

Relationship of Student's Viability With the Peculiarities of His Reflection

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The article is devoted to the study of the relationship between the reflection of the personality of a pedagogical University student and viability at the stage of adulthood. At the age of 18-25, a young person acquires the basic knowledge and skills necessary for the implementation of future professional activities. He develops a system of value orientations that determine the core of the individual, the content of social activity, and the philosophy of his everyday life, which gives meaning and direction to the social position of a young person. At this stage of life, a young person can find a wide range of options for defensive reflection, which, as a rule, manifests itself through defensive behaviors that allow not radically solving the problem, but only locally, in the situation here and now, to alleviate negative feelings of guilt, shame, envy, resentment.

Keywords: reflection, sanogenic reflection, protective, reflection, vitality of the individual, adaptation

Introduction

Human activity in a digital society is characterized by a variety of economic, political, social, and cultural reforms, which often lead to instability in society and make it difficult to socialize and adapt to new difficult living conditions. In this regard, the most popular is the viability of the individual as an opportunity to ensure the individual's own psychological, social, and physical well-being. Due to viability, the person's intrapersonal resources are updated in a constantly changing social environment, in difficult life circumstances. The system of values, positive socio-psychological attitudes towards various spheres of human life, including communication and joint activities, contribute to the choice of constructive behavioral programs that are adequate to the social context and values of the individual. In this regard, the search for factors that increase the viability of the individual seems to us an extremely urgent problem for modern science and practice. From our point of view, such a factor is sanogenic reflection. Modern research clearly proves the possibility of sanogenic reflection in the optimization of accentuations of character and level of subjective control, increase of efficiency of educational activity (P. N. Morozyuk), the development of resilience and competence (Krainova, 2010), in the

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optimization of socio-psychological adaptation of students of educational institutions of the MIA of Russia (Marchukova, 2005), providing stress resistance athletes (Rudakov, 2009), in the development of personal stability to adverse factors of the social environment (Adamyan, 2012), in the optimization of child-parent relations (Smoleva, 2010; E. S. Kuznetsova). Sanogenic reflection was studied as a factor of socio-psychological adaptation of students in the multi-ethnic environment of the University (Kananchuk, 2009).

Materials and Methods

The study was conducted on the basis of the Moscow State Pedagogical University. The study involved 45 students of the history and mathematics departments. The research methods were: the projective test "Cognitive-emotive test" (Orlov Yu. M., Morozyuk S. N.) and the method "Viability of an adult" (Makhnach, 2016).

Theory

The question of viability was first raised in his works by the Russian scientist-encyclopedist A. A. Bogdanov. By this concept, the author meant the ability of a living being to live, its ability to prolong its existence. The most active study of viability was carried out by such well-known scientists as E. F. Zeer, O. A. Kondratenko, A. I. Laktionova, D. Leontiev, A. V. Makhnach, E. A. Rylskaya, E. Glazersfeld, S. G. Kara-Murza, P. Tillich, S. V. Troitsky, G. Bonanno, A. Hains, J. Kidd, Q. Q. Tiet, M. Ungar, G. Wagnild, E. E. Werner, A. J. Zautra, and others. It should be noted that few scientists study the viability of a student's personality. To date, the most famous studies include those of L. I. Afanasyeva, I. M. Ilinsky, O. A. Kondratenko, S. V. Kotovskaya, M. Sh. Nepomnyashchey, and N. M. Nogovitsyna. The student's viability is

a multi-level integrative quality of personality, which includes: at the individual level—adaptive properties; at the personal level—spiritual and value orientations, moral attitudes, views and feelings, creative orientation of the individual; on an individual level—a qualitatively unique manifestation of the potential properties of viability inherent in each young person as a unique personality. (Buraeva, n.d.)

As a necessary condition for the formation of a student's viability, the formation of his professional competence is called (Baidasheva, 2006).

An indicator of professional competence is the professional thinking that begins to form in the student during their studies at the University.

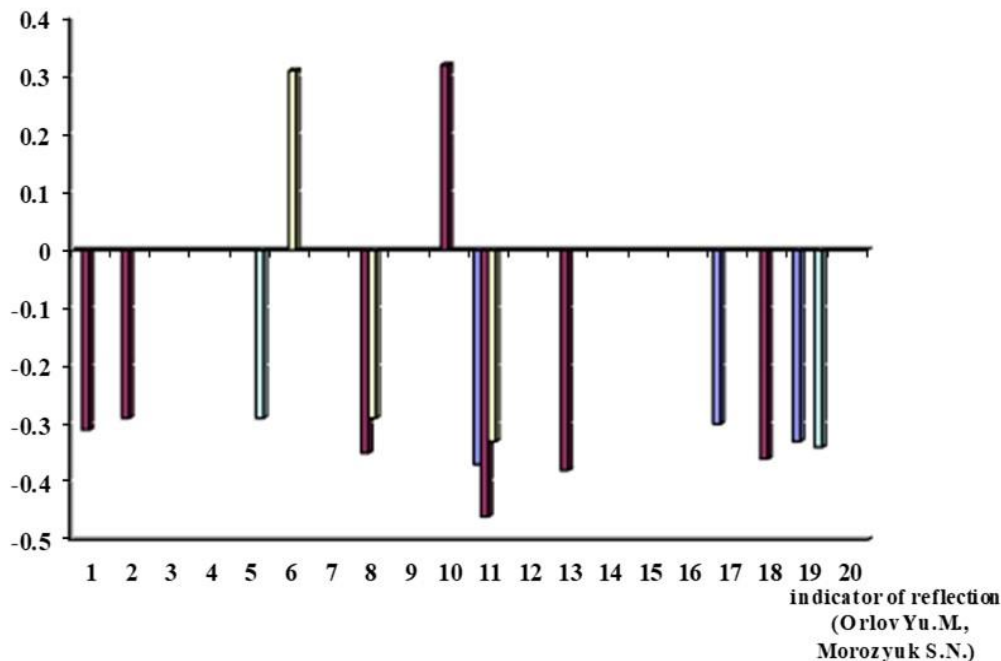
Hypothesis: Based on the analysis of experimental data on the phenomenon of personal viability and sanogenic reflection as a factor in the development of stress resistance, emotional competence, and personal resistance to adverse factors of the surrounding world, we have suggested that sanogenic reflection may be a factor contributing to the development of personal viability. In this regard, we set out to identify the relationship between reflection and indicators of student's personality viability.

Results

The more respondents tend to build expectations in relation to other people, the more shy and sensitive than more likely to manage other human beings through the imposition of guilt, the less they have expressed the ability to be actively involved in the development of new ideas, develop new activities, develop skills to bring it started to end, to set new goals and achieve them. This is confirmed by the presence of reliable feedbacks of the indicator "Perseverance" (Makhnach, 2016) with indicators of defensive reflection "protection

from feelings of shame" ($r = -0.37$), "arousal of guilt in others" ($r = -0.30$), "non-compliance of the behavior of others with my expectations" ($r = -0.33$) (Figure 1).

indicators of viability (Machnach A.V.)



*Fig.1

Notes. 1—the volume of defensive reflection in the reproduction of guilt; 2—the volume of defensive reflection in the reproduction of resentment; 3—aggression against others; 4—aggression against oneself; 5—rationalization devaluation of the object; 6—rationalization of circumstances; 7—protection from guilt; 8—protection from feelings of shame; 9—protection from envy; 10—self-deprecation of the self; 11—arousal of guilt in others; 12—sanogenic thinking; 13—inconsistency of the behavior of others to expectations; 14—appealing thinking.

The more shy respondents are and tend to devalue their circumstances, the less they tend to find positive solutions for themselves and others, to control their life and events, to perceive themselves and others positively, and, accordingly, they are also prone to auto-aggression.

This is confirmed by the presence of significant negative relationships of the indicator "internal locus of control" (Makhnach, 2016) with indicators of defensive reflection "protection from feelings of shame" ($r = -0.33$), "rationalization by circumstances" ($r = -0.29$) and positive reliable relationships "aggression against oneself" ($r = 0.31$). The more pronounced the respondents' fear of failure, shame, envy, and guilt, while trying to protect themselves from the experience of the latter, the less they are able to search for and solve problems, to emotional regulation and self-regulation, tend to rely on themselves, cope with the requirements of the environment, and interact effectively with the social environment. Also, respondents tend to the depreciation of the current situations. This is confirmed by the presence of negative relationships between the indicator "adaptation" (Makhnach, 2016) and the following indicators of protective reflection "volume of protective reflection from fear of failure" ($r = -0.31$), "volume of protective reflection from guilt" ($r = -0.29$), "rationalization by circumstances" ($r = -0.35$), "protection from shame" ($r = -0.46$), "protection from envy" ($r =$

-0.36). The presence of a positive relationship between this indicator and "protection from guilt" prevails ($r = 0.32$).

Also important is the presence of feedbacks between the indicator "sanogenic thinking" and "adaptation" ($r = -0.36$), i.e., the less developed sanogenic thinking, the more pronounced the individual's adaptability to changing conditions. The revealed fact requires a qualitative analysis. We can assume that a high level of adaptation of the individual without the ability of sanogenic reflection can contribute to the rejection of the individual's own values in favor of external circumstances. The adaptation of the individual to unfavorable circumstances at the cost of betraying his ideals allows him to survive only in the situation here and now without the prospect of personal, moral, ethical, and spiritual development.

Attention is drawn to the presence of feedbacks of the indicator "family and social relationships" with indicators of defensive reflection "aggression against others" ($r = -0.29$) and "non-compliance of the behavior of others with my expectations" ($r = -0.34$). In other words, the more aggressive respondents are towards others and the more they build expectations towards them, the less actively they participate in social relations, improve models of family communication, care, and discipline, maintain emotional closeness between family members, and form positive relationships in the family.

Discussion

The focus of young people's consciousness on their negative experiences does not allow them to redirect their attention and activity to creation. Excessive modesty, as a key obstacle in the life of respondents, creates a fear of failure, which does not allow them to effectively cope with difficulties and revive whenever circumstances are higher than possible. Fixing the respondents' consciousness on their negative emotions contributes to an inadequate assessment of the circumstances and causes of failures. Any deviation from the plan, meeting with an obstacle in achieving the goal leads them to a sense of hopelessness, the unsolvability of the task, to the experience of personal insolvency.

According to Makhnach (2016), adaptation is associated with certain cognitive and behavioral strategies used by the individual to manage needs in adverse conditions. Viable individuals feel more confident that they can successfully cope with adversity, adverse conditions, and often use a set of strategies, usually emotionally focused and problem-solving. This set of strategies (as they think) is sufficient to achieve their goals. But, turning to the concept of sanogenic thinking, we can state that such strategies can also be pathogenic in nature, since they are emotionally oriented manifestations, which in the future may form a dependence on the experience of various emotional States. The refusal of the individual from the family resource and social connections, deprives the individual of a support system for better coping with stress and traumatic situations.

Warm, trusting interpersonal relationships are a source of emotional support from society and serve as the basis for viability.

Conclusions

Thus, despite the main unifying feature of modern students, the focus on professional education, and knowledge of the world around them, the personal characteristics of modern students as subjects of their life are extremely contradictory. With a low motivation for educational and professional activities, a superficial and frivolous attitude to learning, they have a pronounced desire to prove themselves and assert themselves in their chosen profession. Their minds are clearly dominated by pragmatic moods, they make high demands on the

quality of life: the guarantee of life security and well-being is their main requirement for society and their own goal. They are very easy to navigate in the world's information resources and quickly find the necessary information lying on the surface, but sometimes they do not understand the deep subtext of the material. It is difficult for them to assimilate large amounts of information, their attention is unstable, they are quickly distracted due to the "boredom" of the presentation or the lack of a game moment in training. With a pronounced individualism, defending their interests, striving for independence and intellectual potential, they do not know how to cope with life's difficulties, distribute time and mental resources, and plan their activities (Isaeva, 2012).

The key obstacles in people's lives are fear of failure, shame, envy, and guilt. The more pronounced these qualities are in a person, the more they seek to protect themselves from them, and the less they are capable of emotional self-regulation and solving life's problems.

Empirical data have shown that the more pronounced the indicator of "sanogenic thinking" in a person, the more it is capable of sanogenic reflection, which ensures a harmonious relationship with the world. This gives us reason to assume that the development of sanogenic reflection will have a positive impact on the viability of the individual. However, this assumption is waiting for its experimental verification.

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