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THE AGE FEATURES OF DYNAMICS OF THE SELF-CONCEPT STUDENTS IN COMPLICATED LIFE SITUATIONS

Statement of the problem. In provision of dynamic social space active development of psychological theory and practice entering the system level understanding of essence self-fulfillment and life implementation identity.

Multiplicity life choices, find an optimal life strategy - the essence of humanitarian paradigm of the human mind the twenty-first century and the problem field of contemporary personality psychology. The desire to implement long-term plans motivates people to get a quality education, planning of promotion track, family and friendship. The learning process at higher education establishment usually coincides with a period of identity formation, formation of self-concept; approval values grind people, moral and professional qualities. Successful mastering future profession to some extent depend on intellectual ability, volitional qualities, psychological endurance, as well as an adequate representation of himself or herself, more or less realistic self-concept of students.

Analysis of recent research and publications. An important feature of the mental development of the individual student's age is to continue the formation of self-conception which happens as the discovery of her/his unique inner world of the individual person, understanding the irreversibility of time, forming holistic understanding of self personality [1], [3]. "I" in youth and student's age may have incomplete, uncertain realization. It is often accompanied by anxiety, destructive tendencies [2], a sense of inner emptiness, and increases the need for communication, which is becoming increasingly selective. Formation of complete personality is associated with the search self-identity, self-realization and testing out different roles. At the student's age appears awareness irreversibility of time, completion of self

existence, forcing seriously think about the meaning of his life, future, life goals and way of life [4]. Life outlook for most youths and students is optimistic. Such changes as combine with modern information overload, testing during examinations contribute to the emergence feelings of uncertainty, anxiety and break ties with the world. The inability of students to achieve personal identity leads to role confusion, often characterized by an inability to choose a career or continue their education [5].

Despite the considerable amount of research ideas of man itself remains unexplored question of age differences in self-concept of students in difficult situations, a typical example in which the student's age should be considered as an examination session.

The purpose of the article - definition of age characteristics of the dynamics of self-concept of students in difficult situations (for example: examinations).

Fundamental material and research results. The study of self-concept of students performed considering 4 stages of the complicated situation in life.

At the first stage of the complicated situation, the students of self-concept had been studied in normal conditions well before the examination session at the beginning of the academic year when students are not focused on the session.

The second stage of the complicated situation peculiarities of self-concept students in complicated situations had been studied just before the first test of examination session when students are the most tense, agitated, experiencing complicated situation. The third stage of the complicated situation of self concept young people was studied immediately after the exam session. The fourth stage of the complicated situation peculiarities of self-concept students at normal start of the next academic semester, between cadets and students to adapt to the results of the winter exam session. The following methods were used in the study: method of study self-attitude S. R. Pantyleyeva, self-appraisal Dembo Rubinstein (modified version), and projective technique "Who am I?" self neurotic symptoms L.I. Wasserman, methodology "Psychological autobiography" O. U. Korzhovoi.

Let's observe how the self-concept and its components (self-determination, self-appraisal, identifications, perception of oneself in time and space of life events, and subjective evaluation of neurotic symptoms) of the students first and fourth years of study at various stages of the complicated situation in life are.

The dynamics of self-determined students who are in first and fourth year is greatly varied and depending on the stage of the session. Thus, the first-year students have higher rates in indicator 1 «openness» ($F = 3,99$; $p = 0,0003$); according to indicator 2 «self-confidence» ($F = 3,17$; $p = 0,0026$), but the third stage which was immediately after the exam when fourth-year figures were higher than those of the first year, so the indicator is 3 «self-determination» ($F = 3,07$; $p = 0,0034$), this difference is especially noticeable in normal conditions after the session, according to indicator 8 «internal conflict» ($F = 5,07$; $p \leq 0,0001$), in addition to the normal session, after the session of the normal internal conflict first-year students is significantly higher ($F = 5,07$; $p \leq 0,0001$); the indicator 9 "self-blame" has higher rates in the first year at any time during the session, however, this contrast is particularly strong in normal conditions before and after the session ($F = 3,96$; $p = 0,0003$).

The indicator 5 "intrinsic value" has higher values in the fourth year students, but in normal conditions after the session it is higher in the first-year students ($F = 3,11$; $p = 0,003$). The indicator 6 "self-acceptance" is higher in the students of fourth year, but in normal conditions after the session - in the first-year students ($F = 2,67$; $p = 0,0097$). The indicator 8 "internal conflict" in normal circumstances is slightly higher in fourth year students before the session; meanwhile the internal conflict of the first-year students rises and begins to exceed the fourth year students.

Self-appraisal students of the first and fourth courses are significantly different. For all features self-appraisal students of the 4th year is higher than students of the 1st year at all stages of the complicated situation (except reference "health" just before the exams, so as to say the students of the 4th year assess themselves as less healthy before the exams compared to the first-year students, but according to

following stages the self-appraisal of senior students increases and exceeds the index of the junior year students).

Self-appraisal characterized as "happy" on average higher in the fourth year students at all stages , but the biggest difference is observed in normal conditions before and after the session ($F = 2,69$; $p = 0,0093$). The self-appraisal of success the students of fourth year is higher at all stages, but the most significant difference is in normal conditions before and after the session and immediately after the examination ($F = 3,76$; $p = 0,0005$). Self-appraisal characterized as "smart" also higher of the fourth year students at all stages , but the biggest difference from the first-year students which was observed immediately after the examinations and in normal conditions after the session ($F = 3,07$; $p = 0,0034$). Thus, the fourth-year students compared to the first-year students " happier ", " healthier " (except the 2nd stage of complicated situation), prettier , more successful , " more confident " and " smarter" at all stages of the complicated situation.

The first year students experience an increase in the share performance by way of personal qualities just before the exams to 71 % , while in the remaining period, the share of the performance is 62-66% ($\chi^2 = 67,72$; $p \leq 0,0001$). The share description by way of personal position for the session and before the exams is 13-14 % , after the session and beyond - 20-22% ($\chi^2 = 43,97$; $p \leq 0,0001$). Characterization through personal advantage for the session is 13 % , before exams and thereafter decreases to 8-9% ($\chi^2 = 64,04$; $p \leq 0,0001$). Characterization for behavioral particularities are quite rare and before the session is 3-4% , after the session is reduced to 1-2% ($\chi^2 = 45,59$; $p \leq 0,0001$).

The fourth year students share performance of personal qualities before the sessions and exams is 63-65 % , after the exams falls to 57 % and recommences to 67% to normal after the session ($\chi^2 = 16,52$; $p = 0,0009$). Characterization of the personal position under normal conditions before the session, exams and after the session has a share of 17-19 % , but, immediately after the exam increases to 25 % ($\chi^2 = 9,45$; $p = 0,02$). Description of skills and abilities through share is 5.6 % under

normal conditions for the session and immediately after the exams, but, before the exams and in normal conditions after the session is 2-3% ($\chi^2 = 10,11$; $p = 0,02$). Subjective assessment of neurotic manifestations in the first-year students at all stages of the session higher than the fourth year students, but the most significant is the difference in normal conditions after the session ($F = 6,57$; $p \leq 0,0001$). Interesting is the fact that the subjective assessment of neurotic manifestations in the first-year students decreases from stage to stage, and subjective assessment of neurotic symptoms in the fourth year students entirely declines but doesn't reduce immediately after the exam, as in the whole sample so as in the first year students, so it increases slightly.

Psychological autobiography the students of first and fourth courses vary, depending on the stage of the complicated situation. Number of past happy events mostly belongs to the students of fourth year which happened in normal conditions after a session, but for the remaining periods its number which belongs to the students of first and fourth year has a little difference ($F = 18,17$; $p \leq 0,0001$). The number of past sad events is higher for the fourth year students just before their exams, the rest of periods for the students of first and fourth courses similar to this characteristic ($F = 9,68$; $p \leq 0,0001$).

The number of future happy events is higher for the fourth year students in normal conditions before the session and just before the exams, but in the period after the session students first and fourth courses differ little ($F = 20,76$; $p \leq 0,0001$). The number of future unfortunate events is higher for the first-year students just before the exams, but immediately after the examinations, the fourth year students indicate more future unfortunate events ($F = 4,99$; $p \leq 0,0001$).

The total number of happy events is higher for the fourth year students in the session period, but after the session it is about the same for the first and fourth year students ($F = 25,74$; $p \leq 0,0001$). The total number of unfortunate events is higher for the fourth year students immediately after the examinations, in the remaining period their number varies little ($F = 9,16$; $p \leq 0,0001$).

The total number of past events is higher for the fourth year students in normal conditions before the session, at the other periods of past events, the students of first and fourth courses hardly varies ($F = 24,6$; $p \leq 0,0001$). The total number of future events is more likely for the fourth year students before the session and immediately after the exams, under normal conditions after the session students first and fourth year do not differ ($F = 20,22$; $p \leq 0,0001$).

The significance of past happy events is higher for the fourth year students just before the exams, for the other periods, the significant differences between the students of the first and fourth courses are not observed ($F = 16,69$; $p \leq 0,0001$). The significance of past sad events also higher for the fourth year students, but it is only just before the exams, for the rest of the periods differences are not observed ($F = 8,65$; $p \leq 0,0001$). The importance of future happy events is higher for the fourth year students before the period of session and immediately after the exams, under normal conditions after the session, the students of first and fourth courses do not differ ($F = 13,71$; $p \leq 0,0001$). The importance of future unfortunate events is higher for the fourth year students immediately after the exams, but for the rest of the periods of the students first and fourth year do not differ ($F = 2,75$; $p = 0,0078$).

Overall significance of happy events is higher in the fourth year students in all periods, except normal condition after the session. For the left over period the students first and fourth year differ little ($F = 19,44$; $p \leq 0,0001$). A similar pattern is observed for the total scale of unfortunate events ($F = 7,34$; $p \leq 0,0001$), scale of past events ($F = 22,02$; $p \leq 0,0001$), scale of future events ($F = 13,81$; $p \leq 0,0001$).

Total Events (future and past, happy and sad) are more for the fourth year students at all stages, except normal conditions after the session ($F = 29,28$; $p \leq 0,0001$). The same regularity is for general significant events ($F = 23,11$; $p \leq 0,0001$).

Thus, the first-year students have higher values for factor "frankness", factor "self-confidence" (except for 3 phase), factor "self-management", as well as the factor "internal conflict" (except stage 1) and the factor "self-accusation". With all the characteristics of the fourth year students, their self-esteem is higher than those of

the first-year students at all stages of a difficult situation (however, before the exams the fourth year students assess themselves as less wholesome compared to the first-year students, but on next stages the self-assessment of senior students is increases and exceeds the index of junior students).

Subjective assessment of neurotic manifestations of the first-year students is higher than the fourth year students.

I would like to note, that regarding to psychological autobiography of the fourth year students it indicates a greater number of events in general (except for stage 4), great is the total importance of events (except for stage 4), a large importance and number of future events (except for stage 4), the past , the number and importance of joyful events (except for stage 4) , the importance of unfortunate events (except for stage 4), the amount of future happy events (except for stage 4).

It should be noted that in static conditions beyond the complicated situation the students of first and fourth courses have roughly the same features as self-concept, which is characteristic for the entire selection of the studied students. However, the fourth-year students have slightly higher rates than the first-year students with self-attitude (reflected on self-attitude, self-respect, self-acceptance, self-affection and internal conflict) and lower values of frankness, self-confidence and self-blame. Also, self-appraisal of the senior students is higher than the junior students, and subjective evaluation of neurotic symptoms of the senior students is lower than the junior students. The fourth-year students indicate a greater number and importance of the events which they have had, they have more happy events, more past events than the first-year students, and they have more gender identities.

During the peak period of complicated situations (stages 2 and 3), the students first and fourth year have increased self-confidence, self-management, reflected self-attitude. The first-year students are having greatly increased self-importance so it continues to increase until it reaches the end of peak situation; on the contrary, the students of fourth-year are not having any self-importance reaction at the beginning of peak situation, but it is increasing at the end. The first year students are having a

slight increase of self-acceptance at the beginning of peak situation thereupon it stays practically the same to the end, but the fourth-year students are having fall of self-acceptance, self-affection and self-blame to the beginning and they stay the same until the end of peak period. Self-assessment the student of first and fourth year falls at the beginning of the peak period (so self-assessment of the first-year students remains virtually unchanged at the beginning "handsome", "successful"; but the fourth-year students do not respond to the beginning of the self-assessment situation such as "handsome", "successful", "smart"). By the end of the peak period, the self-assessment of the first and fourth year students increases in all characteristics. Subjective assessment of neurotic manifestations of the first and fourth-year students decreases at the peak period. However, the students of fourth-year students have a slight increase of it by the end of the peak period. Students of the first and fourth year have the same pattern: sharply reduced the number and importance of the events at the beginning of the peak period and slightly increased to its end.

Conclusions. Defined age characteristics of self-concept of the students in difficult life time situations. The first-year students have high value in terms of "frankness", "self-confidence", " self-control", "internal conflict " and "self-blame" for most stages complicated situation; all the characteristics of self-assessment of the junior students for all stages of the complicated situation has smaller values; the students of fourth year have a greater number of sexual identities, are more productive and optimistic in the evaluation of the life course, indicating greater number and psychological importance of future and past , both happy and sad events, have lower values of the subjective assessment of neurotic symptoms.

A further area of research is to explore the characteristics of self-concept of individuals that differ in age and belong to different age groups.

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