life, goals of life, locus of self-control, locus of life-control, kindness, need for safety, and agreeableness are.

Conclusions

Systematization and generalization of the results of the theoretical and empirical research of value-sense orientations as a determinant factor of students-psychologists' behavior has made it possible to draw the following conclusions:

1. The conducted theoretical analysis of the personality's value-sense sphere makes it possible to state that this concept is one of the most pronounced needs, which plays a leading role in the self-actualization of youth.

2. The psychological factors of the value-sense sphere of future psychologists are determined and sub-

stantiated: high social status, enjoyable pastime, love, mercy, social activeness, communication, health, living, power, material well-being, honor and respect, life goals, locus of self-control, locus of life-control, agreeableness, kindness, universalism, independence, stimulation, achievements, and safety.

3. In accordance with the determined factors, a psychological and diagnostic toolkit was selected, on the basis of which an empirical study was conducted to determine their significance in forming the value-sense sphere of future psychologists, that, in turn, acts as a determinant of their behavior.

4. The formation of a young individual's personality reflects the presence of a pronounced life-sense crisis, which is a kind of psycho-biological crisis and appears because of objectively existing contradictions among the search and practical realization of his/her meaning of life,

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that we can see in attempts to become familiar with various social roles and models of interaction, to prove autonomy and individuality among peers.

According to this, one can state that the features of value-sense sphere of students-psychologists act as a significant factor in the professional formation of them as future specialists, which provides gaining and re-evaluation of experience, significant qualities, activates professional self-determination and rethinking of behavior in the future professional role.

The conducted research does not cover all the aspects of the psychological features of the formation of the future psychologists' value-sense sphere and we consider it appropriate to investigate socio-cultural and personal factors in the formation of value-semantic orientations in our further researches.

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ЦІННІСНО-СМИСЛОВІ ОРІЄНТАЦІЇ ЯК ЧИННИК ДЕТЕРМІНАЦІЇ ПОВЕДІНКИ СТУДЕНТІВ-ПСИХОЛОГІВ

Статтю присвячено вивченню особливостей смислової сфери студентів-психологів, що пронизує усі сфери людського буття і призводить до проявів життєвої дезорієнтації молоді. Метою дослідження є здійснення теоретичного аналізу вивчення ціннісно-смислових орієнтацій та емпірична перевірка їх впливу на поведінку студентів-психологів. Актуалізація означеної мети здійснювалась на основі використання загальнонаукових методів (аналіз, синтез, порівняння, класифікація, узагальнення), за допомогою психодіагностичного інструментарію (методика смисложиттєвих орієнтацій (СЖО) Д.А. Леонтєва (Крамбо і Махолік), методика дослідження справжніх ціннісних орієнтацій особистості С.С. Бубнова, «Тест цінностей» (Ціннісний опитувальник (ЦО)) Ш. Шварца, методика діагностики схильності до поведінки з відхиленнями А.Н. Орел)), а також методів математичної статистики (критерій Колмагорова-Смірнова, коефіцієнт кореляції Пірсона, коефіцієнт кореляції Спірмена). Вибірку експерименту склала група студентів-психологів із 44 осіб 1 і 2 курсів, що навчаються за спеціальністю 6.030103 «Практична психологія» Національного авіаційного університету міста Києва. Отримані результати виявили той факт, що чим вищий рівень схильності до подолання норм та правил, тим вищі рівні високого соціального статусу, соціальної активності, спілкування, процесу життя, цілей життя, матеріального добробуту, визнання та поваги, влади, самостійності та досягнення, та менші рівні конформності, універсалізму та безпеки. Безперечним є також те, що чим більший рівень адиктивної поведінки людини, тим вищий рівень прагнення до приємного проведення часу, милосердя, універсалізму, потреби у безпеці, та менший рівень соціальної активності, спілкування, влади, процесу життя, локусу контролю-Я, досягнення, доброти. Виходячи з цього, можна сказати, що між схильністю до агресивної поведінки та ціннісно-смисловими орієнтаціями і самовідношенням існують статистично значимі кореляційні зв'язки.

Ключові слова: *смысл, ціннісні орієнтації, смисложиттєві орієнтації, самоствавлення, рефлексія, смислова сфера.*

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