

Facilitative Interaction as the Mechanism of Actualization of «Me-Real» and «Me-Ideal» of a Personality

Фасилітативна взаємодія як механізм актуалізації «Я-реального» та «Я-ідеального» особистості

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ABSTRACT

The purpose of our research is to denote the principles of facilitative interaction in the process of interpersonal communication at lessons, to show the facilitative aspects of students' autonomy, to describe facilitation as a phenomenon of interpersonal communication, to display the nature and genesis of facilitative interaction according to our own empirical researches, to prove that facilitative interaction is the mechanism of actualization of "Me-real" and "Me-ideal" of a personality.

Methods of the research. The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization. The pilot study as an empirical method was used in the study.

The results of the research. So, we'd like to show that facilitation is a change in the students' performance during a contact with the teacher or other students. Even the passive presence of the teacher in the classroom greatly activates the students, directs their activity in the correct direction, stabilizes it outside of purposeful actions on the part of the teacher. However, the phenomenon of facilitation has considerable influence only if the teacher is authoritative, referential, recognized. Then, as a result of psychological and pedagogical interaction, various psychological new formations of a personal and interpersonal nature are arisen, which are usually called "changes" or "phenomena".

Conclusions. We proved that one of the significant constructive phenomena of facilitative interaction is a psychological status of the individual, without the acquisition of which there cannot be a process of active, consistent progressive development and self-development of the individual. Psychological status characterizes not only the student's real place in the system of interpersonal relationships, but also the position in a class, in family, peer groups. They also depend on the situation how he/she attributes to himself/herself. The need to

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build oneself as a personality, to get self-improvement, etc. does not arise spontaneously – it is formed in the process of facilitative interaction. It is psychological and pedagogical influences which allow the student to realize the difference between "Me-real" and "Me-ideal", without which personal development cannot take place.

Key words: *facilitative interaction, "Me-real", "Me-ideal", psychological new formations of a personal and interpersonal nature, self-development.*

Introduction

In our researches (Khupavtseva & Kurytsia, 2022; Khupavtseva & Lohvina, 2022; Khupavtseva & Vashchenko, 2021) facilitation refers to a personality-oriented approach, expressed in a global sense of trust of a person, in the tendency to personal growth, to the development and realization of his/her individual potential. Facilitation is a key concept of non-directive, client-centered or person-centered psychotherapy developed by C. Rogers (Rogers, 1983). To understand the essence of facilitative interaction, the main principles of C. Rogers' theory are: belief in original, constructive and creative human wisdom; belief into the content of socio-personal nature, which implies the actualization of the constructive personal potential of the individual in the processes of interpersonal communication; the main concepts which are "necessary and sufficient conditions" of interpersonal communication, which contribute to the development of the personality and ensure the implementation of constructive personal changes ("unconditional positive perception of another person", "active empathic listening", "congruent self-expression in the process of communication"); the ideas about the real stages of the group process, which takes place in certain social and personality-centered conditions (Rogers, 1983).

It was very important for our research to distinguish between two types of learning: unconscious and conscious ones. The first type of education is "impersonal one", intellectualized, evaluated from the outside space, aimed at mastering the student's knowledge. Learning of the second type, on the contrary, is self-initiated, personally meaningful, such that has an impact

on the personality as a whole. It is assessed by the pupil in order to ensure the mastery of meanings (or meaning frames) as elements of personally meaningful experience. The main tasks of the teacher are to stimulate and to initiate (to promote) conscious learning (Гончарук & Онуфрієва, 2018).

In the psychological paradigm, facilitation is seen as stimulating the development of people's consciousness, their independence, freedom of choice, rather than an attempt to make people dependent on public opinion. Thus, traditionally, facilitation is analyzed as a change in the effectiveness of the subjects of educational activities (Михальчук & Онуфрієва, 2020). Freedom does not mean permissiveness and release from professional responsibilities. If leading professionals, leaders in education are able to realize their role as facilitators, the educational paradigm will potentially change (Anderson, Liam, Garrison & Archer, 2001).

In the psychological literature it was noted that the socio-genetic mechanism of facilitation is the mechanism of cultural transmission: to facilitate means to stimulate, to activate, to create favorable conditions, to make changes and to influence, to support, to help, to care, etc.; a belief in the original, constructive and creative essence of a man as self-worth (Івашкевич & Комарніцька, 2020). The basic influence of facilitative interaction as a process is a belief into the socio-personal nature of facilitation, which actualizes the constructive personal potential of a man in the process of interpersonal communication (Brophy, 2006). The result of facilitation is the concept of necessary and sufficient conditions for effective interpersonal communication that promote the development of personality and to provide constructive personality changes (Donald, Chemelsky & Palmer, 1982). The procedural side of facilitation at the lessons in high school is implied on the principles of synergy – cooperation, interaction, a dialogue; truthfulness and openness; the acceptance of another person as personally significant one; empathic understanding; the formation of skills and abilities which are appropriate for facilitative interaction (Grasha, 1994).

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The principles of facilitative interaction in the process of interpersonal communication at the lessons are: the development of individual learning route, provoking personal changes of students through learning tasks that contain situations of cognitive dissonance, stimulating students to create them, creating positive conditions for interaction, offering different perspectives on content components; learning (mutual survey, such as a dialogue, the interview, group forms of communication and learning, etc.); conclusions on individual and group tasks with students, the organization of the educational process in dyads, formation of communicative groups, creation of positive preconditions for learning and personal development of students.

It was noted that the facilitative aspects of students' autonomy often impressed with their results: students realized and accepted the need to organize activities in the environment of interpersonal communication as personally significant ones, contributing to their own personal development and providing constructive personal change (Hmelo-Silver & Barrows, 2006). Students seek to develop skills of empathic mastery of the context; students are interested in creating positive preconditions for the formation of meaningful learning and personal development in general as a result of the restructuring of personal views in the process of interpersonal interaction; students are aware of their self-sufficiency (Cannon & Newble, 2000). Facilitative aspects of human autonomy are actualized through four main methods of interpersonal interaction: persuasion, imitation, suggestion and infection, which are facilitative by their context (Clifton, 2006).

Persuasion is the process of substantiating judgments or inferences. The imitation is the reproduction by a person of certain external features of the behavior, the actions and the activities (Evertson & Weinstein, 2006). Suggestion is considered to be the psychological influence of one person on another; this process is designed for uncritical perception of words, thoughts and desires expressed by different people. Infection is the process

of transmitting an emotional state from one person to another (Crosby, 2000), actualizing the semantic effect of perception in the process of interpersonal interaction. It was noted that when all these methods of interpersonal interaction were explained in the process of the activity, the product of this activity, as a rule, would differ in a creative, non-standard approach and, that is the most important, – all students always like these products (Onufrieva & Ivashkevych, 2021).

Thus, facilitation is a phenomenon of interpersonal communication, which greatly enhances the productivity of education or upbringing of the subjects of the educational process due to their harmonious, democratic style of communication and tolerant, empathetic qualities of the teacher's personality. Facilitative communication generates the most positive motives, and such learning motives, in turn, create positive preconditions not only for the student to take a certain conscious position ("And I can" or "And I will do this"), but also for harmonious cognitive activity in order to acquire new knowledge, skills, abilities, due to which he/she develops a desire to learn. Facilitating teachers are supposed "to provoke" the independence and to create the conditions for responsible freedom of students. These points must be taken into account when teachers draw up curricula and programs, and when formulating learning objectives, and when evaluating the results of educational activity. All these factors will create the most favorable conditions for independent and meaningful learning of students, activating their cognitive motives, stimulating curiosity, which, above all, will actualize the manifestations of solidarity and cooperation, interaction and mutual assistance in the educational process. All this, in turn, facilitates a high level of cognitive functioning, the whole educational paradigm.

We think that the reform of the educational system should be based on the restructuring of stable personal attitudes of the teacher, which are explained in the processes of his/her interpersonal interaction with students. We identify three main guidelines of the teacher-facilitator. The first is "truth" and "open-

ness"; the second setting is described in terms of "acceptance" and "trust"; and finally, the third attitude correlates positively with "empathic understanding".

The main factors of the facilitative approach are, firstly, the inner nature (or essence) of a man which is exclusively positive, constructive, moral and social, and secondly, this nature begins to explain itself every time in the relationships of the individual with another person (or other people). In such a way there is an atmosphere of unconditional positive acceptance, empathic understanding and congruent self-presentation. Thus, the facilitative approach emphasizes that a person contains considerable resources for self-knowledge, change of self-concept, purposeful behavior, and complete mastery of these resources, which is possible only if the social group creates a positive microclimate that facilitates the formation of psychological attitudes. Thus, it is possible to identify certain components of facilitation, which create a microclimate in the team that will ensure personal growth and development. First of all, we will talk about the facilitative interaction between the therapist and the client, the parent and the child, the leader and the group, the teacher and the student, the leader and the subordinate. In fact, these conditions are also relevant in any situation, the purpose of which is the development of human personality.

In order to test our hypothesis about facilitative activity of pupils, its productivity or non-productivity, we compared the results of respondents' cognitive activities when they worked alone and in the case of the implementation of facilitative activity in the presence of observers. We proved that these two indicators were correlated again after some training (when cognitive activity was performed several times). Testing our hypothesis, we found the most accurate physiological indicator to register changes in the level of arousal of the personality. A similar research was organized by us the next month. In this research, pupils performed appropriate tasks to actualize psychomotor skills in the presence of observers. The results showed that the presence of ten passive observers during the mastery of a highly

complex of mental and psychomotor skill significantly worsened the activity of respondents at the beginning of the empirical study compared to training alone.

Thus, A. Allport (Оллпорт, 1998) was one of the first researchers who studied the joint activity of people, and the results of his researches fully corresponded to the new formulation of R. Zajonc & S. Sales (Zajonc & Sales, 1996). In addition, the effect of joint cognitive activity is confirmed by M. Lakin (Lakin, 1972). In the researches of scientists, students who graduated from a medical institute, working in pairs, could not complete the task of avoiding an electric shock, but quickly completed it when working alone.

The purpose of our research is to denote the principles of facilitative interaction in the process of interpersonal communication at the lessons, to show the facilitative aspects of students' autonomy, to describe facilitation as a phenomenon of interpersonal communication, to display the nature and genesis of facilitative interaction according to our own empirical researches, to prove that facilitative interaction consists of the mechanisms of actualization of "Me-real" and "Me-ideal" of a personality.

Methods of the research

The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization. Also in our research we used empirical methods, such as statement experiment.

Results and their discussion

We organized our empirical research with teenagers of the 8th form (58 people) of school №15 in Rivne. We proved, that in situations which required a small amount of knowledge, skills and abilities, the ability of people to endure an electric shock being alone and in the presence of another person who was also receiving an electric shock had been investigated. It turned out that people are better able to withstand an electric shock when

they are in a group. Our research suggests that observing the impact of stress on another person in a great degree increases stress tolerance of the person.

We proved that the performance of joint cognitive activity greatly contributed to the respondents' successful performance of tasks that required superficial learning. This conclusion confirms our hypothesis that participation in joint activities increases the speed of people's reactions in solving rather simple psychomotor tasks. And at the end we established that in the presence of other people learning was gone to slow down to a great extent.

Thus, the question arises whether the presence of others performing similar type of the activity impairs or improves the learning of complex of psychomotor skills. A partial answer to this question was obtained in our research of the cognitive activity of teens. Respondents were asked to perform a rather difficult, new for them psychomotor task in one of four situations of joint activity. The results showed the formulated hypothesis which increased in the number of participants significantly presented the effectiveness of joint activities in the initial period of training. These data were experimentally confirmed.

So, the experimental data confirmed our hypothesis regarding *the nature and genesis of facilitative interaction*: the simple presence of outsiders has a great stimulating effect on a person, thereby increasing the realization of their dominant reaction. Also, we showed that the presence of observers who could not fully assess the respondents' activities (for example, blindfolded observers), and that had not been created an effect of improving the situation. A negative or positive effect occurred only in those cases when observers could assess the respondents' activities.

The latter testified that the mere presence of outsiders was not a sufficient condition for effective facilitative interaction. Observers or participants of the joint activity should be perceived as people, who are capable of fully evaluating the joint activity of the respondents. The ability to make such an assessment is an important component of the presence effect, because,

based on the acquired personally significant experience, each of us associates the positive or negative result of our activity with certain situations that require a subjective assessment. If we do a good job, we get a more favorable evaluation and a positive result; if it is bad, then the evaluation will be unfavorable and the result will be negative.

Modern studies show us that the form of evaluation significantly affects the effectiveness of facilitation. In our researches teenagers mastered complex psychomotor skills under the conditions of taking into account: direct assessment of the person's activity, the assessment of the results of the activity (we mean indirect assessment), peculiarities of the performance of the activity without any assessment. The results confirmed the assumption of C. Rogers (Rogers, 1983) regarding facilitation as the result of an acquired reaction in the situation of evaluation. Our study also showed that direct evaluation (under the conditions of observation of the activity process) had a greater impact on the individual than indirect evaluation, under the conditions of which the participants of the joint activity could evaluate only final results, and not the activity itself.

These conclusions can be confirmed by some examples from everyday life. For example, a pupil always feels anxious if the teacher constantly monitors how the student performs the task, but feels much calmer when doing the activity alone and then handing it in to the teacher in the form of independent work or an essay. Empirical studies have also confirmed the fact that social arousal contributes to the actualization of a dominant response, regardless of whether it is adequate or not. Also, we found out that teenagers in the presence of other people need much less time to learn a fairly simple maze and more time to learn a complex one.

In such a way M. Lakin (Lakin, 1972) and his colleagues found that successful pool players from the Virginia Polytechnic Institute student union (those ones who made it to the major leagues 71% of the time under covert observation conditions) played much better (81% of success in a game), when four or more ob-

servers came to watch them play. The result of those athletes who did not play well enough (in which, as a rule, the performance was 36%), who under the conditions of public performance played much worse (25% success in each game) was interesting.

Athletes tend to achieve higher results when playing at home, and often their results are enhanced by the energetic support of the fans. A study of more than 80,000 games in college and professional sports in Canada, England and the United States found that teams win an average of 6 games out of 10 at home (slightly less (5 games out of 10 ones) in baseball and American football, slightly more (8 games out of 10 ones) in basketball and European football). The advantage of playing "at home" is due to the better familiarity of the players with the local conditions, the absence of transfers that tire the athletes, the feeling of dominance arising from the control of one's territory, as well as due to the actualization of the team identity under the influence of the greetings and applause of "their" fans (Zajonc & Sales, 1996). So, in this case, the surrounding space exerts a facilitative influence.

Thus, the researches of foreign authors proved that joint activity contributed to the successful completion of tasks that required a small amount of time for training the subjects of social interaction. This conclusion confirms the hypothesis of R. Zajonc and S. Sales (Zajonc & Sales, 1996), who found that participation in joint activities increased reaction speed and success in performing simple psychomotor tasks.

We also believe that mastering the skills of emotional teaching is quite important for a teacher who creates the most positive conditions for the personal growth of his/her students and himself/herself. In addition to the actual teaching of his/her subject, the teacher should actualize emotional manifestations (his/her own and the students' ones) as containing a special meaning. A teacher who is indifferent to the feelings and experiences of students always faces difficulties in the process of teaching academic subjects. The more experienced the teacher

is, the more attention he/she pays in the class to the emotional mood in the class as a whole and to each student in particular.

We think that there are three skills of such kind of emotive teaching, which can be called pedagogical facilitation techniques (empathy, respect, sincerity):

- teachers ignore the emotional manifestations of their students, thereby causing their aggression. In such a way teachers' statements, as a rule, do not correspond to the person's feelings, they are not sincere, except of some individual cases when they condemn and blame schoolchildren;

- the teacher reacts not to the real feelings of each student, but to those people whom he/she himself/herself suggests to him/her, in his/her own statements he/she is only sometimes sincere, but he/she tries not to show positive emotions;

- the teacher reacts only to the superficial feelings of the student, but does it quite precisely and often he/she is not afraid to express both positive and negative feelings, but does not confirm it out loud, expresses his/her feelings in a non-verbal way;

- the teacher reacts to the hidden, deep feelings of each student, thereby helping students to realize why the person feels what he/she feels, gives a sincere reaction both at the verbal and non-verbal level, both positive and negative evaluation, while a negative assessment in no way degrades the student's sense of self-worth.

So, we'd like to know that facilitation is a change in the students' performance during a contact with the teacher or other students. Even the passive presence of the teacher in the classroom greatly activates the students, directs their activity in the right direction, stabilizes it outside of purposeful actions on the part of the teacher. However, the phenomenon of facilitation has considerable influence only if the teacher is authoritative, referential, recognized. Then, as a result of pedagogical interaction, various psychological new formations of a personal and interpersonal nature are arisen, which are usually called "changes" or "phenomena".

The phenomenon of the teacher's authority is of great importance in the implementation of pedagogical interaction strategies

that he/she uses. Observations of educational activities indicate that a teacher can be quite an authoritative person for students of any age, but the grounds for recognizing his/her authority are different. For younger students the teacher is an authority in a view of the authority of his/her role position. With regard to the given age of schoolchildren, we can speak, most likely, about the authority of the role, than the authority of the individual. At the same time, the teacher is recognized as having the right to make responsible decisions regarding a certain situation, both with a regard to a specific student and the class as a whole, both in educational and other types of the activities.

As for a child at school the role of a teacher alone is not enough. However, in situations which are significant for both the class and the teacher. It is also right to make a responsible decision remains dominant. In situations that are personally significant for the child, especially in extracurricular activities, such trust is advanced to the teacher to a lesser extent. Such compression of the sphere of authoritative influence, recognition of authority in only one or some spheres of educational interaction is called "authority specification" of the teacher.

If the child recognizes the teacher's right to make a responsible decision in a personally significant situation, then this state of affairs is a manifestation of the true authority of the teacher's personality. As for high school students, the authority of the teacher is greatly strengthened due to the reduction of role orientation. Teachers often become referents in connection with a full recognition of their personality. At the same time, the teacher's authority is actualized only as a reaction to his/her respectful attitude towards students.

One of the determinants of facilitative interaction is mutual understanding, which is defined as a certain established system of feelings and relationships, which allows to achieve the goal of joint activity or communication in a largely coordinated manner, and maximally contributes to the observance of trust and interests, providing great opportunities for self-disclosure of

the abilities of each participant of this process of interaction. Facilitative mutual understanding in this way ensures such a level of community when there is no authoritarian dominance, emotional tension, mistrust and lack of interest in everything that happens in the process between the participants of the pedagogical process.

One of the main conditions for the emergence of the phenomenon of mutual understanding is the mutual acceptance of individual psychological characteristics of each other, the ability to put oneself into the place of others, to identify themselves with others. Mutual understanding is a consequence of the humanistic orientation of teachers who perceive the success of students and the goals of their educational activities as their own ones.

In the process of facilitative interaction the phenomenon of trust is similar in its main characteristics to the phenomenon of mutual understanding. Trust is a feeling of openness to the world of people, phenomena and processes. Trust does not mean accepting something on faith without realizing the deep essence of this phenomenon. Trust can be intuitive or conscious, direct or indirect. Lack of trust, alienation from the child is one of the main destructive reasons that delays personal development. Children feel an urgent need to be trusted by both authoritative significant peers and adults, also by teachers.

In the process of the child's development, his/her basic trust in the whole world is formed. The world should be dominated by the child's consciousness not thanks to certain threatening impulses, but ones that satisfy the child, bring him/her joy. We should always pay attention to the child's achievements, so that he/she accumulates a great experience of positive evaluation, learns to reflect his/her feelings. Positive feedback, praise, the acceptance of achievements as personally significant moments significantly increase, develop and support a child's self-esteem.

From a very early age the child feels the attitude of other people, which acquires great significance for him/her. Therefore, the models of trusting, humane attitude towards other peo-

ple are laid from preschool age. A child's personal development is a consequence of caring for him/her and understanding him/her. A child should always feel how adults worry about himself/herself in order to learn to think and care about others. Thus, the personality of the others must become a part of the child's life world. Therefore, the child must learn to see another person as a personality. Only under such conditions the child will fully perceive the importance of facilitative interaction.

In our opinion, the phenomenon of reflected subjectivity is revealed in the process of facilitative interaction. In its emergence, the subjective parameters of the teacher's personality, which are understood and necessarily are taken into account by the students, play a significant role. From the psychological image of the teacher, these parameters are explained in the personal sphere of the students. The image of the teacher can be both a real and imaginary one. In some cases, the imaginary image is, at the same time, real in terms of the effectiveness of influence, like, by the way, a real teacher. In such facilitative interaction the teacher's subjectivity is transferred, namely his/her ability to make meaningful transformations in the structure of the students' personality.

Conclusions

So, we proved, that one of the significant constructive phenomena of facilitative interaction is a psychological status of the individual, without the acquisition of which there cannot be a process of active, consistent progressive development and self-development of the individual. Psychological status characterizes not only the student's real place in the system of interpersonal relationships, but also the position in the class, family, peer groups. They also depend on that situation how he/she attributes to himself/herself. The need to form oneself as an individual, to get self-improvement, etc. does not arise spontaneously – it is formed in the process of facilitative interaction. It is the pedagogical influence that allows the student to realize the difference between "Me-real" and "Me-ideal", without which

personal development cannot take place. Facilitative interaction performs the function of not only helping and protecting the child from insecurity, fear of failure to complete educational tasks, but also helps to establish the student's status, form his/her role position. Facilitative interaction involves considerable attention given to a person in a situation where he/she is still objectively unsuccessful; this attention may take the form of either direct utterances or implicit frames or scripts. Facilitative interaction also involves the student's implementation of influences on another person. In turn, exerting a facilitative influence on a student, the teacher addresses his/her personality regardless of his/her failures and successes, mistakes and achievements. Thus, for the effective facilitative interaction the unconditional acceptance of the other becomes decisive and final results of the facilitative interaction, grades from the educational subject, and some more external features are unimportant. Facilitative interaction should be with each child, and for this process it is only necessary to see and actualize attention to his/her strengths constantly.

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Хупавцева Наталія, Славина Наталія. Фасилітативна взаємодія як механізм актуалізації «Я-реального» та «Я-ідеального» особистості.

Мета дослідження: визначити принципи фасилітативної взаємодії в процесі міжособистісного спілкування на уроках, показати

фасилітативні аспекти автономії учнів, описати фасилітацію як феномен міжособистісної комунікації, відобразити природу та генезис фасилітативної взаємодії за власними емпіричними дослідженнями, щоб довести, що фасилітативна взаємодія є механізмом актуалізації «Я-реального» та «Я-ідеального» особистості.

Методи дослідження. Для розв'язання поставлених завдань використовувалися такі теоретичні методи дослідження: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення, а також використано пілотне дослідження як емпіричний метод.

Результати дослідження. Показано, що фасилітація – це зміна ефективності діяльності учня впродовж контакту з учителем або з іншими школярами. Навіть пасивна присутність педагога в класі великою мірою активізує учнів, спрямовує їхню діяльність у потрібному напрямку, стабілізує її поза цілеспрямованими діями з боку педагога. Однак, феномен фасилітації має неабиякий вплив тільки в тому випадку, якщо педагог є авторитетним, референтним, визнаним. Тоді в результаті педагогічної взаємодії виникають різні психологічні новоутворення особистісного та міжособистісного характеру, які прийнято називати «змінами» або «феноменами».

Висновки. Доведено, що одним зі значущих конструктивних феноменів фасилітативної взаємодії є психологічний статус особистості, безнабуття якого не може існувати процес активного, послідовного прогресивного розвитку і саморозвитку особистості. Психологічний статус характеризує не тільки реальне місце учня в системі міжособистісних взаємостосунків, але й позицію в класі, сім'ї, групах однолітків, яку він відносить до самого себе. Потреба в побудові себе як особистості, у самовдосконаленні тощо не виникає спонтанно – вона становиться в процесі фасилітативної взаємодії. Саме психолого-педагогічні впливи дозволяють учневі усвідомити розбіжність «Я-реального» та «Я-ідеального», без чого не може відбутися особистісний розвиток.

Ключові слова: фасилітативна взаємодія, «Я-реальне», «Я-ідеальне», психологічні новоутворення особистісного та міжособистісного характеру, саморозвиток.

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