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Марценюк Марина Олексіївна, кандидат психологічних наук, доцент кафедри психології Мукачівського державного університету

e-mail: marcenuk.marina@ukr.net

Штих Ірина Ігорівна, старший викладач кафедри психології Мукачівського державного університету

e-mail: shtich@mail.ru

СПРЯМОВАНІСТЬ ЯК ВИЩИЙ ЕТАП У РОЗВИТКУ МОТИВАЦІЙНОЇ СФЕРИ ОСОБИСТОСТІ

Анотація

Розкривається зміст поняття спрямованості особистості як психічної властивості, в якій виражаються потреби, мотиви, світогляд, настанови, цілі життя й діяльності. Показано місце спрямованості в структурі особистості і її роль у мотиваційній сфері. Здійснено теоретичний аналіз проблеми і представлені результати власного дослідження впливу спрямованості особистості учнів на їх психічні стани в навчально-виховному процесі загальноосвітньої школи.

Структуру спрямованості складають три групи мотивів: гуманістичні, особистісні, ділові. Спрямованість складається як внутрішня позиція особистості по відношенню до соціального оточення, до окремих об'єктів соціального середовища.

Дослідження доводить, що у складі детермінант психічних станів учнів загальноосвітніх шкіл панівна роль належить спрямованості особистості. Психічні стани школярів зумовлюються дією зовнішніх і внутрішніх детермінант. На виникнення психічного стану учня, що перебуває в навчальному процесі, впливають його мотиви, потреби, інтереси, бажання, схильності – все те, що можна віднести до структури спрямованості особистості школяра, відповідно спрямованість є внутрішньою детермінантою психічних станів досліджуваної нами категорії школярів.

Спрямованість особистості учня визначає знак і модальність його психічних станів, а також вікові особливості їх перебігу. Психічні стани перебувають у зв'язку із спрямованістю, яка у свою чергу є вищим етапом у розвитку мотиваційної сфери особистості. Спрямованість формується і проявляється в діяльності.

Ключові слова: *особистість, спрямованість, мотиваційна сфера, мотиви, настанови, психічні стани, детермінанти станів.*

Марценюк Марина Алексеевна, кандидат психологических наук, доцент кафедры психологии Мукачевского государственного университета

Штых Ирина Игоревна, старший преподаватель кафедры психологии Мукачевского государственного университета

НАПРАВЛЕННОСТЬ КАК ВЫСШИЙ ЭТАП В РАЗВИТИИ МОТИВАЦИОННОЙ СФЕРЫ ЛИЧНОСТИ

Аннотация

Раскрывается содержание понятия направленности личности как психического свойства, в котором выражаются потребности, мотивы, мировоззрение, установки, цели жизни и деятельности. Показано место направленности в структуре личности и её роль в становлении мотивационной сферы. Осуществлён теоретический анализ проблемы и представлены результаты собственного исследования влияния направленности личности учащихся на их психические состояния в учебно-воспитательном процессе общеобразовательной школы.

Структуру направленности составляют три группы мотивов: гуманистические, личностные, деловые. Направленность представлена как внутренняя позиция личности по отношению к социальному окружению, к отдельным объектам социальной среды.

Исследование доказывает, что в составе детерминант психических состояний учащихся общеобразовательных школ ведущая роль принадлежит

направленности личности. Психические состояния школьников обусловлены действием внешних и внутренних детерминант. На возникновение психического состояния ученика, находящегося в учебном процессе, влияют его мотивы, потребности, интересы, желания, склонности - все то, что можно отнести к структуре направленности личности школьника, следовательно направленность является внутренней детерминантой психических состояний исследуемой нами категории школьников.

Направленность личности ученика определяет знак и модальность его психических состояний, а также возрастные особенности их течения. Психические состояния находятся в связи с направленностью, которая в свою очередь является высшим этапом в развитии мотивационной сферы личности. Направленность формируется и проявляется в деятельности.

***Ключевые слова:** личность, направленность, мотивационная сфера, установки, психические состояния, детерминанты состояний.*

Martsenyuk Maryna Oleksiyivna, Candidate of Psychological Sciences, Associate Professor at the Department of Psychology Mukachevo State University

Shtyh Irina Igorivna, Senior lecturer at the Department of Psychology Mukachevo State University

ORIENTATION OF THE INDIVIDUAL AS A HIGHER STAGE IN THE DEVELOPMENT OF MOTIVATIONAL SPHERE OF PERSONALITY

Summary

The meaning of personality orientation as mental property which expresses needs, motivation, philosophy, guidelines, objectives and activities of life is expanded. The place of orientation in the structure of personality is shown. The theoretical analysis of the problem is carried out and the results of peculiar research on the impact of students personality orientation on their mental states in the educational process in secondary schools.

The structure of orientation includes three groups of motives: humane, personal, business. The focus is as an internal position of the individual in relation to the social environment, individual objects to the social environment.

Special attention should be paid to the orientation factor affecting the mental state. Motives, needs, interests, desires, inclinations - all of that can be attributed to the structure of the orientation of the student individual affect the occurrence of the mental state of the student, which is in the learning process. Thus, the orientation is an internal determinant of mental states of categories of students we studied.

Our research shows that in the determinants of students mental states in secondary schools dominant role belongs to the orientation of the individual. The focus of the individual student and the modality determines the sign of his mental state and age characteristics of their occurrence. Mental states are due to orientation, which in turn is the highest stage in the development of motivational sphere of personality. Orientation is formed and manifested in the activities.

Keywords: *individual, orientation, motivation, motivational sphere, attitudes, mental states, states determinants.*

The process of reorganization of the education system is characterized by the transition to personal - oriented model of interaction of individuals in a holistic pedagogical process that actualizes the problem of the impact of training and education on the development of the individual student. A complex system in the educational process, which is formed through interaction study of teacher and student, communicating, characterized by a common purpose of the interaction. The strength of this interaction depends on the quality of the established psychological contact, defined by identical mental states and attitudes common social interaction of all participants.

The article is to present the results of study on features of mental states and orientation of individual students in different age groups in teaching - educational process in secondary schools. It is assumed that solving this problem will make it

possible to identify and mobilize new opportunities to improve the efficiency of teaching - educational process in secondary level education.

The focus of psychological "rod" of individual basis and integrating activities that provides a system of human relations with the world and to the world, identifies the main courses, system of values and beliefs, attitude and outlook in life personality is seen also in the works L.I. Bozhovic, S.L. Rubinstein and K.K. Platonov.

S.L. Rubinstein one of the first recognized the important direction in the development of the individual; he believed that the problem of orientation - is primarily a question of dynamic tendencies, defined goals and objectives of the activity. He singled out two closely related points in it: a) the substantive content, as orientation - it always focuses on something, an object; b) stress that it causes. Scientist believed that leading role in the formation of focus concerns to perceived urges that provide qualitative identity of it. Depending on the degree of generalization and awareness of their own individual motives there are three levels of functioning motivational sphere of personality: the level of situational motive; the level of generalized motive; the level of overall strategy behavior. Due to such structural organization of motivational sphere motives that govern the behavior of a particular individual in a variety of real situations are in common, a certain unity.

L.I. Bozhovic determines the orientation as the system of persistent dominant motives [2]. In the context of this approach mature person organizes its own behavior in terms of several reasons; chooses goals, regulate its behavior so that unwanted motifs, and even very strong, were depressed by means of specially organized motivational sphere. Formation of personality is based on the motivational sphere, which is a single dynamic system, where all elements are interrelated. A strategy behavior is produced as a result of these processes. It reflects the main characteristics of the individual – it's orientation, which is determined by a combination of stable and dominant motifs.

The structure of orientation includes three groups of motives: humane, personal, business. Humanistic (public) focus begins to form in early childhood. Personality orientation is not a characteristic of the age, but the result of education features. The

main mechanism of forming social focus is education. The focus is as an internal position of the individual in relation to the social environment, individual objects to the social environment.

Content to determine orientation is V.M.Myasyshev's approach that says the concept of personality orientation includes goals, motives, interests, ideals, beliefs and consider as a stable orientation of the dominant system of motives determining selectivity relationships, human activity, the meaning of life [7].

B.I. Dodonov, criticizes determine of orientation of above-named school, which connects with the dominance of one direction over the other motives, with their stable hierarchy and gives his definition of orientation of the individual. He believes that the motives - are only "manifestations of the same needs and interests," that is, they forming the focus using communication components, not their essential characteristics [3]. B.I. Dodonov calls orientation as some features of human experiences in their mutual communication, the nature of its emotional mood. He tries to find a common characteristic of orientation as a specific personal formation, which is the structure of "some kind needs." The author notes the dissatisfaction of orientation interpretation as a hierarchy of motives and trying to justify dialectical approach to understanding the needs: "... we need to understand not only as a" request "of the body or individual to the objective world, but as they demand from themselves certain derivative - "activity". B.I. Dodonov rightly points to the importance of the characteristics of emotional state in the study of orientation [3].

In modern psychology, mental states are actively studied phenomena. In this context, works of the age characteristics of mental states represent special interest. These problems are devoted to the study of semantic spaces of states in the age of the subject (D. O. Prohorova); studying typical state primary school children (S. V. Veliyeva, H. N. Heninh, Y. Y. Sosnovykova etc.), adolescents (N. V. Vanyuhina, M. O. Kolosova), students (T. M. Vasylyeva, M. V. Zhizhina etc.).

Specificity manifestations of mental states in training and educational activities is affected in works devoted to the study of mental states influence the motivation in the academic and professional activities (T. M. Vasylyeva, O. V. Havrylova,

M. H. Rohov); mental conditions of students in the learning activities using the computer (A. Y. Serezhkyna), the perception of exposures (H. T. Shavaliyeva); syndrome of "emotional burnout" in teachers (H. Sh. Habdreyeva, I. V. Zelenova, T. V. Formanyuk) and self-regulation of mental states in pupils, students and teachers (H. Sh. Habdreyeva, A. O. Prohorov).

In considering the problems of mental states, attention is drawn to the essential facts of life and understanding of the human psyche in general is cleared up. Mental state was identified as a separate category by V. M. M'yasyshev, but the first major attempt to theoretically generalize the problem of mental states was made by M.D. Levitov [5, 7]. By considering mental states V. M. M'yasyshev believed them to be the tone of the nervous system. He wrote that he understands the state as general functional level (tone), against which mental process are developed. That is, it is a different level of activation of the brain that are perceived as different states: sleep - vigor, excitement - braking etc.

Y.E. Sosnovyko [10] defines mental state as a specified value and interaction of the components of the psyche for the period, as a temporary state of mind. She notes that the state -is a component of psychics and that the concept of mental states should consider everything in the given period of time takes place in the human psyche. Then we can equate the mental states and mental activities.

Based on the theoretical analysis, we can conclude that there is a huge variety of mental states. It is not logical to consider any mental state of a "pure" form, to classify it, because of the multidimensionality of mental states. In this regard, we believe that it is appropriate to consider certain mental states in terms of their optimum for a particular activity that is inherent in different periods of mental development. Therefore, we have identified mental state of students who are often observed in the educational - training process. Conditional distribution of these mental states into positive and negative is due to the adequacy or inadequacy of the training of mental states. Thus, by the widespread positive or adequate training activities, mental states and emotions of students include: interest, surprise, joy, cheer, inspiration, friendliness and so on. By common adverse or inadequate training

activities, mental states and emotions of students include: fatigue, sadness, anger, fear, shame.

Mental states are determined by influence of external and internal determinants on the students. Depending on what impact these determinants have, mental states can be adequate or inadequate training activities. When the terms of the educational process will be state of passivity and distraction, then granted the absence, of course, of the disease, this condition problem is inadequate to training activities. Passive indifference to training activities and to itself appear, manifested in self-distrust, sense of inferiority. These states are the result of conditions and upbringing of the individual and we assume of orientation of the student individual. Therefore, special attention should be paid to the orientation factor affecting the mental state. Motives, needs, interests, desires, inclinations - all of that can be attributed to the structure of the orientation of the student individual affect the occurrence of the mental state of the student, which is in the learning process.

Thus, the orientation is an internal determinant of mental states of categories of students we studied. The external determinants include biological conditions (hunger, thirst, contrast, temperature, etc.); chemical influence (drugs, flavorings, etc.); social conditions (development of the individual in society, the technical process, etc.); pedagogical conditions (intra-family relationships, style of family education, the impact of the school environment and teacher). Teacher guidance refracting through student guidance, become mechanisms of mental conditions of students in the classroom and can be identified as external determinant.

By the V. Smekalo - M. Kucher method adapted to Ukrainian sample of primary school children it was found that most of the respondents detects focus on the task (41%), next - focus on the interaction (35%) and in last place - focus on themselves (24%). This result caused by psychological characteristics of primary school children that focus on education as the top activity and training activity is a source of their positive emotional states. Successful achievement evoke positive emotional states, failure contributes to negative mental states.

Mental states of students were studied by A. O. Prohorov method (color - picture test). We divided actual mental states into the positive (interest, joy, etc.), negative (fatigue, anger, etc.) and ambivalent (daydreaming, resentment, etc.). It was found that activity (red), joy (yellow), vitality (blue), interest and concentration (green) prevail in primary school children in the classroom conditions, that is positive emotional states dominate.

It should be emphasized that the general characteristics of mental states of that age is associated with their rapid change, increased excitability, mobility and at the same time their instability due to weakness and fatigue. Results of interviews with younger students helped to establish that their mental condition was affected by both external and internal factors. The external factors include, first of all, learning as a basic activity of younger students and interaction with the teacher who organizes the educational process in line with its target instructions; secondly, the way how the student was able to adapt to the school, as its established relationships with classmates and teacher; thirdly, the style of family education, family relationships creates a mental state with which the child comes to school. To the internal factors we took internal regulations of students which are part of the orientation of the individual, including, as we found predominant orientation of younger student on task.

The results of determining the orientation of the individual teen show about the same number of elections across the board: 32% of respondents focus on themselves; to 33.5% - focus on the interaction; to 34.5% - focus on the task. Maybe teenagers are in a situation of choice and not enough internal motivation formed that make the right life choices. Emphasis is placed on the results of the detection of mental states teens. At this age, children are experiencing as positive (45%), mental states, and negative (48%), often dominated states are negative. This fact can be explained, first, by the characteristics of this age period, referring to the internal factors of mental states. It is known that one of the most important features of adolescence -is the rapid physical and sexual development, which teenager understands and experiences. In this regard, in this age, there is a sharp change of mood, increased irritability, sharpen, affecting the mental state of a teenager. Secondly teenager turns into a new system of relations

communication with adults and peers, ranking among them a new place, performing new functions. This fact relates to the external factor occurrence and prevalence of mental states. Compared to younger students, the teenager has to establish relationships with not one, but many teachers, given the characteristics of their personality and requirements (sometimes contradictory). All this determines their completely different attitude towards teachers and educators, making them more independent. This is reflected on the mental states that are high-level selected by students: activity, vigor, excitement, difficulty and so on.

Average severity of teens mental states allow to say that mental states are high (41%) and medium (32%) level of manifestation, that is, apparent on strongly, or an average degree in most respondents. Weak signs of mental states noted about 27% of the surveyed teenagers. So mental states in adolescents mainly manifested in the high and medium level.

When comparing the percentage of high, medium and low levels of detection of mental states following is observed in high school. Mental states in seniors are expressed mainly in the middle and lower levels. Most high school students feel the appearance of their states at a low level (39%), the average (42%) and only 19% - the highest level. In high school period of rapid physical and sexual development is completed and goes into decline. In comparison with the behavior of senior teenager high school student is relaxed and consistent. Different situation did not cause inappropriate emotions, sudden changes of mood and so on. This is reflected in terms of mental states, mental states with high levels moved to the middle and low level.

Comparing the positive and negative manifestations of mental states in high school students, we found that the positive states are much more often seen than negative. The manifestation of positive states in high school exceeds the display of negative states. This fact can be explained in terms of the age situation of development. The social situation is determined by the need of self-determination, choice of life. The choice of profession is a mental center situation of seniors, creating in them a kind of internal position. New social position for a senior high

school student changes importance of training, its objectives, goals, content research and mentally so positive mental states in senior students outweigh the negative.

Analysis of the results of our research of individual orientation by V. Smekalo - M. Kucher method showed very clearly that dominant focus is on themselves - 48, 3% of respondents, then - the interaction - 31% of respondents, and in last place - focus on the task (20, 6% of responses). The data give reason to believe that own personality, vested interests, motivations own welfare, desire for personal superiority, prestige are important for high school students. The young man often is busy with himself, his feelings and emotions and is not very responsive to the needs of people around him. An opportunity to satisfy their claims is seen in studying in the first. Perhaps the most academic performance rating for these children weighing more than solid knowledge.

The fact that the business focus of the study is in the last place (20.5% of respondents) said that today's high school students are undecided about their future, put not enough effort into training, which, incidentally, shows low on cognitive life meanings in V. Y. Kotlyakov method. Probably high school students do not see a direct link between success in school and learning their capabilities implemented in life.

Thus, considering the results of the research, we can assume that the individual student orientation is a factor that leads to his mental state in the process of learning in secondary school. In primary school children in terms of education are dominated by positive emotional states and focus on individual problem; teenagers about evenly distributed directions orientation, and mental states tend to be negative; older students focused mostly on themselves, and they greatly increase the number of positive emotional states. In seniors there is increased motivation of goal-setting in the learning process, which is accompanied by favorable internal emotions, positive emotions.

Our research shows that in the determinants of students mental states in secondary schools dominant role belongs to the orientation of the individual. The focus of the individual student and the modality determines the sign of his mental

state and age characteristics of their occurrence. Mental states are due to orientation, which in turn is the highest stage in the development of personality motivational sphere. The orientation is formed and manifested in the activities.

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