










## Methods of Biographical Analysis in Preparation of Future Teachers to Study the Students' Mental States

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### Abstract

The article presents the results of the research work, which substantiate the possibility of using methods of biographical analysis in preparing future teachers to study the mental states of students. The essence of the biographical method and approaches to the study of mental states at the interdisciplinary level have been analyzed. It is shown that biography projects an understanding of this phenomenon through the prism of a retrospective of life and as a form of response that reflects a person's attitude to their own mental phenomena and properties in different social conditions and at a certain stage of life.

It has been hypothesized that the use of the instrumental possibilities of the biographical method will be effective in preparing future teachers to study the mental states of secondary school students. To test it, a psychological and pedagogical experiment was conducted, which had no analogue in the theory and practice of psychological and pedagogical science. It was conducted in four stages: organizational stage – it was carried out theoretical and methodological justification of experimental work; ascertaining stage – the prognostic tools for determining the levels of readiness of future teachers to use the methods of biographical analysis in the study of mental states of students were tested; formative stage – it was introduced the author's methodology for the development of future teachers' knowledge, skills, abilities to use biographical methods in the study of mental states of students and their correction; control stage – it was stated the results of psychological and pedagogical experiment. They found the effectiveness of the author's teaching methods for the use of biographical methods in preparing future teachers to study and correct the mental states of students. This proves that biographical methods, along with the basic psychological, are an effective tool for diagnosing mental states of personality.

**Keywords:** mental states, biographical methods, methods of mental diagnostics, future teachers, secondary school students.

### 1. Introduction

The origins of the biographical method date back to antiquity. Its essence and tasks in the late nineteenth century formulated by the German philosopher W. Dilthey, and in the 1920's of the 20th century Representatives of the Chicago School of Sociology developed the first scientific and theoretical concept of the biographical method as a universal tool for studying the "life history" of various social groups and subcultures. In the second half of the 20th – early 21st century biographical method became an interdisciplinary phenomenon, consisting of a set of methods for studying philosophy, psychology, sociology, pedagogy and other fields of knowledge (Menzhulin, 2010).

### 2. Analysis of the Research and Publications

Psychologists have made a fundamental contribution to the development of theoretical and methodological foundations of the biographical method and found significant opportunities for its use in the study and correction of various aspects of the psyche and mental activity (Allport, 1942; Ananijev, 1968; Akhmerov, 1984; Burlachuk & Korzhova, 1998). Vladimirova, 1983; Golovakha & Kronik, 1984; Loginova, 2001; Kovalev, 1979; Rybnikov, 1929, etc.). Detailed examination of this work and many years of experience of the authors of this study at the Pedagogical University allowed to hypothesize that the use of instrumental

capabilities of the biographical method will be effective in preparing future teachers to study the mental state of secondary school students. It was assumed that the ability to determine and correct the psychophysiological state of the student is an important professional competence of the modern teacher.

To test this hypothesis, research work was conducted, which had no analogue in modern theory and practice of psychological and pedagogical science. Its novelty, originality and significance for the development of theory and practice of psychological and pedagogical science are proved by the representative publications that reflect the experience of research of personality's mental states and their diagnosis (Bolshaya, 2007; Buhler, 1971; Burlachuk, Korzhakova, 1998; Conway et al, 2019; Dikaya, 2003; Goldstein, 2000; Ilyin, 2005; Kirshbaum & Eremeeva, 1990; Myasishchev, 1993; Pevneva, 2001; Practicum, 2004; Prokhorov, 2005; Psychology, 2004; Piccinini, 2004; Putnam, 1967; Hanley, 1989; Weintraub, 1987, etc.) do not actually reflect the methods of biographical analysis of this phenomenon. Meanwhile, they have significant potential for identifying and correcting the mental states of the student and determining the trajectory of his personal mental, intellectual and cultural development.

Our research work is a complete psychological and pedagogical experiment. It was conducted in four stages: 1) organizational stage - it was carried out theoretical and methodological justification of experimental work; 2) ascertaining stage - prognostic tools for determining the levels of readiness of future teachers to use the methods of biographical analysis in determining the mental states of students were tested; 3) formative stage - it was introduced of the author's methodology for the development of future teachers' knowledge, skills, abilities to use biographical methods in determining the mental states of students; 4) control stage - it was stated the results of research work and the effectiveness of the author's teaching methods.

### 3. Experimental, Materials and Methods

At the first organizational stage of the psychological-pedagogical experiment the theoretical and methodological substantiation of his hypothesis was carried out. This involved a comprehensive analysis of scientific experience, reflecting the nature and instrumental capabilities of methods of biographical analysis for the study of mental states.

### 4. Results Analysis

We have noted the conceptual developments of scientists who define and substantiate methods and means of biographical analysis of human life (Rybnikov, 1929); theory and practice of using personal documents in socio-psychological research (Allport, 1942); experience of psychobiographical research and psychoanalysis of events and experiences of early childhood (Freud); ideographic approach to the analysis of human life from the standpoint of humanistic psychology (Buhler, 1971); possibilities of using psychobiographical methods in the study and psychocorrection of personality (Loginova, 2001); tools of psychographic analysis of the student's personality (Vladimirova, 1983), etc.

We supposed to be of considerable value the substantiation of experimental possibilities of using the biographical method in the study of personality. As a tool for collecting and analyzing data about the way of life of a person as an individual and a subject of activity, the biographical method opens significant opportunities to study personal character, self-awareness, life values, abilities, interests and psychophysiological features (Ananiev, 1968).

From the perspective of constructive psychology, effective methods of developing "positive biographical way of thinking" in the form of "correction of life schedule", "stimulating memories of the best moments of life", "stories about lineage", "stimulating to plan future behavior", etc. (Chronicle, 1989). In the course of American practical psychology "Life Spring" developed original ideas and practical methods of helping people who have difficulty in self-regulation and self-realization in their lives (Hanley, 1989).

The second component of the scientific and methodological substantiation of the psychological and pedagogical experiment was a comprehensive understanding of the essential characteristics of mental states through the prism of the possibilities of using biographical methods for their study.

The problem of mental states is the subject of wide scientific discourse. Its study has led to a multiplicity of interpretations, classifications, approaches to the study of this phenomenon with regard to psychology, physiology, medicine, culturology, sociology, and other sciences (Buhler, 1971; Burlachuk &

Korzhakova, 1998; Conway et al, 2019; Wild, 2003; Goldstein, 2000; Ilyin, 2005; Kirschbaum & Eremeeva, 1990; Myasishchev, 1993; Pevneva, 2001; Prokhorov, 2005; Piccinini, 2004; Putnam, 1967; Hanley, 1989; Weintraub, 1987 and others). We identify two main factors in the occurrence and recurrence of mental states, they are physiological one related to brain activity and social one which we focus on.

We substantiate the conceptual approach, according to which all social manifestations of mental states are the result and consequence of the life path and social experience of the individual. As a matter of biography, we consider it as a special slice of the psychological characteristics of the individual, which reflects the relatively static and permanent manifestations of his emotional experiences at different stages of life. We prove that the methods of biographical analysis have a significant potential as a tool for studying mental states and finding out how human behavior and life in general depend on their changes.

The methodology of pedagogical biography projects the comprehension of mental states through the prism of a retrospective of the way of life in the situations of modern life; as a form of response that reflects a person's attitude to their own mental phenomena and properties under certain conditions and at a certain stage of life; as a "state of mind", which reflects the complex feelings, experiences, ideas of a person, i.e. a pupil, a student and a teacher.

The use of the biographical method in the study of mental states of students identified four of their features. They relate to 1) the integrity of mental states, which, although related to a particular area of the psyche (cognitive, emotional, volitional), characterize mental activity in general at a certain period of life; 2) mobility, variability, relative stability of mental states, which have their own dynamics, beginning and end; 3) the place of mental states in the structure of the psyche (as a result of brain activity, they affect mental processes and thus determine the selectivity of feelings, productivity of thinking, the nature of perception, etc.); 4) a wide range of typical and individually peculiarities, as a rule, ambivalent external manifestations of mental states i.e. confusion and concentration, hope and hopelessness, tension and calmness, determination and uncertainty, despair and indomitability, surprise and indifference, and others.

In scientific discourse, mental states are divided into negative and positive, into intellectual, emotional, volitional, emotional and combined, and so on. Meanwhile considerable attention is paid to the dominant group of negative emotional states (fear, depression, anger, overexertion, hatred, despair, frustration, etc.). They lead and manifest themselves in the intensification of negative behavior, disharmony in relationships and development of the individual and the violation of his emotional self-regulation, increased excitability, imbalance, rigidity.

The synthesis of the above provisions prompts us to consider the mental state in the perspective of our study as a general functional background of the pupil and student, on which their mental processes unfold; as the unity of experiences and social manifestations of activity in the form of behavior and actions; as a temporary functional level of the psyche, which determines the direction of mental processes at a certain stage of life; as a set of manifestations of the mental student properties. Thus, mental states are an important "building material" for the formation of personality traits.

The scientific and methodological substantiation of the research work makes it possible to proceed to the presentation of its practical experimental part.

The experimental group (EG) consisted of 15 undergraduates from Mukachevo State University (Mukachevo, Ukraine), who studied in the field of "Education and Pedagogy". The main experimental work was conducted in September – December 2019 with the participation of scientists involved in the implementation of a comprehensive project "Pedagogical biography and the development of education in Ukraine and the world".

The analysis conducted in the second ascertaining stage of the experiment did not reveal any theoretical and / or experimental studies that would relate to the training of psychologists, teachers, specialists of other profiles to use biographical methods to study the mental states of students. The prognostic tools and educational methods of preparation forming for such activity presented in this work have no analogue in modern psychological and pedagogical science. They were developed on the basis of similar developments and adapted to the subject and tasks of our research and experimental work.

To determine the readiness of future teachers to use the methods of biographical analysis to study the mental states of school students, diagnostic tools were developed on an interdisciplinary basis. To do this, two basic groups of tools have been synthesized. The first are biographical methods and techniques used in

psychology, sociology, and other fields of knowledge: psychography (involves the synthesis and analysis of various types of biographical material) (Vladimirova, 1983); study of the subjective picture of the life path and psychological time of the individual (Akhmerova, 1984; Burlachuk, Korzhova, 1998; Kovalev, 1979); causometry (based on the concept of "subjective picture of life" and its causal relationships) (Golovakha & Krynyk, 1984); analysis of documents of personal origin (Allport, 1942); procedures of biographical research for the purpose of psychodiagnostics of the person (Loginova, 2001), etc.

The second group consists of psychological diagnostic tools. They are divided into three subgroups: a) methods of studying mental states: "Mental States Questionnaire"; "A. Karpov's Reflexivity Questionnaire", "Questionnaire of the method "Mental state of students", "Relief of Personality Mental State"; "Questionnaire for the characteristics of mental states" (Bolshaya, 2007; Methods, 2004; Workshop, 2004); b) methods of determining the values of personality (Rokeach, 1973; Schwartz, 2012); c) methods of praximetry, which are to study the products of the subjects (Goodwin, 2010).

The basis of the organization and conduct of psychological and pedagogical tools is a competency approach. It involves determining the readiness of future teachers to use the methods of biographical analysis in the study of mental states of students at three levels: high, medium, low. To measure them, two main criteria are defined: 1) cognitive one - students' knowledge of biographical and psychological-pedagogical methods, psychophysiological characteristics of students and their mental states, etc.; 2) activity - possession of skills and abilities to use this knowledge and methods in practice.

The nature of the indicators of these criteria reflect the provisions and issues of our developed diagnostic tools. In determining them, they took into account the knowledge and skills that undergraduates were supposed to acquire while studying the disciplines "Philosophical Studies", "Anthropology", "Psychology", "Age Psychology", "General Pedagogy", "History of Pedagogy", "Professional Methods of Education", "Innovative learning technologies", etc.

To determine the levels of future teachers' readiness to use the methods of biographical analysis in the study of students' mental states, two questionnaires were developed. They were first published in this study, so they need a broader description.

The first questionnaire consisted of 21 open-ended questions to measure cognitive (15 questions) and activity (6) criteria. Here are their examples: "Define the subject and objectives of pedagogical biography"; "Indicate and describe the methods of pedagogical biography"; "Define the category of "mental state"; "What is the place of pedagogical conditions in the system of mental phenomena"; "Specify the functions of mental states and their essence"; "Specify scientific and theoretical approaches to the interpretation and study of pedagogical conditions" and others. The results of the questionnaire were determined by the method of evaluation analysis of experimenters on a scale from 5 to 0 points.

The second questionnaire consisted of 21 questions-provisions, for which students determined their competencies in mastering the indicators of activity (15 questions) and cognitive (6) criteria by self-assessment on a scale of 5 to 0 points (Table 1). The levels of future teachers' readiness to use the methods of biographical analysis according to these criteria were determined on a scale: high - 5-4 points; medium - 3-2 points; low - 1-0 points.

**Table 1.** Examples of question-provisions from the “Questionnaire to determine the levels of competence in the use of methods of biographical analysis in the study of students’ mental states”

No	Statement-questions	points
1	The value of pedagogical biography in the training of future teachers	5,4,3,2,1,0
2	Significance of studying pedagogical states of students for the organization of educational work	5,4,3,2,1,0
3	Personal possession of theoretical knowledge about the pedagogical state of students	5,4,3,2,1,0
4	Personal mastery of skills and abilities to use methods of studying the pedagogical states of students	5,4,3,2,1,0
5	Personal knowledge of methods and technologies of organization of educational work in secondary school	5,4,3,2,1,0
6	Personal knowledge of biographical analysis methods	5,4,3,2,1,0
7	Personal ability to use methods of biographical analysis in practice	5,4,3,2,1,0
8	Readiness for professional activity in secondary school	5,4,3,2,1,0

The levels of readiness for each respondent to use the methods of biographical analysis in the study of students’ mental states by activity and cognitive criteria were generalized for the whole EG on the basis of simple mathematical calculations.

The results of the observational experiment (in exact indicators these data are compared with the data of the control experiment) showed that most members of the EG have the competence to use methods of biographical analysis in the study of mental states of students at low and medium levels. This testified to the relevance and feasibility of implementing the author's teaching methods to improve this area of professional training of future teachers.

At the third formative stage of the experiment, the author's method of forming the knowledge and skills of future teachers to use the methods of biographical analysis in the study of students’ mental states was tested. Its main form was a special seminar “Biographical methods of studying mental states”. It was conducted in the mode of training, for 10 days there were 2-3 classes lasting 1 hour 20 minutes. The program of the special seminar consisted of theoretical, methodical and practical parts. They corresponded to the stages of the experimental curriculum.

The gaps in students' knowledge of pedagogical biography (in particular, about the methods of biographical analysis) and mental states and psychophysiological features of students' development revealed at the ascertaining stage forced to adjust the theoretical part of the curriculum. Students studied these problems on the basis of scientific and educational literature independently (Allport, 1942; Ananiev, 1968; Burlachuk & Korzhakova, 1998; Wild, 2003; Loginova, 2003; Pevneva, 2011; Prokhorov, 2005; Rybnikov, 1929 and others). They were then discussed in the first four lessons and tested using specially designed tests.

Methodical and practical parts of the special seminar were implemented in inseparable unity. In organizing this work, experimental teachers acted as psychologists-biographers. They made sure that students consciously cooperated and agreed to become “experts of their lives”, and then used this approach at school in their work with students.

The basis for the formation of students' methodological knowledge and skills of using biographical methods to study the mental states of students is the procedure of monographic research. It orients them to an individual, purposeful, comprehensive study of the student as a holistic individual who has his own way of life (experience). At first students studied the essence of each technique on the basis of brief instructions independently. Then the training sessions formed practical skills and abilities to use them on the basis of simulation games, which are able to have a powerful impact on the mental state of a person through changes in personality structure by forming certain character traits (Pevneva, 2001).

The methods and techniques proposed by the authors of the curriculum have undergone significant modifications, so we will describe them more specifically in the sequence in which they have been studied by future teachers and can be used in working with students

1. The method "Personal file" involves the study of students' official personal (biographical) documents, which create a basis for further study of their mental states. In our interpretation, these formal biographical data formed the basis for the biographical interview.

2. The method "Biographical interview" ("biographical conversation") was introduced on the basis of a simulated role play. They were preceded by careful preparation in the form of preliminary acquaintance with the personal file of the respondent; study of methods and techniques of "active listening", entering into trust with the interlocutor, directing the conversation in the right direction (according to Sypachevskaya, 2011); developing an interview plan, mastering the rules of questioning and encouraging the interviewer to answer honestly. The information obtained as a result of the methods of "Personal Case" and "Biographical Interview" was systematized in such a way that significant events in a person's life were combined with his/her subjective experiences and mental states, reflected in self-characteristics and self-assessments. Such information was structured in the "Chronological tables of mental states". As an example, we will give a fixation of the mental states of one of the participants in the experiment (table 2).

*Table 2. Example of "Chronological table of mental states" (for one of the participants in the experiment)*

Chronology	Event, fact	Subjective state	Characteristic, Self-characteristic	Estimation of the period
July 2019	I entered the master's program	Strong feelings, because, on the one hand, I wanted to study, on the other hand, I planned to work as a teacher	I was excited and exalted, because the dream of continuing her studies came true. At the same time, she was upset because of the postponement of work at school	Throughout the first year, she was unbalanced because she did not know if she had made the right choice

3. The "Circle of Communication" technique is very significant, because about 44% of events in a person's life are related to communication relations (Loginova, 2001). Its essence and tasks are to determine the circle of communication according to the following criteria: a) friendly relations (leisure and discussion of various matters, regular correspondence via the Internet and messengers, asking for help, etc.); b) hostile relations (communication is unpleasant, but forced due to various circumstances); c) the nature and intensity of interpersonal relationships. Analysis of these connections and relationships provides the teacher with important information to identify causal deviations in students' behavior, learning, and attitudes. This is the basis for determining their mental states.

4. The method of "Events" in our interpretation was implemented not only in writing but also orally through a combination with the method of "Biographical interview". They proceeded from the understanding of the event as an indicator of a person's individuality, so its perception, description, interpretation provide an important basis for determining his/her mental states and creating a holistic mental portrait. The events that the person reflected were divided into three categories: environmental events; behavioral events; events-impressions. According to their number, ratio and interpretation, indicators of a person's individuality were diagnosed: character types, will, social activity, openness or isolation, etc.

5. The method of "Impressions" outlines the scope of "inner experiences of the person". This is manifested in vivid memories of past and present life, associated with the images and fears of childhood and subsequent victories and defeats, achievements and mistakes. This method allows you to look into the most secret "corners" of the inner "I" and determine the sources, causes and consequences of various mental states.

6. The method of "Testimony of a third party" involves working with individuals (parents, teachers, etc.) who had the opportunity to observe the behavior of students in different life circumstances. According to the developed instructions, the witness had to recall specific facts from the person's life and present them orally or in writing. During this work, an interesting micro-experiment was conducted in EG: students' opinions about their friend were read, then everyone guessed who they were talking about, determined how

accurate the characteristics were. During the public outlining of a person's reputation, "witnesses" adhered to clear moral and ethical canons. Invariant opinions of EG members were compared with the student's self-esteem.

7. Method of praximetry – students gained experience in analyzing the products of student life on the basis of acquaintance with abstracts, individual projects, other results of educational activities of their peers. In our interpretation, it was combined with the technique of graphological analysis, which determined the character traits of a person by his handwriting (Holberg, 2008).

At each session of the special seminar, students defended individual and group research and educational projects, which were discussed together. Let's consider the examples of the most successful among them.

The project "First Memories". Based on the scientific and psychological experience (Loginova, 2001), students have developed an original method of resuscitation and interpretation of memories. Its essence is to interpret certain indicators (the number of words in the description of the fact of memory, completeness, expressiveness of related images and experiences, etc.) of childhood memories and as markers to explain the mental state of a human in later life. Based on mutual testing, EG members found that the average rate of their first memories was about 4 to 4.5 years, whereas, according to other studies, this rate was 2 to 3 years (Loginova, 2001).

The project "Values" (based on Rokeach research, 1973; Schwartz, 2012), represented the method of compiling the "Questionnaire" to determine life guidelines, aspirations, interests, desires of the individual and his ideas about the categories of human existence: good and evil, love and hate, happiness and misery, justice and guilt, loyalty and betrayal and more. According to the results of its application, conducted on the basis of testing of EG members, based on the techniques of "direct ranking", students identified the "dominant individual values" of the individual. Therefore, they were interpreted as factors and indicators of the emergence of mental states.

The project "Means of direct regulation of mental states" had a practical orientation. Students showed how psychopharmacological drugs (coffee, tea, other "energy"), music and various arts (art therapy), reading fiction affect a person's mental state and how they can be used to work with students at school.

Future teachers improved their ability to compile psychological and pedagogical characteristics of the student. To develop knowledge and skills in the preparation and use of diagnostic tools, they were tested on-line on questionnaires, tests, methods of determining mental states: "Depression scale", "Feeling, activity, mood", "Mood assessment", "Self-assessment of emotional states", "Study of the level of personal control", etc.

At the classes of the special course, those unique techniques of biographical conversations about heroes of different times and the people who by the actions and a personal example encouraged noble behavior and social activity tested in the 20s and 30s of the 20th century, were updated while working with pupils of schools and students of higher schools (Berkhterev, 1911).

At the end of the special seminar, a control experiment was conducted on the basis of the mentioned tools (Questionnaire 1 and Questionnaire 2). Its results in comparison with the data of the observational experiment on cognitive and activity criteria are presented in table 3.

**Table 3.** The results of diagnostics of the levels of readiness of EG members to use the methods of biographical analysis in the study of mental states of students, obtained at the ascertaining ("before") and control ("after") stages of the experiment (in%)

Levels / criterion	Cognitive criterion		Activity criterion	
	Cognitive		Activity	
Criterion Levels	before	after	before	after
High	-	26,7 %	-	40 %
Medium	33,3 %	60 %	57,4 %	53,3 %
Low	66,7 %	13,3 %	36,4 %	6,7 %

Comparison of the generalized indicators on two criteria “before” and “after” carrying out of molding experiment shows that at a high level they increased from 0 to 33,4%, on the medium – from 45,4% to 56,7 (in 1,2 times ), and at low decreased from 51.6% to 10.5% (4.9 times). This testifies to the effectiveness of the author's method of training future teachers to study the students’ mental states of based on the methods of biographical analysis. We believe that under conditions of creative use, it can be widely used in the training of students-teachers and future professionals in other specialties.

## 5. Result and Discussion

We do not deny the established position that psychological techniques play a primary role in the diagnosis of person’s mental states, because they are addressed to his/her consciousness and self-awareness, inner experience and reflection (Wild, 2003; Ilyin, 2005; Kirshbaum & Ereemeev, 1990; Pevneva, 2011; Prokhorov, 2005, etc.). However, psychological techniques should not monopolize the study of this important component of human structure. Scientific tools for the study of the human psyche should be expanded on an interdisciplinary basis as well. And it is the methods of biographical analysis that can become one of such effective tools.

The conducted psychological and pedagogical experiment confirmed the hypothesis put forward by the authors on the effectiveness of using the instrumental capabilities of the biographical method in preparing future teachers to study the students’ mental states. Important prerequisites for this are the possession of appropriate theoretical knowledge and diagnostic tools.

In the process of research the scientific views have been confirmed, according to which the traditional methods of psychodiagnostics are unsuitable for studying conditions due to the lack of initial focus on the analysis of their changes over a period of time (Ilyin, 2005; Pevneva, 2011, etc.). Biographical methods make it possible to fill this gap due to the focus on retrospective analysis and the dynamics of human life. They show their effectiveness in the diagnosis of mental states, because they optimally integrate physiological and psychological criteria for their evaluation.

The significant formative and practical potential of biographical methods has been confirmed too, because “working with one's own biography”, despite the life experience of a person (adult or schoolboy), gives an important key to self-knowledge and ordering of his/her inner world. Therefore, the task of a teacher-biographer is to help a person, in particular a student, to understand their own lives, adjust their self-esteem and make their lives self-sufficient, holistic and happy.

Experimental work has confirmed the effectiveness of biographical training as a form and method of preparing future teachers to study and correct the mental states of students. Proven methods of their teaching, based on psycho-counseling, show that the use of biographical methods stimulates the processes of self-awareness, self-reflection and the formation of their own “culture of life”, because (Dostoyevskyy, p. 6).

## 6. Conclusions

The integrity and structure of the author's methodology is manifested in the organic combination of different teaching methods and its value-semantic orientation. It should be specifically noted the identified potential of simulation games that can be used to improve the psychological culture of future teachers, and to correct the mental state of students.

Conceptualizing the results of our research work, we summarize that psychological and biographical methods of diagnosing mental states should not compete, but complement each other. We believe that the choice of methodological apparatus for diagnosis and correction of mental states depends, firstly, on the author's understanding of their structure, causes, other aspects, and secondly, on professional specialization, i.e. they must correspond to the structure and nature of employment (education, production etc). Methods of biographical analysis agree with these two provisions and organically cover the main criteria for the diagnosis of mental states such as physiological, behavioral and subjective indicators.

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