

Psychological Features of Development of the Value Component of Students' Personal Identity

Психологічні особливості розвитку ціннісного компонента особистісної ідентичності в студентів

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ABSTRACT

The purpose of the article is to investigate the features of development of the value component of personal identity in student age empirically.

Methods of the research. For the research there were used the following theoretical methods: analysis, synthesis, systematization, generalization of theoretical and empirical data on the research problem; empirical ones like testing by methods: "Methodology for personal identity research" (Колесніченко, 2020); "Methodology for diagnosis the level of reflexivity development" (Колесніченко, 2020); "Portrait of Values" (Семків, 2013); "Self-Assessment Questionnaire Test" (Сенчина, 2019); methods of mathematical statistics: descriptive statistics, correlation analysis.

Results of the research. It has been established that the students under study have the identity status "Moratorium", which is characterized by an identity crisis. The study of the value orientations has shown that the values of hedonism, kindness, and achievement are priorities for today's student youth. In the course of the study of self-attitude, such components as self-respect, auto-sympathy and self-interest have been analyzed. It has been found that the studied students have an average level of self-respect. Self-sympathy of the subjects has an average level: in general, students are characterized by a favorable attitude towards themselves. Indicators of students' self-interest are at a level higher than the average, which indicates the presence of a stable cognitive attitude to one's own "Self", interest in one's own thoughts and feelings. It has been established that the average level of development of reflexivity prevails among student youth: students reflect on their current activities, are inclined to introspection in certain life situations.

Conclusions. The conducted correlation analysis has confirmed the presence of significant positive relationships between the selected components of the value component of identity and the general status of identity. This indicates that value orientations, self-attitude and reflexivity can act as meaningful components of the value component of students' personal identity, which has confirmed the proposed assumption.

Key words: personal identity, value component of personal identity, value orientations, self-attitude, reflexivity, student age.

Introduction

The cardinal changes are taking place in Ukrainian society, which determine the need for the formation of a stable personality, self-sufficient intellectually and morally, capable of self-education and self-development, a bearer of new ideas. The task of studying the psychological mechanisms of the development of an active young person who is able to achieve control over life circumstances, to be active, productive and happy becomes important.

In the process of professional training, the student must act as an active creator of his own life, master effective life-creating technologies and experience predicting new trends in the development of society. In connection with this, the problem of student-age personality development and the development of its personal identity is particularly relevant today.

The scientific basis for considering the problem of identity was the work of Ukrainian and foreign scientists. Ukrainian scientists investigated the issue of identification in personality education and the specifics of the formation of national and cultural identity (Журба, Бех, Докукіна, Федоренко & Шкільна, 2019); formation of personal identity in early youth (Ічанська, 2002) and student (Поджинська, 2015) age; the role of identification in the process of personal life construction (Титаренко, 2014); self-design as a process of building one's own identity (Чепелева, 2017; Popovych, Blynova, Nass Álvarez, Nosov & Zinchenko, 2021); the formation and development of the professional identity of future specialists (Pavliuk, Borysiuk & Tymofieva, 2019; Мельнік, 2019; Попіль & Левицька, 2019; Shevchenko, Volobuyeva & Ivanchuk, 2023).

Foreign scientists studied the problems of the formation of ego-identity in ontogenesis (Erikson, 1968; Breakwell, 2015); determination of ego-identity statuses (Marcia, 1980; Waterman & Waterman, 2015); personal identity as a social phenomenon (Tajfel, 1982).

At the same time, despite a significant amount of research, the problem of the specifics of personal identity development in student age, which is a period of self-determination, formation of self-awareness mechanisms and identity formation, remains insufficiently disclosed.

The purpose of the study is to study empirically the peculiarities of the development of the value component of personal identity in student age.

The objectives of the study are: to assess the development of the general level (status) of students' personal identity; to reveal the peculiarities of the development of the value component of personal identity in students: value orientations, self-reflection, reflexivity.

Research methods and techniques

The following theoretical methods were used in the study: analysis and systematization of scientific sources, synthesis of concepts and approaches to the study of identity, generalization of theoretical and empirical data on the research problem; empirical – testing by psychodiagnostic methods: “Methodology of personal identity research” (Колесніченко, 2020); “Methodology for diagnosing the level of development of reflexivity” (Колесніченко, 2020); “Portrait of Values” (Семків, 2013); “Self-Assessment Questionnaire Test” (Сенчина, 2019); methods of mathematical statistics: descriptive statistics, Pearson correlation analysis (SPSS 20).

The research is based on the assumption that the valuable component of personal identity as a structurally complex entity is determined by the harmonious development of value orientations, self-attitude and reflexivity of the student-age personality, and in their totality have an impact on the general level (status) of identity.

The research was conducted on the basis of the Zaporizhzhia National University. The sample of respondents consisted of 140 students (18-20 years old), 72 of which were girls and 68 were boys.

Results and discussions

The theoretical analysis of approaches to the problem of personal identity in the works of domestic and foreign scientists (Попіль & Левицька, 2019; Титаренко, 2014; Чепелева, 2017; Erikson, 1968; Marcia, 1980; Waterman & Waterman, 2015) allows us to single out three main definitions of this concept: the integrity of the personality as its integrative property; the degree of conformity of a person to a group, gender, ethnicity, race or other categories; identity and authenticity of the individual. Identity is the result of an active process that reflects the subject's perception of himself, his own path of development and is accompanied by the feeling of "Me" in its continuity, identity and certainty. This enables a person to perceive his life as an experience of the duration and unity of consciousness, the integrity of life goals and everyday deeds, actions and their meanings, which allow us to act consistently. In other words, identity characterizes the sequence of mental life.

The content of identity unites a large number of functional and meaningful formations: abilities, beliefs, needs, goals and values, self-concept and self-attribution, individual and social experience, social roles, etc. Based on the theoretical analysis of scientific material (Ічанська, 2002; Мельник, 2019; Поджинська, 2015; Shevchenko, Volobuyeva & Ivanchuk, 2023; Breakwell, 2015; Tajfel, 1982), a structural model of personal identity in student age was developed, which included personal, value and social components. The personal component is characterized by the set of characteristics and qualities that determine the uniqueness of an individual. The value component includes value orientations of the individual, his value attitude towards himself, reflexivity. The social component includes awareness of the individual's belonging to society or a certain group, social roles, and acquired individual and social experience.

The value component is system-forming unity, around which other components of identity are concentrated. Identity is, first

of all, identification with values; the individual hierarchy of values is formed on the basis of self-determination of the individual. Self-esteem is characterized by acceptance or rejection of one's personality, self-respect and self-interest, which largely affects the nature of relationships and interactions, the ability to establish relationships with people. The main feature of acquiring a personal identity in student age is an in-depth study of oneself through self-reflection (personal reflection).

Let's move on to the analysis of the research results. First of all, we assessed the general level of personal identity of the subjects. The assessment of the status of identity is revealed by the individual's awareness of the uniqueness of his/her "Me" in the uniqueness of personal qualities and his belonging to social reality (society). According to the received data, the studied students have the identity status "Moratorium". The average indicators of the respondents are in the same numerical range (from 2.0 to 3.0 points), but higher scores were recorded for girls (2.25 points) than for boys (2.07 points). The status of the moratorium is characterized by an identity crisis; in this state, the person is actively trying to resolve this crisis. The state of moratorium is usually characterized by a high level of anxiety and a high level of personal reflection.

Since the indicators of boys and girls are in the same numerical range, the percentage distribution of identity statuses of the studied students was carried out according to the general sample. As we noted, the majority of the students under study has the "Moratorium" identity status – 51.43% of the total number of researched.

A significant number of respondents (28.57%) have a diffuse status of personal identity (scores from 1.0 to 2.0). The diffuse status of identity is characterized by the absence of stable life goals, values and beliefs, as well as active attempts to form them. Individuals with diffuse identity status may move to the moratorium stage, and later to the "mature identity" stage. However, in a situation of refusal of active self-determination,

a person can remain at the stage of diffusion or premature identity. Indicators of diffuse identity are: doubts about the value of one's own personality, opportunities and respect from other people; reluctance to change and loss of interest in one's inner world (rigidity of the "Me-concept"); the presence of internal conflicts, doubts, and self-blame.

About 11.43% of the students under study have the identity status "Pseudo-identity", which is characterized by an ambitious emphasis on one's uniqueness, a hypertrophied violation of the mechanisms of identification and separation.

Only 8.57% of the studied students were diagnosed with the status of achieved positive identity (numerical indicators in the range between 3.0–4.0 points). The achieved identity is characterized by the formation of significant goals, values and beliefs in a person, which contribute to the sense of consciousness and control over one's own life. The achieved identity is manifested in a positive attitude towards oneself, stable connection with society, feelings of the value of one's personality for oneself and others and high degree of reflexivity.

Therefore, the general indicators of personal identity are in a moratorium status, which means an identity crisis or decision-making process. This status is typical for the student age, when young people are absorbed in searching for themselves, trying, choosing between alternatives.

Let's consider the results of the study on the value component of personal identity in accordance with its structural organization. During the study of value orientations of student youth, the rank ratio of the personal values of the studied students was analyzed. It is the values of a personality that form the basis of its ethical and moral development, the responsibility of a personality. "Hedonism" takes the first place in importance for both boys and girls (8.18 points for boys and 7.14 points for girls). Such results indicate that in student age, the values of enjoying life or carnal pleasure are inferior to other values.

The second place is taken by the value "kindness" (7.59 points for boys and 7.1 points for girls). It shows that young people value to preserve and improve the well-being of loved ones, to ensure the well-being of people with whom they have close contacts in daily communication. Kindness is usually manifested in respect, loyalty, honesty, responsibility, love and strong friendship.

The value of "achievement" was recorded in the third place (7.54 points for boys and 6.85 for girls). The goal of these values is personal success through the manifestation of competence in accordance with social standards. The manifestation of social competence (which constitutes the content of this value) under the conditions of dominant cultural standards entails social approval.

The average ranking position is occupied by the values of "conformism" (6.32 points for boys and 6.23 for girls), that is the prevention of actions that can harm others or do not meet social expectations; "universalism" (6 points for boys and 6.08 for girls) is understanding, tolerance, protection of the well-being of all people and nature; "independence" (7.46 points for boys and 6.5 points for girls) means independence of thinking and choosing methods of action, in creativity and research activity; "stimulation" (6.96 points in boys and 6.13 points in girls) is the desire for novelty and deep experiences; "safety" (7.35 points for boys and 6.49 for girls) means safety for other people and oneself, harmony, stability of society and relationships.

Such values as tradition (4.9 points for boys and 5.39 points for girls) and power (5.61 points for boys and 5.15 points for girls) rank the lowest among respondents. That is respect, acceptance of customs and ideas that exist in culture and compliance with them are not important for young people.

Therefore, the values of hedonism, kindness, and achievement are priorities for today's student youth.

According to the "Self-Assessment Test-Questionnaire" method (Kolesnichenko, 2020), we researched such parameters

of self-regard as self-respect, auto-sympathy, and self-interest. The constituent self-attitude "self-respect" characterizes a person's value attitude towards himself and his achievements, internal consistency, self-understanding, and self-confidence. Self-esteem combines belief in one's strengths, abilities, energy, independence, assessment of one's capabilities, control over one's own life and being self-consistent, self-understanding.

In the course of the study, almost the same indicators of self-esteem were recorded among boys (8.04 points) and girls (8.11 points). The maximum number of points on the scale is 15, and the indicator of accumulated frequencies on the scale is 58.67%, which indicates an average level of self-esteem. This may mean that, along with a valuable attitude towards oneself, one's achievements and the presence of a critical attitude towards oneself, the studied students lack faith in their abilities, independence, the ability to make vital choices and control the events of their lives.

The component of self-attribution "autosympathy" implies the approval of the individual himself in general and in significant parts, a positive assessment of himself. An insufficient level of self-sympathy can be the evidence of that a person sees mainly shortcomings in himself, is prone to self-blame and contempt. Among the studied students, autosympathy is manifested at the same level – 8.96 points in boys; 8.32 points in girls, and it is 69.67% of accumulated frequencies. The maximum number of points on the scale is 16, that is, the numerical indicators of students indicate an average level of development of autosympathy. The obtained data indicate that, in general, the studied students have a favorable attitude toward themselves, but sometimes they may be disappointed with certain of their qualities, actions and behavior, appearance, etc.

The component of self-attribution "self-interest" shows the presence of a stable cognitive attitude to one's own "Me"; interest in one's own thoughts and feelings, willingness to communicate with oneself "on an equal footing", confidence in one's

curiosity for others. A higher level of self-interest was recorded in boys (8.96 points) compared to girls (8.32 points). Since the maximum number of points on the scale is 8, the indicators of self-interest in the studied students are the level higher than average. Despite a certain difference in the scores of boys and girls, the overall indicator of accumulated frequencies on the scale is identical and is 71.33%.

According to the "Methodology for diagnosing the level of reflexivity development" (Сенчина, 2019), we studied the respondents' ability to situational, retrospective and prospective reflection at the interpsychic and intrapsychic levels.

According to the results of the methodology, the average level of development of reflexivity prevails among student youth (58.82% of boys; 50% of girls). This indicates that students reflect on their own current activities, often turn to the analysis of what is happening, they are prone to self-analysis in certain life situations (situational reflection). Sometimes students analyze and evaluate the events that happened, the motives, reasons and mistakes of past activities and behavior, think about the past in general and about themselves in it (retrospective reflection). Planning of one's behavior and activities, orientation to the future (perspective reflection) turned out to be the most characteristic for the students under study.

A significant number of the students have a highly developed reflexivity (35.29% of boys; 44.44% of girls). A high level means an individual's ability to overreach the limits of his/her "Me", to understand, study, analyze something in the form of a comparison of the image of "Me" with any events, other people. There is a pronounced tendency to internally review all hypotheses before acting, discarding those that seem improbable, to make decisions thoughtfully and carefully.

A small number of respondents were diagnosed with a low level of reflexivity (5.88% of boys; 5.55% of girls). The insufficient level of reflexivity can be explained by certain personal characteristics of the researched students, in particular, block-

ing by protective mechanisms of "Me", predominance of the tendency to reproduce stereotypes.

The next stage of the research was the identification of the relationship between the meaningful components of the value component (value orientations, self-attitude and reflexivity) and the identity of the student-age personality. For this purpose, correlation analysis according to K. Pearson was carried out. During the analysis, significant relationships were found between the dependent variable "status of personal identity" and meaningful components of the value component of identity.

According to the results of the correlation analysis, the identity status of "diffuse" has positive correlations with the following components of the value component of identity :

– values of hedonism ($R=0.674^{**}$; $p\leq 0.01$), conformity ($R=0.311^{*}$; $p\leq 0.05$);

– a component of self-esteem: autosympathy (0.369^{*} ; $p\leq 0.05$). Therefore, the diffuse identity is characterized by the absence of expressed life goals, values, beliefs and attempts to actively shape them. Such individuals are characterized by an average degree of dissatisfaction with themselves and their capabilities, doubts about the ability to command respect from others; doubts about the value of one's own personality, the rigidity of the "Me-concept" against the background of a general positive attitude towards oneself (correlation with autosympathy).

The identity status of "premature" has positive correlations with the following components of the value component of identity:

– values of conformity ($R=0.303^{*}$; $p\leq 0.05$), security ($R=0.443^{*}$; $p\leq 0.05$). Premature identity is associated with the fact that a person has not experienced an identity crisis yet, but has mainly a borrowed system of views, values, and attitudes. As a rule, this happens under the influence of other people and thus is a reflection of other people's expectations and goals. This status of identity can be interpreted as a pronounced passive iden-

tity, since it arises in those cases when a person did not make independent life choices at all.

The identity status of "pseudo-identity" has positive correlations with the following components of the value component of identity:

– values of power ($R=0.314^*$; $p \leq 0.05$), achievement ($R=0.607^{**}$; $p \leq 0.01$), hedonism ($R=0.305^*$; $p \leq 0.05$);

a component of self-esteem: autosympathy ($R=0.333^*$; $p \leq 0.05$).

Pseudo- or hyper-identity is characterized by the total absorption of a status, role, other object or subject, with a highly positive assessment of one's own qualities and violation of trusting, flexible ties with society, the desire to achieve a goal or power by any means.

According to the results of the correlation analysis, the identity status of "moratorium", which is dominant among respondents of student age, has positive correlations with the following components of the value component of identity:

– values of achievement ($R=0.671^{**}$; $p \leq 0.01$), hedonism ($R=0.334^{**}$; $p \leq 0.05$), independence ($R=0.413^{**}$; $p \leq 0.05$); universalism ($R=0.347^{**}$; $p \leq 0.05$); kindness ($R=0.651^{**}$; $p \leq 0.01$);

– a component of self-esteem: self-interest ($R=0.333^*$; $p \leq 0.05$);

– reflexivity ($R=0.575^{**}$; $p \leq 0.01$).

The identity status of "achieved" one has positive correlations with the following components of the value component of identity:

– independence values (0.678^{**} ; $p \leq 0.01$); universalism ($R=0.595^{**}$; $p \leq 0.05$), kindness ($R=0.763^{**}$; $p \leq 0.01$), tradition ($R=0.302^*$; $p \leq 0.05$), and security ($R=0.321^*$; $p \leq 0.01$);

– components of self-esteem: self-respect ($R=0.771^{**}$; $p \leq 0.01$), autosympathy ($R=0.332^*$; $p \leq 0.05$), and self-interest ($R=0.434^*$; $p \leq 0.05$);

– reflexivity ($R=0.625^{**}$; $p \leq 0.01$).

Therefore, in the course of the correlation analysis, the largest number of probable correlations was recorded between the components of the value component of identity and the identity statuses of "moratorium" and "achieved identity". This can be explained by the fact that "moratorium" and "mature identity", as higher statuses, are combined with complex and differentiated cultural interests, more developed reflection, self-respect, and a variety of social connections. Identity in the status of moratorium can be characterized as expressed, active, when a person actively tries to solve the crisis. The achieved (realized) identity is characteristic of people who have survived a period of crisis, understand what they want, have a formed system of values, their own ideas, an optimistic view of the future, a positive self-attitude, a sense of direction and consciousness of life.

Conclusions

The results of the empirical study made it possible to establish that the students under study have the identity status of "Moratorium", which is characterized by an identity crisis; in this state, a person actively tries to solve this crisis. The study of value orientations showed that the values of hedonism, kindness, and achievement are priorities for today's student youth. During the study of self-esteem, such components as self-esteem, autosympathy and self-interest were analyzed. It was established that the studied boys and girls have an average level of self-esteem: along with a valuable attitude towards themselves and the presence of a critical attitude towards themselves, the studied students lack faith in their abilities, the ability to make vital choices and control the events of their lives. The autosympathy of the subjects under study is developed at an average level: in general, the studied students are characterized by a favorable attitude towards themselves, but sometimes they may be disappointed by certain of their qualities, actions and behavior, appearance, etc. The self-interest indicators of the respondents are at a level higher than the average one, which indicates the

presence of a stable cognitive attitude towards one's own "Me"; interest in one's own thoughts and feelings, willingness to communicate with oneself "on an equal footing", and confidence in one's curiosity for others.

It is established that the average level of reflexivity development prevails among student youth. This indicates that students reflect on their own current activities, often turn to the analysis of what is happening, they are prone to self-analysis in certain life situations (situational reflection).

The conducted correlation analysis confirmed the existence of significant positive relationships between the selected components of the value component of identity and the general status of identity. This indicates that value orientations, self-attitudes and reflexivity can be meaningful components of the value component of a personal identity of the studied students, which confirmed the proposed assumption.

We see the study of the age-related dynamics of development of the value component of personal identity as a promising direction for the development of scientific issues; development and approval of the program for the formation of the value component of personal identity in student age.

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Шевченко Наталія, Хрищанович Даніела. Психологічні особливості розвитку в студентів ціннісного компонента особистісної ідентичності.

Мета дослідження – емпірично дослідити особливості розвитку ціннісного компонента особистісної ідентичності в студентському віці.

Методи дослідження. У дослідженні використані теоретичні методи, зокрема: аналіз, синтез, систематизація, узагальнення теоретичних та емпіричних даних з проблеми дослідження; емпіричні: тестування за методиками: «Методика дослідження особистісної ідентичності» (Колесніченко, 2020); «Методика діагностики рівня розвитку рефлексивності» (Колесніченко, 2020); «Портрет цінностей» (Семків, 2013); «Тест-опитувальник самоствавлення» (Сенчина, 2019); методи математичної статистики: описова статистика, кореляційний аналіз.

Результати дослідження. Встановлено, що досліджуваним студентам властивий статус ідентичності «Мораторій», який характеризується кризою ідентичності. Дослідження ціннісних орієнтацій показало, що для сучасної студентської молоді пріоритетними виступають цінності гедонізму, доброти та досягнення. В ході дослідження самоствавлення було проаналізовано такі його складові, як самоповага, аутосимпатія та самоінтерес. Виявлено, що досліджувані юнаки та юнки мають середній рівень прояву самоповаги. Аутосимпатія досліджуваних розвинена на середньому рівні: в цілому для студентів властиво прихильне ставлення до себе. Показники самоінтересу студентів знаходяться на рівні, вищому за середній, що вказує на наявність стійкого пізнавального ставлення до власного «Я», інтересу до власних думок і почуттів. Встановлено, що в студентській молоді переважає середній рівень розвитку рефлексивності: студенти замислюються над власною поточною діяльністю, схильні до самоаналізу в окремих життєвих ситуаціях.

Висновок. Проведений кореляційний аналіз підтвердив наявність значущих позитивних зв'язків між виділеними складовими ціннісного

компонента ідентичності та загальним статусом ідентичності. Це вказує на те, що ціннісні орієнтації, самоствавлення та рефлексивність можуть виступати змістовними складовими ціннісного компонента особистісної ідентичності студентів, що підтвердило висунуте припущення.

Ключові слова: *особистісна ідентичність, ціннісний компонент особистісної ідентичності, ціннісні орієнтації, самоствавлення, рефлексивність, студентський вік.*

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