MODERN APPLIED RESEARCHES OF PERSONALITY

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ПСИХОЛОГИЧЕСКАЯ СТРУКТУРА ИНИЦИАТИВНОСТИ СТУДЕНТОВ ГУМАНИТАРНЫХ СПЕЦИАЛЬНОСТЕЙ

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Аннотация. В данной статье представлены результаты исследования инициативности студентов гуманитарной направленности. Указана актуальность работы, связанная с необходимостью постоянного изучения личности, учитывая изменчивость общества и требования, которые оно предъявляет каждому своему члену.

Автором описана психологическая структура инициативности студентов гуманитарных специальностей. Выявлены связи содержательно-смысловых и инструментально-стилевых характеристик с динамическим компонентом этого свойства. Показано, что студенты готовы к проявлению и развитию инициативного поведения. Определены переменные, способствующие и препятствующие его формированию, и их выраженность. На динамические характеристики инициативности оказывают положительное влияние общественно-значимые цели, социоцентрическая и эгоцентрическая мотивация, осмысленность этого свойства, баланс продуктивности в предметной деятельности и субъектно-личностной сфере, наличие положительных стенических эмоций, интернальная регуляция и снижение операциональных и эмоционально-личностных затруднений. Снижают силу и стремление проявлять и развивать инициативность преобладание эгоцентри-

ческой мотивационной направленности и продуктивности в субъектно-личностной сфере, отсутствие желания проявлять это свойство в учебной и профессиональной предметной деятельности ради достижения общественно полезных целей, недостаточные умения реализации инициативного поведения и низкая уверенность в своих силах. В факторной структуре инициативности выделены «агармонический» фактор, ограничивающий реализацию инициативности за счет эмоционально-личностных и операциональных трудностей, астенических эмоций, аэнергичности и экстернального типа саморегуляции; «мотивационно-целевой» фактор, связывающий влияние высокого уровня мотивации и целеустремленности; и «гармонический» фактор, определяющий влияние продуктивности, стенических эмоций, энергичности, интернальной саморегуляции и осмысленности на готовность проявлять и развивать инициативность.

Данное исследование может быть полезно для психологов, педагогов, а также самих студентов с целью развития их гармоничной инициативной личности.

Ключевые слова: личность, студенты гуманитарных специальностей, инициативность, системно-функциональный подход.

THE PSYCHOLOGICAL STRUCTURE OF HUMANITIES STUDENTS' INITIATIVE

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Abstract. The results of researching humanities students' initiative are presented in the article. The relevance of the work is underlined, which is related to the necessity of studying personality constantly, taking into account the changeable nature of society and the demands on its every member.

The psychological structure of humanities students' initiative has been presented by the author. The relationships between substantial-semantic and instrumental-stylistic characteristics and the dynamic component of this trait have been identified. Students have been shown to be ready to display and develop initiative behaviour. The variables, promoting and hindering the formation of initiative, and their manifestations have been specified. Dynamic characteristics of initiative are under the positive influence of socially significant goals, sociocentric and egocentric motivation, awareness of this trait, the balance of productivity in the subject and subject-personal spheres, positive sthenic emotions, internal regulation and the lower level of operational and personal difficulties. The aspiration to display and develop initiative is reduced by the prevalence of egocentric motivational orientation and productivity in subject-personal sphere, the absence of the desire to display initiative in educational and professional spheres for the sake of reaching socially beneficial goals, the lack of skills of realizing initiative behavior and low self-esteem. The factor structure of initiative has been highlighted to have a "non-harmonious" factor, which limits the realization of initiative due to personal and operational complications, asthenic emotions, aergicity and the external type of self-regulation; a "motivational-target" factor, which makes the connection between the high level of motivation and determination; and a "harmonious" factor, which determines the influence of productivity, sthenic emotions, ergicity, internal self-regulation and awareness on the readiness to display and develop initiative.

This research has been indicated to be of certain use for psychologists, teachers and students with the view to developing their harmonious initiative personality.

Key words: personality, humanities students, initiative, system-functional approach.

The relevance of this research is explained by the fact that society is continually changing under the influence of social processes underway. As a result, every individual

has to take into account challenges of our today's world for successful self-realization. Every person is forced to take care of his or her place and role in society. Thus, researching personality will always constitute a pressing issue for psychology.

Personality is a complex social characteristic of an individual. There is a wide range of approaches towards researching it. The system-functional approach developed by Alexander Krupnov represents one of the most promising models. According to "the most general foundations of a person's individuality" (V.D. Nebylicin, 1976), personality can be characterized by a triad of the generalized integral variables such as activity, orientation and self-regulation.

Orientation is the main system-forming component of personality, which comprises all its value-semantic characteristics: attitudes, goals, motives, interests, aspirations, life values, and world outlook in general. It "manages" activity and self-regulation.

Self-regulation could be perceived as a continuum of volitional characteristics, such as responsibility, determination, good organization, and others, which manages activity randomly, according to certain goals.

Activity constitutes a group of qualities, such as communicativeness, curiosity, inventiveness, and others, which are manifested in various spheres of people's activity. Initiative is the trait that characterizes activity to the fullest extent possible. The former penetrates all areas of human activity, representing a polymodal quality [1].

Initiative is a special type of activity, which allows defining self-actualization in creativity and advances outside demands [2]. This quality defines the source of its activity inside the personality itself and "promotes the process of initiation and its completion, is characterized by the incentive towards new challenges and outrunning existing stimulation" [3, p. 30].

The aim of this research was to determine and describe the psychological structure of initiative as a personality trait.

In the course of the research initiative has been studied with the help of the test "Initiative", developed by the Russian psychologist Alexander I. Krupnov within the

System-Functional Model of organization of personality traits as the system of substantial-semantic (target, motivational, cognitive, productive) and instrumental-stylistic (dynamic, emotional, regulatory, reflective-evaluative) components of students' initiative.

The target component comprises concrete goals, attitudes and intentions towards realizing initiative – both personal and social objectives. The dynamic component allows defining the extent of commitment to realizing this trait – the strive for initiative or the unstable realizing of it. The motivational component implies the sense of duty, desire to help others and initiative driven by achieving personal goals, related to material welfare and recognition in the group. The emotional aspect consists of sthenic and asthenic emotions, which benefit or impede realizing and developing this trait. The cognitive component constitutes mindfulness or simple awareness of initiative. The regulatory component sheds light on the orientation towards personal self or external factors. The productive component is indicative of the applicability of initiative in various areas of activity or in subject-personal sphere. Reflective-evaluative component enables defining the nature of difficulties while realizing initiative – operational or personal challenges [4].

The above-mentioned components are comprised of harmonious and non-harmonious variables. The former are those promoting the development and display of initiative, whereas the latter are those complicating the realization and formation of this trait.

One hundred and ninety six third-, fourth- and fifth-year students of various departments of Ryazan State University named after S.A. Yesenin, among which there were 184 women and 12 men aged from 17 to 24, took part in the research. Such gender correlation is natural for humanitarian universities. The choice of humanities students could be explained by the fact that, according to the latest research, general trends of developing personal traits depend only slightly on the specialization and gender differences [5]. This being said, students of humanitarian departments tend to have more obvious needs for belonging and love and their altruism is more socially oriented and con-

nected with continuing the family line and caring for the young. Thus, humanities students are more sensitive towards the changes in the social structure of our modern world [6].

In the course of the conducted research the conclusions, characterizing the psychological structure of students' initiative, have been made.

Substantial-semantic characteristics are to be the first under consideration.

As it can be seen from Table 1, the average value of mindfulness is approximately two times as high as simple awareness in the cognitive component of initiative. Students realize the significance of this quality as an integral part of personal competency for success in studies and further in the work sphere.

It should be emphasized that the substantial-semantic component of initiative, which defines specific goals, attitudes and intentions towards realizing initiative, is determined by personally significant goals. The motivational component is determined by egocentric orientation of motivation, which signifies that students, while displaying initiative, are oriented towards realizing their own personal interests, their initiative is limited by the goals of seeking personal advantage, such as to reach material welfare, superiority over others, recognition in the group etc., rather than by the sense of duty, desire to help people etc. They are concerned more about external values of well-to-do lives rather than about aspirations for development, creativity, warm relationships with others, mutual cooperation, helpfulness, love towards nature.

It is also proved by higher productivity of initiative in the subject-personal sphere: in the process of strengthening self-respect, raising self-esteem, developing entrepreneurial attitude, independence etc. All this might be attributed to the peculiarities of the age, related to desire for self-actualization, realizing personal potential, raising self-esteem and, among other things, the development trends of the modern individualistic society.

Table 1.

Expressiveness of and relationships between variables of different components of students' initiative

Components	Variables	Average values	Student's t-criterion	Significance level
Target	Socially Significant Purposes	31,31	-17,088	0,000
	Personally Significant Purposes	39,52		
Motivational	Sociocentric Motivation (Sociocentricity)	29,90	-16,895	0,000
	Egocentric Motivation (Egocentricity)	38,90		
Cognitive	Profound Awareness	28,52	11,137	0,000
	Superficial Awareness	16,30		
Productive	Objectness	31,95	-4,804	0,000
	Subjectness	34,88		
Dynamic	Energy (Ergicity)	24,58	4,486	0,000
	Inactivity (Aergicity)	18,25		
Emotional	Sthenic Emotions (Sthenicity)	29,77	6,180	0,000
	Asthenic Emotions (Asthenicity)	23,16		
Regulatory	Internal Regulation (Internality)	29,49	4,362	0,000
	External Regulation (Externality)	25,18		
Reflective-evaluative	Operational Difficulties	19,97	1,269	0,206
	Personal difficulties	19,32		

* Significant differences are marked in bold

All this promotes developing this trait, encourages its display and creates a positive image of an initiative person. At the same time, people often confront operational and personal obstacles. In case of an uncertain situation, excessive regulations and absence of clear goals students are not able to display initiative. Furthermore, they often suffer from the lack of knowledge and skills of initiative behavior. Personal problems also generate a negative impact: lack of self-confidence, shyness, impatience, lack of will, “don’t stick your head out” principle.

A high level of ergicity (the strength and steadiness of the desire to display the trait) of initiative and harmonious variables, such as domination of asthenic emotions and internal type of self-regulation while realizing this trait, have been revealed in the *instrumental-stylistic* subsystem of initiative. It signifies that students are rather initiative, they display this trait while attempting to create something new, and they have positive sthenic emotions and pleasure, especially when their initiative is supported by oth-

ers. Understanding that self-confidence is the key to success, they strive to achieve everything themselves, counting on their effort, luck and help of other people.

At the same time, students, while realizing their initiative, often confront operational and personal obstacles. The former are connected with not fully developed skills of realizing it, whereas the latter are determined by the inability to display initiative in the complicated vague situations or very strict regulatory activity due to anxiety, lack of self-confidence, shyness, low self-esteem etc. [7].

Therefore, it can be inferred that majority of students are quite initiative. The development of their initiative is determined by its conscious display, positive emotions and active internal regulation. However, this process is complicated by the dominating egocentric motivational orientation and productivity in the subject-personal sphere, unwillingness to display initiative in the studying and working spheres for the sake of achieving socially significant objectives, not fully developed skills of realizing initiative behaviour and low self-esteem.

The credibly significant correlations between ergicity and the variables of different initiative components have been identified in the correlation structure of initiative (refer to Table 2).

The substantial-semantic subsystem has been proven to have a significant positive correlation between displaying initiative and students' socially and personally significant goals. In general, the readiness to display initiative is dependent on the person's striving to find an enthralling job, reach recognition and respect, become a successful student, as well as sociocentric and egocentric motives. It might be explained by the combination of prevailing egocentric strivings to enjoy life to the full, do your best and the necessity to participate in the social life at university, solve group problems and make personal contribution to reaching the common goal, as well as to take care of family members and help them [8]. Apart from that, ergicity of students' initiative is in positive correlation with the level of its awareness, understanding the importance of being initiative, realizing the fact that initiative is a beginning in something, the means of

overcoming standard thinking and gaining “outside of the box” vision, the ability to produce new ideas, which could and should be developed.

Table 2.

Relationships between the level of initiative display (ergicity) and the the variables of different components

Components	Variables	Ergicity
Target	Socially Significant Purposes	0,316
	Personally Significant Purposes	<i>0,166</i>
Motivational	Sociocentricity	0,328
	Egocentricity	0,238
Cognitive	Awareness	0,316
Productive	Objectness	0,483
	Subjectness	0,411
Dynamic	Aergicity	-0,497
Emotional	Sthenicity	-0,343
	Asthenicity	0,277
Regulatory	Internality	0,277
Reflective-evaluative	Operational Difficulties	-0,328
	Personal difficulties	-0,338

*Correlations significant at the 0,05 level are marked in italics, at the 0,01 level – in bold

The productivity of initiative in the object sphere (studies, work) is in positive correlation with the readiness to display this quality. It determines successful cooperation with other people, improving creative climate in the group, productivity in the subject-personal sphere, related to boosting self-respect and self-confidence, raising self-esteem and developing new interests.

In the instrumental-stylistic subsystem the development and more active display of initiative is facilitated by sthenic emotions of excitement before displaying initiative, satisfaction from the process and outcome of initiative, a good mood from the positive result and the outward praise. Vice versa, the realization of this trait is complicated by asthenic emotions of anxiety, the fear of taking the risk, shyness from its failure, which

make up the desire to keep yourself to yourself and avoid activity. The internal type of regulation is in positive correlation with ergicity of initiative. Orientation towards inner strength in realizing this quality, being aware of the fact that internal activity, initiative are dependent on personal efforts, creative approach, self-assurance impact the display of this trait favourably and promote the development of students' initiative.

Operational and personal difficulties are in negative correlation with the readiness to display initiative. The former impede using this trait effectively in the course of university studies, in professional and personal spheres. Vague situations, very strict regulatory activity, the fear to be misunderstood, the absence of clear goals and skills along with low self-esteem, the opinion that initiative is punished, "don't stick your head out" principle, lack of attention from the outside world, shyness – all these factors do impede realizing initiative. Nevertheless, these obstacles could be overcome and this understanding leads to improving the situation with the development of this trait [9].

The factor structure of students' initiative has been shown to have three main factors (refer to Table 3).

Table 3.

Factor structure of students' initiative

Components	Variables	Factor 1	Factor 2	Factor 3
Target	Socially Significant Purposes	-0,004	0,874	-0,118
	Personally Significant Purposes	0,036	0,861	0,177
Motivational	Sociocentricity	0,004	0,828	-0,137
	Egocentricity	0,010	0,836	-0,466
Cognitive	Profound Awareness	0,069	0,153	0,508
	Superficial Awareness	0,209	0,168	0,111
Productive	Objectness	-0,027	0,291	0,715
	Subjectness	0,032	0,325	0,694
Dynamic	Ergicity	-0,438	0,186	0,676
	Aergicity	0,706	-0,066	-0,195
Emotional	Sthenicity	0,110	0,123	0,702
	Asthenicity	0,810	0,084	-0,032
Regulatory	Internality	-0,130	-0,126	0,539
	Externality	0,661	0,137	-0,004

Reflective- evaluative	Operational Difficulties	0,859	-0,036	0,071
	Personal difficulties	0,869	-0,056	0,007

* Significant differences are marked in bold

The first non-harmonious factor was comprised of asthenic emotions, personal and operational difficulties, aergicity and external self-regulation.

As it has already been stated, students may possess operational and personal difficulties: they are prone to be insecure, anxious etc. in the process of displaying initiative. They are often immature and wait for the lucky moment, claiming that success is only slightly dependent on personal effort and is largely dependent on external factors, coincidences, help from relatives and acquaintances, they experience negative emotions while displaying initiative, which also impede developing initiative.

The second “motivational-target” factor included socially and personally significant goals, sociocentric and egocentric motivation, which signify that their initiative is largely dependent on the level of their motivation and determination. An individual as a subject of social relationships sets goals and achieves them, using initiative as a medium for reaching them. At the same time, the influence of socially significant goals and sociocentric motives is slightly higher than personally significant and egocentric ones. This indicates that studying at university presupposes the development of not only an egocentric orientation, but sociocentric one towards people and business as well.

The third “harmonious” factor included a few harmonious components of students’ initiative, such as subject productivity and productivity in the subject-personal sphere, sthenic emotions, ergicity, internal regulation and awareness. This factor signifies the significance of the results of initiative for them, especially in the social sphere, which creates the feeling of worth for the common good, personal contribution to the group success, stable deliberate desire to display initiative, experiencing a range of positive emotions and taking the responsibility for the result on yourself.

To conclude, it should be stated that students are quite initiative. Students apply this trait deliberately, being fully aware of its importance and necessity for personal and

professional realization. The development of initiative is promoted by positive sthenic emotions, which students experience while displaying initiative, especially when they receive praise and support of other people, and active internal regulation, which makes students rely on themselves rather than on external factors [10]. However, the absence of initiative skills and personal difficulties, related to low self-esteem and the fear of failing, hinder the development of this trait [11]. Prevailing personally significant goals, egocentric motivation and subject-personal productivity signify that students, while displaying their initiative, are guided by their own interests, paying less heed to social ones, which, in turn, also impedes the development and display of this trait.

The identified relationships of ergicity with various variables of initiative have shown that a lot of factors influence the desire and readiness to display this characteristic: attitudinal goals, especially socially significant goals, sociocentric and egocentric motivation, awareness of this trait, the balance between the productivity in subject and subject-personal spheres, positive sthenic emotions and fewer asthenic ones, internal regulation and lower levels of operational and personal difficulties.

The factor structure of initiative has been shown to be comprised of a “non-harmonious” factor, which is indicative of complications in the process of realizing initiative, related to personal and operational difficulties, asthenic emotions, aergicity and external type of regulation; “motivational-target” factor, suggesting the influence of the high level of motivation and determination on the display of the trait; and “non-harmonious” factor, defining the impact of productivity, sthenic emotions, ergicity, internal self-regulation and awareness on the readiness to display initiative.

The above mentioned findings and the conclusions can be used by psychologists, university professors, curators, tutors, social workers who are interested not only in educating students professionally, but also in developing their well-rounded personalities. The findings can also be used by students themselves in the course of self-development and self-perfection. A modern successful man is a harmonious, determined, creative, self-confident and, first and foremost, initiative individual!

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