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**Бугаева Н.Н.**

#### **ОСОБЕННОСТИ ВОСПИТАНИЯ И СОЦИАЛИЗАЦИИ РЕБЕНКА В НЕПОЛНОЙ СЕМЬЕ**

*В статье проанализированы научные исследования относительно определения понятия неполная семья. Рассмотрены причины появления неполных семей. Определена роль семьи в процессе социализации ребенка. Выделены основные функции семьи и их реализация в неполных семьях. Дана психологическая характеристика материнским и отцовским неполным семьям, а также разведенным семьям. Источников - 7.*

**Ключевые слова:** отцовская неполная семья, воспитание, воспитательная функция семьи, коммуникативная функция семьи, материнская неполная семья, неполная семья, репродуктивная функция семьи, семья, социализация ребенка, экономическая функция семьи.

**Bugaeva N.N.**

#### **FEATURES EDUCATION AND SOCIALIZATION CHILD-PARENT FAMILY**

*In article scientific researches concerning concept definition an incomplete family are analysed. The reasons of emergence of incomplete families are considered. The family role in the course of socialization of the child is defined. The main functions of a family and their realization in incomplete families are allocated. The psychological characteristic is given to maternal and fatherly incomplete families, and also the divorced families. Sources - 7.*

**Key words:** fatherly incomplete family, education, educational function of a family, communicative function of a family, maternal incomplete family, incomplete family, reproductive function of a family, family, socialization of the child, economic function of a family.

**Бугайова Наталія Миколаївна** – кандидат психологічних наук, доцент кафедри психології Східноукраїнського національного університету ім. В. Даля, м. Луганськ

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**Garkavet's N.S.**

#### **THE VALUES SYSTEM OF THE PERSON AND THE PROBLEM OF THE FORMATION OF STUDENTS' VALUE-SENSE SPHERE**

*This article analyzes the theoretical approaches to the problem of the system of personal values and value-semantic sphere of boys and girls who are studying at a higher education institution. The features of the formation of value-semantic sphere of students in modern conditions of development of Ukrainian society. Emphasis on the social and normative system of personal values and to prevent the formation of consumers' value-semantic sphere of boys and girls. Sources – 14.*

**Key words:** personality, values system, students, value-sense sphere, values.

**Problem definition.** In modern conditions of development, which is related to the fundamental transformations in all spheres of Ukrainian life, especial relevance is occupied by the problem of the value formation of the today's youth. The youth has always been "descendants-exponents" of values-goals or terminal values of society that determine the final states of public values and normative consciousness. These values get different manifestations:

economic efficiency, social partnership, rule of law, individual freedom, social control, national security, environmental culture, and they act as end points of the system of individual beliefs.

However, we know that the value priorities tend to change in the course of time as people need to adapt to the new conditions of life. Thereby the reconstruction of the system of personal values is more complex than its formation. Thus, the analysis of the factors and conditions that greatly influence the formation of the system of personal values is both complex and urgent social and psychological problem. This problem is getting more acute when it refers to shaping the value system of an individual of socially-normative nature, in which values of normative direction occupy a significant place.

**Analysis of the recent researches and publications.** The problem of the individual value orientation was broadly considered in both foreign (A. Maslow, M. Rokich, S. Feldman, V. Frankl, E. Fromm, S. Shwartz, S. Morris, R.M. Williams, etc.) [2; 4; 5; 6; 8; 11; 12] and national scientific thought (S. Anisimov, M. Boryshevskyy, A. Drobnysky, D.A. Leontiev, B. Lomov, T. Titarenko, V. Tuharinov, V. Yadov, etc.) [1; 3; 7; 9; 10; 13; 14]. Thus the scholars have different approaches to the definition of "value" and "value orientation", and generally to understanding of "the value system of the individual."

Among foreign scholars there is a wide diversity of opinions concerning the definition of "value" and "value system." For example, E. Dyurkheim [6] believed that the social value system is a set of value ideas of independent individuals. And acceptance of social values based on external coercion by the individual is the mechanism that governs his or her behavior in the society.

In classical psychoanalysis existence of values and everything connected with them is denied, because according to Z. Freud [8], Id does not know moral, good or evil. However, the value-normative regulation of individual's behavior involves the development of «Super-ego», which is the generator of socially constructed moral prescriptions. This construct is formed in the first years of life of the individual, and thus it is substantially being filled with the values that are passed to a child from parents or those who replaces them.

Erich Fromm [12] objected Freud concerning understanding of the human nature (libido is not the most important thing in a human) and approves that human beings are inclined to look for the answers to questions about the meaning of life and it is typical of them to determine the values according to which they must act and live. Fromm understood the value system of the individual as a derivate of assimilation and socialization. Consumer value system is forming by assimilation and the value system of acceptance of others is forming due to socialization.

In classical behaviorists values are the result of the associative study [8]. In contrast to them, representatives of the humanistic psychology insist on the existence of values as the means of regulating of social activity of the individual. K. Rogers affirmed that there are "introduced values" and "values that are directly experienced by the organism" G. Allport understood value as a personal meaning, which has fundamental importance for the individual. The scientist believes that moral of the society is the source of the vast majority of values, and transformation of means into goals, external values into internal is "functional autonomy", which is understood as a process of transformation "category of knowledge" in the "category of sense" [14].

A. Maslow [4] considered that any instinctive human tendencies are much weaker than the forces of civilization. He believes that values become true values only if they lead to self-actualization.

V. Frankl [11] considered values to be "universal senses" that embodies the historical development of the mankind. Subjective meaning of value is in taking by a person responsibility for its implementation.

The notion of a hierarchy of the individual beliefs, which is represented by its values, was explored by N. Rokich [5]. The scientist said: "... firm conviction, a particular kind of

behavior or the ultimate goal of existence, which is personally or socially preferable, then the opposite or reverse type of behavior, or the ultimate goal of existence" [5, p. 5]. And the value system is considered as a stable organization of beliefs concerning the best behavior or final states in the continuum of relative importance.

Rokich affirmed that values of the individual possess such characteristics: value sources are in culture, society and individuals; values influence all aspects of human life; the total number of individual values is small; all people have the same values in different display amplitudes; values are organized in the systems.

The other social psychologist Charles Schwartz[2] believes that values – are a concept or belief. They belong to the desired end goals or actions that go beyond specific situations, they direct selection or evaluation of behavior and events, and are arranged by relative importance.

According to the scientist's thought the values – are psychological formations which are hierarchically represented in the personality's structure only as its elements. It is a system because it has all the system features: hierarchical pattern, integrity, structuredness, interdependence and multidimensional description.

Schwartz paid attention to the fact that values have different dominance, which gave him reason to single out ten "domains" which embodies different types of value orientations of personalities and two dichotomies of value beliefs: the values of conservation (security, conformity, traditions) - values of changes (feelings, self-regulation), values of self-determination (well-being of a group and the mankind) - aggrandizement values (power, achievements, hedonism).

Among the Soviet and native scientists, there are also differences in the understanding and definition of "values" and "value orientations" of the individual though to a less extent.

B. Tugarinov considers values as "objects, phenomena and their properties that are needed (important, useful, nice) to the members of a society as means of meeting their needs and interests, and also ideas and impulses such as a norm, a goal or an ideal" [10, p. 261]. The scientist divided them on the life values and cultural values, indicating a difference that lays only in the fact that life is given to a man by nature, and culture is created by people. Meanwhile, the scientist divided cultural values into material and spiritual, but noted that a clear separation between them cannot be hold, because there are mutual passages between them.

A. Drobnyskiy [1] pointed out the subject-object nature of values, their "anti-relativity", by which he understood that the absolute benefit is meaningful only insofar as there is evil, and that the ratio between conflicting values has a certain limit, beyond which the logic of value concepts ceases to act and loses all sense. The scientist distinguished two groups of values: the first consisted of substantive values that serve as objects of the needs, directed to them, and the second - consciousness values or valuable ideas. The first group acts as the objects of our estimates, and the second – is a reason for them.

L. Stolovych [7] notes that values exist independently of whether a common assessment of the phenomenon positive or negative. Values are understood by him as a continuum from less desirable, or negative, to more desirable or positive.

B. Lomov considered value orientations as a multidimensional dynamic space, each dimension of which corresponds to some kind of public relations and so that has a different proportion in each person [14].

B. Yadov considers values as the highest dispositional levels of consciousness of the individual, and at the same time, "value orientations - are the summit of the hierarchy of all the dispositions and they are divided into the values- targets both remote and relatively close and the closest, and also the values-means that correlate with the norms of behavior that are considered by the individual as a reference "[13, p. 47].

T. Titarenko [9] considers that the value orientations are arising from the relationship between a man and the world, reproducing the importance of something for the individual. I.e. value orientations act as a central personality formation, reflect the individual's conscious

attitude to the social reality and on this base influence human behavior and motivation for all his or her activities.

Thus, the value system of the individual can be considered as a part of a more advanced system - value-sense sphere of the individual. Values and senses are considered as the functional characteristics of the multidimensional system "man". Values represent a moment of practical attitude of a man to reality, which refers to those things that one can appreciate, evaluate, accept or reject, turn into a motive and purpose of behavior and the senses –are the ideas, ideal contents and carried information and other events, situations, items. Subjectively personal value and personal sense forms deep value-sense personal structures, which become regulators of social activity of the individual.

**The purpose of the study** is to envisage psychological characteristics of the individual's value system and the formation of value-sense sphere of students in the terms of transformational changes, which are taking place in the Ukrainian society.

**Presentation of the basic materials.** At present the tendency to the formation of consumer value-semantic sphere of the individual is observed in boys and girls, who are studying at a higher education institution. Most likely it is connected with a common "spiritual deevolution of the mankind", which is based on the marketing techniques. Marketing creates such things that later are satisfied by using marketing techniques. Value system of the individual is filled with the technological civilization values that discourage the individual from other people, from nature and direct his or her social activity in a narrowly selfish, antiecological direction.

Based on the empirical research with the help of the questionnaire of M. Rokich (RVS - Rokeach Value Survey) [5], which aims at identifying the hierarchy of individual and differentiated values and the questionnaire of S. Schwartz (SVI - Schwartz value inventory) in the adaptation of B. Karandashev [2], which determines the systematic study of the value preferences of the individual, we made an attempt to identify dominant values of students.

Group of ratees consisted of men (63 people) and women (112 people) of different specialties of the higher education institution of the IV level of accreditation, aged 18 to 23 years.

The overall result of the study with the help of Rokich's questionnaire showed that in the boys there is a focus on the means of achieving goals (instrumental value orientation), and in the girls – on the ultimate goals (terminal value orientation). The reason for this attitude, in our opinion, lays in the fact that values-means have significant practical implementation, they are more real in opposition to the values-goals, which have a bit virtual character. I.e. boys are more pragmatic than girls.

Meanwhile, the boys and the girls had empirical undervaluation of assessments of socially desired values ("happiness of others, the mankind in a whole" (ranks 14.7 and 15.7, respectively), "the intransigence of the vices in themselves and others" (ranks 13, 7 and 12.3), "tolerance" (ranks 14.7 and 13.3)). However, there is an increased rating of individualistic values ("financially secure life" (ranks 3,3 and 3,1), "health" (ranks 2,1 and 5,7), "freedom" (ranks 5,1 and 7 3), "happy family life" (ranks 5,7 and 4,3), "education" (ranks 3,3 and 4,1)).

Values, which are responsible for the regulatory focus of the individual behavior, namely: "responsibility", "honesty", are located on a continuum from 10 to 13 ranks in boys and from 7 to 13 ranks in girls. As we believe this indicates certain "distortions" in the value system of students. I.e.in the value system of the young people the main place is occupied by the values that guide their behavior on a principle "seek and get what you want." However, social and normative values are the secondary value-sense formations.

We see the explanation of this distortion in prevalence in the society a single-vector philosophy of consumption, which is forced upon everyone through all possible channels of public communication. Low priority of the macrosocial and individual spiritual values is resulted from the fact that the institutions of socialization are not making sufficient efforts to

create social and normative consciousness of young people, the harmonious combination of individual and social.

Dominance of the values of individualistic orientation is the result of those social influences into which the youth falls in the conditions of the modern development of Ukrainian society, namely: social-economic, legal, political, cultural and other influences. It should be also noted that on a gender level boys are more ego-centric than girls.

The results of the questionnaire of Szwartz also showed that the vast majority of students consider value changes (feelings, self-regulation) and self-aggrandizement (power, achievement, hedonism) to be priority. However, unlike the young girls, the boys are more radical and aimed at self-aggrandizement. The vast majority of established correlation bonds were significant ( $p \leq 0,05$ ).

Received results point out that mostly one-dimensional consciousness is formed; isolation from the biosphere activity is increasing in students. Not normative consciousness is formed, but "marketing consciousness" (consciousness of the consumer) that separates the individual from the society and nature, prevents him or her from reflecting fully their own actions.

Thus, the problem of forming of value-sense sphere of the individual at the present time is quite sharp, and the man-made development of the human civilization leads to the fact that the future generation does not feel their responsibility for the development of individual ecosystems and the biosphere as a whole.

On the basis of the research and analysis of the received data, we can draw the following conclusions.

1. The value system of students is mostly defined by the individualistic orientation. Boys and girls prefer ego-values and underestimate the macrosocial and individual spiritual values.

2. At the level of gender there is observed predominant orientation of the boys on the means of achieving goals, choice of the method of behavior in socially meaningful situations (instrumental value orientation), and the girls are focusing on the final goal (terminal value orientation).

3. Social and normative values do not become of relevant importance in the system of values of most young people as the priority values are value-changes and self-aggrandizement that reflect the values of the technological content, which direct their social activity towards the struggle for self-affirmation. The reason for this is the development of marketing techniques and the formation of consumer value-sense sphere of the individual.

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Гарькавец Н. С.

## СИСТЕМА ЦІННОСТЕЙ ОСОБИСТОСТІ ТА ПРОБЛЕМА ФОРМУВАННЯ ЦІННІСНО-СМИСЛОВОЇ СФЕРИ СТУДЕНТСЬКОЇ МОЛОДІ

*У статті аналізуються теоретичні підходи до проблеми системи цінностей особистості та ціннісно-смыслової сфери юнаків і дівчат, що навчаються у вищому навчальному закладі. Розглядаються особливості формування ціннісно-смыслової сфери студентської молоді за сучасних умов розвитку українського суспільства. Зроблений акцент на формуванні соціально-нормативної системи цінностей особистості та запобіганню формуванню споживацької ціннісно-смыслової сфери юнаків і дівчат. Джерел – 14.*

**Ключові слова:** особистість, система цінностей, студентська молодь, ціннісно-смыслова сфера, цінності.

**Гарькавец Н. С.**

### Система ценностей личности и проблема формирования ценностно-смысловой сферы студенческой молодежи

В статье анализируются теоретические подходы к проблеме системы ценностей личности и ценностно-смысловой сферы юношей и девушек, которые обучаются в высшем учебном заведении. Рассматриваются особенности формирования ценностно-смысловой сферы студенческой молодежи в современных условиях развития украинского общества. Сделан акцент на формирование социально-нормативной системы ценностей личности и предотвращения формирования потребительской ценностно-смысловой сферы юношей и девушек. Источников – 14.

**Ключевые слова:** личность, система ценностей, студенческая молодежь, ценностно-смысловая сфера, ценности.

**Гарькавец Наталья Сергіївна** – аспірант кафедри соціальної та практичної психології Східноукраїнського національного університету імені Володимира Даля, м. Луганськ

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*Герасименко М. М.*

## ОСОБЛИВОСТІ ВПЛИВУ ГЕНДЕРНОЇ ІДЕНТИЧНОСТІ СТУДЕНТІВ НА ПРОЦЕС ЇХНЬОЇ ЕКОНОМІЧНОЇ СОЦІАЛІЗАЦІЇ

*У статті аналізуються особливості набуття гендерної ідентичності юнаками і дівчатами, що навчаються у вищому навчальному закладі та її вплив на процес економічної соціалізації студентської молоді. На основі наукових підходів розглядаються особливості економічної соціалізації індивідів, що належать до різних гендерних типів і здійснена спроба визначити оптимальний з них, який виявляє найбільшу ефективність за сучасних економічних умов розвитку.*

*Проаналізовано основні етапи емпіричного дослідження, наводяться його результати та здійснена їх інтерпретація. Визначено, що типізовані маскулінні та фемінні гендерні ролі індивідів виявляють свою не ефективність в сучасних умовах економічного розвитку українського суспільства. Більш ефективними виявляються андрогінні індивіди, які конгруентно вписуються в контекст соціально-економічних перетворень. Джерел – 14.*

**Ключові слова:** особистість, андрогінія, андрогенна особистість, гендерна ідентичність, гендерні ролі, економічна соціалізація, маскулінність, фемінність.

**Постановка проблеми.** Результатом процесу гендерної (статеворольової) соціалізації особистості є усвідомлення того, ким вона є – чоловіком або жінкою. Це процес усвідомлення індивідом власного «Я» на підставі певних еталонів і зразків статі,