



Gurov S.V.

## Psychological features of students' sense formation: types, styles, strategies

*Such factors as age, education, professional self-determination influence the sense sphere formation at the preadult age. Depending on influence of the variety of factors the sense sphere of personality at the preadult age will have various degree of formation and it will influence the young man's purposefulness, ability to a goal-setting and general life satisfaction. At the present stage of development of psychology there are distinguished various types, styles and strategies of sense formation which are necessary to be understood as a personal readiness to perceive the education content at a value-sense level.*

**Keywords:** *sense sphere of personality, sense formation, technologies of sense formation initiation, types, styles, strategies.*

*In the psychological-pedagogical researches devoted to the sense formation problem it is possible to distinguish the following basic schools which consider the problem of sense initiations at student's age:*

- researches of the problem of knowledge deducing on a personal-sense level (V.V. Znakov, Y.M. Shor, V.P. Zinchenko);
- studying of the problem of relationship of the motive and the purpose of educational activity (A.N. Leontiev and his followers);
- studying of the personal sense existence forms (D.A. Leontiev, V.E. Milman);
- research of the personal sense as a pedagogical factor (I.V. Abakumova, V.T. Fomenko);
- development of the technologies of direct and mediated transmission of senses in the educational process (I.V. Abakumova, L.T. Kagermazova).

In numerous works devoted to the problem of sense formation initiation (I.V. Abakumova, A.G. Asmolov, E.V. Klochko, Y.E. Milman, M.S. Nyrova, E.Y. Patyaeva) it is raised the question of necessity of development of the didactic technologies which actualize sense processes of the learner. It can be the technologies ensuring self-actualization of the subject experience of pupils and students (emotional-psychological attitudes and emotional-psychological generalizations in learning, emotional-psychological advancing, personal-sense context, transformation of the theoretical material into the figurative); dialogic technologies (external, internal, plural dialogues, dialogues of epochs, dialogues of diversified cultures); game technologies (role and other kinds of didactic games, including computers with its visualistic possibilities); the technologies ensuring students' self-expression (choice situation, personification, tasks for self-reflexion manifestations, zones of existential dialogues); technologies of psychological didactic support (success situations, zones of students' self-differentiation and self-individualization, models of life self-determination, modelling of life situations



and behaviour situations, a method of personally significant concrete situations, an incident method, sense immersion).

However in developing the sense formation initiation technologies it is frequently not considered that students, the pedagogue focus the sense transmission on, have various sense formation potential. The sitting in a lecture room may have an extremely various readiness to sense actualization. What is the dependence? Certainly, there are many personal factors, but we would like to specify the processes of the very sense nature and to make differentiation of those sense characteristics which influence a level of potential readiness of personality to the sense formation process. Types, styles and strategies of sense formation can act as such characteristics.

Sense formation types are a special state of readiness to search of senses, accompanied by experience of life sensemaking, the person's personal interpretation of own position concerning formation of a life line, own place in society and a mode of life [7].

T.V. Shreiber has offered indicators which allow to reveal sense formation types at the secondary school and student's age:

- a level of comprehended self-regulation acting as an integral indicator of formation of the basic regulatory properties, adequacy and efficiency of self-regulation system functioning;
- a style of self-regulation reflecting individual-typical features of voluntary activity regulation and realization;
- as the sense formation activity determinants there may be considered communicative and intellectual activity;
- motivational properties – a goal level and a level of aspirations.
- These indicators have allowed to reveal various sense formation types:
  - a type with the equally expressed goal and life process orientation;
  - a type with the dominating process orientation;
  - a type with the not expressed sense of life orientation.

Distinguishing of sense formation types has allowed to designate them as high, average and low levels of the sense formative activity.

1. The respondents with a high level of the sense formative activity are focused on communication; they are open, but at the same time authoritative, emotionally stable, control their emotions and acts well. They are notable for high purposefulness and a high level of aspirations, have a high sociometric status and positively estimate group relations. High intellectual and psychomotor activity is inherent in them. The system of the comprehended self-regulation is highly developed, is notable for harmonious formation of all regulator links.

2. The respondents with a low level of the sense formation activity are introverted, reserved, passive, estimate a group psychological climate as negative. They have high anxiety and at the same time a low level of self-control of emotions and behaviour. They are independent and at the same time they do not have definite goals which should be defended. Their self-control is notable for low adequacy, flexibility and con-



sciousness, and also the lack of the ability to program own actions. That is, their sense formative activity is chaotic, situational, not enough comprehended.

Along with the research of sense formation types, the modern psychological science (especially its acmeological component) has the characteristic of sense formation styles which are interpreted as a stable system of interaction of intensional-sense and motivational-dynamic components in the course of self-realization of personality. According to D.V. Egorov, in various professional contexts self-realization is various and it is possible to distinguish its stable components which are shown in the form of the general and specific characteristics of the intensional-sense and motivational-dynamic sphere. Tolerance to the others and self, desire to keep up physical and mental health, independence in judgements and in a choice of own behaviour strategy, aspiration to find satisfaction in the process of education and the further labour activity are attributed to the general characteristics. The specific characteristics of self-realization are various depending on a personal orientation of students. Features of self-realization (and consequently sense formation styles) start to be formed at the initial stages of professional formation and become a stable personal-sense construct of students at the finish of their high school education. For revealing of the students sense formation style it is necessary to distinguish the general and stable components of self-realization peculiar to all students irrespective of a personal orientation: motivational characteristics, aspiration to self-actualization, value orientations and sense of life strategies. This construct is characterized by rather high indicators of life sense-making and self-actualization; it includes love, health, presence of good and loyal friends, erudition, good breeding, independence as leading values, an average degree of expressiveness of the motivation of achievement and avoiding of failures. The listed characteristics allow to distinguish a number of general factors characterizing the sense formation style: "a factor of learning motives", "a tolerance factor", "a health factor", "an independence factor", "a factor of interest in work and study", "a factor of mutual relations". For the self orientation group there are distinguished factors: "a factor of professionalism criteria", "a career - love factor", "a factor of life wisdom manifestation in learning", "a factor of study risks", "a factor of stereotypes in aspirations"; for the communication orientation group there are peculiar factors: "a factor of active and various life", "study as an end in itself", "means of productive life achievement", "self-control in communication", "the pessimistic relation to employment"; in the business orientation group there are distinguished: "a goal factor", "a factor of activity constancy", "an openness factor", "a similarity factor", "a self-control factor".

Another typology of sense formation characteristics is connected with distinguishing of sense of life strategies. Depending on influence of external factors the sense sphere of the personality at the preadult age will have various degree of formation that will influence the young man's purposefulness, ability to goal setting and the general satisfaction in life. This is the stage where sense of life strategies are formed – "a stable system of personal senses of the individual, allowing to optimize or minimize the subject's activity in mutual relations with the objective reality and shown in the relation to



the activity purpose, process and result, and also in the relation to life and self" [1]. Sense of life strategies are shown in three spheres: in the relation to self, concerning other people, the society requirement as a whole. In each of three spheres there may be formed corresponding personal manifestations which will have rather stable character.

Sense of life strategy represents a special case of more global, integral formation – a sense of life concept of personality. It is possible to say that the sense of life strategy represents a dynamic projection of the sense of life concept of personality on concrete conditions of everyday life.

T.V. Stolina makes the following definition of the sense of life concept – “it is an individual generalized belief system concerning the purposes, process and result of own life. In this concept there are inherent values and needs, relations and constructs of a concrete person. The sense of life concept starts to form by the preadult age, may be changed and transformed throughout the person’s life, but at a certain stage of ontogenesis is rather stable” [5]. Thus, it is possible to say that the sense of life concept is a pivotal orientation of personality, its meaning of life. It comprises those life sense universals, those values which make a personality basis.

The formation mechanism of the sense of life strategies is defined by a number of factors: features of motivational-intentional sphere, chronological age, life context, sociocultural and economic conditions. The formation model of the sense of life strategy proceeding from the above-listed assumptions, may be interpreted in the following way. Sense strategies are a dynamic component of the sense sphere. They are sense new formations of personality changing the whole of sense structure.

The aspiration to describe the sense sphere formation dynamics through rather stable strategies has generated the aspiration to ordering natural desire to arrange senses in a system order depending on the specificity of sense formations of personality. As the most obvious there is a diadic sense nature, its continuum dynamics from the minimum to the maximum saturation: from the forming sense – to the formed, from the undefined sense – to the defined (within the limits of the value relation), from the comprehending sense – to the comprehended. At such approach it may be traced a natural sequence as an integral dynamic characteristic of individual consciousness, is found out in the sequence “from a sense trace – to a categorial designation of the sense in its shown kind” and actually, corresponds to that logic of the sense formation process which is revealed by us as a stable sense orientation i.e. the sense strategy.

The distinguished and described types, styles and strategies of sense formation allow to impart a directional character to the educational process. The teacher, being guided in the sense potential of students, can actualize students’ sense formation much more successfully.

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