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Kuzmin, V. Classification of specific groups the population of Ukraine in the direction of social and psychological operations. The article deals with the typology of specific groups of the Ukrainian population in focus of social and psychological work in special institutions. The author proposed to believe that the main criterion of social and psychological infrastructure support was the high quality of social and psychological adaptation and socialization, resocialization respective customer groups, because professional support of the population should be based on subject-subject interaction, which was especially important in today domestic realities. The author classified the clients of social and psychological services in Ukraine from different social groups and communities with the division of specific social groups of clients to appropriate community clients and noted social infrastructure institutions that have to implement them support. Organizational feedback of specialized services in social-psychological work is an interesting area of research both from a methodological way of provision of infrastructure. Responding to the crisis in modern society the state as a macro agent of socialization and rehabilitation of clients including organized and psychosocial rehabilitation, support through effective social policies at different levels of the hierarchy – the national, regional, local and at the level of local communities; supports the work of psychologists in different social sectors, such as public service, business, industry, education, health, military, Interior Ministry and others.

Keywords: specific social group, psychology, social work, customer, social and psychological adaptation, socialization, specialized agencies.

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POSITIVE VALUES MATURITY LEVEL IN RESPONDENTS WITH DIFFERENT HARDINESS INDEX

K.P. Kutovyy

PhD in Psychology, associate professor of General and Medical Psychology Department

I.O. Arshava

PhD in Public Administration, private notary, associate professor of Social and Management Psychology Department, Oles Honchar Dnipropetrovsk National University

Кутувий К.П., Аршава І.О. Рівень сформованості позитивних цінностей у суб'єктів з різним рівнем життєстійкості.

В статті проаналізовано особливості зв'язку сформованості позитивних цінностей, сенсожиттєвих орієнтацій з рівнем життєстійкості юнаків. Представлено науково-теоретичний аналіз понять «життєстійкість», «позитивні цінності». Визначено, що передумовою життєстійкості людини в майбутньому є узгоджена система ціннісних орієнтацій, яка лежить в основі формування узгоджених життєвих цілей та планів. Виявлено, що у юнаків з високою життєстійкістю більш сформований рівень позитивних цінностей: розвинене вміння спілкуватися, хоробрість, завзятість, любов, гумор, ентузіазм. Встановлено, що високому рівню життєстійкості особистості відповідає вищий рівень сформованості позитивних цінностей. Виявлено, що показники життєстійкості мають позитивний кореляційний зв'язок з позитивними цінностями особистості, рівнем сенсу життя, саморегуляції.

Ключові слова: особистість, життєстійкість, позитивні цінності, сенсожиттєві орієнтації, саморегуляція, трансцендентність.

Кутовой К.П., Аршава И.А. Уровень сформированности положительных ценностей у субъектов с разным уровнем жизнестойкости. В статье проанализировано особенности связи сформированности положительных ценностей, смысложизненных ориентаций с уровнем жизнестойкости юношей. Представлено научно-теоретический анализ понятий «жизнестойкость», «положительные ценности». Определено, что предпосылкой жизнестойкости человека в будущем является согласованная система ценностных ориентаций, которая лежит в основе формирования согласованных жизненных целей и планов. Выявлено, что у юношей с высокой жизнестойкостью более сложившийся уровень позитивных ценностей: развито умение общаться, храбрость, упорство, любовь, юмор, энтузиазм. Установлено, что высокому уровню жизнестойкости личности соответствует более высокий уровень сформированности положительных ценностей. Выявлено, что показатели жизнестойкости имеют положительную корреляционную связь с положительными ценностями личности, уровнем смысла жизни, саморегуляции.

Ключевые слова: личность, жизнестойкость, положительные ценности, сенсожизненные ориентации, саморегуляция, трансцендентность.

Problem formulation. In the challenging environment of modern youth life, the problems associated with emerging difficult situations solution are being especially actualized. These problems are topical for young people, because current social situation requires maximum adaptation. They face the challenges related to both adoption of a new role in the society and the professional self-determination. Some of these challenges are External independent testing, university entry, further employment, increasing number of interpersonal interactions as well as many other not less stressful situations connected with necessary development of personal independence. So, it's important to find the mechanisms, conditions and factors of personal resources development to overcome the difficult life situations and to form the human capabilities to resist the impact of environment and preserve own mental and physical well-being. Studies of inner human resources enable person to withstand the difficult conditions of life keeping own human self, integrity and identity. To denominate these resources modern psychologists use a range of categories such as adaptability, psychological stability, personal potential, vitality and hardiness.

Analysis of recent studies and publications. In our opinion, the most capacious concept reflecting the personal vital potential is "hardiness". This concept introduced by S. Kobasa and S. Maddi expresses the abilities of personality for mature and complex forms of self-control both on existential and psycho-physiological levels of person functioning. That's why modern psychology pays high attention to such an integrative property as hardiness [7; 8].

The development of hardiness as integral personality trait and its components is a subject of researches and studies by native and foreign scientists: L. Aleksandrova, B. Ananiev, S. Bogomaz, D. Koshaba, D. Leontiev, N. Loginova, S. Maddi, T. Nalyvaiko, S. Rubinstein, A. Fominova etc. Specifics of hardiness correlation with elements of self-organization, self-realization, self-regulation of personality behavior are justified in researches conducted by L. Dyka, V. Morosanova, K. Muzdybaev, A. Osnitsky etc.

Theoretical analysis leads to conclusion that hardiness index is determined by the level of semantic regulation allowing to regard life difficulties as situations of progress. The highest level of semantic regulation is represented in *vital values*. If person realizes the expediency of the following positive values in life, it will be able to consciously adjust its own level of subjective life satisfaction, which will determine *personal stability and prospects of development*. In particular, researches in the field of positive psychology (S. Peterson, and M. Seligman) indicate that positive individual values obtain more extended definition in modern psychological science [9; 10; 11].

Apparently, the system of positive values and life-meaning orientations are composing the background component of personal stability. According to S. Maddi concept, the hardiness components are being formed in childhood and partly in teenage period. That's why we consider teenage period of life as the most proper time to form hardiness as a component of personality regulatory system important to improve the physical and mental health of youth in further coping of life challenges and personal realization [3; 8].

Analyzing the mentioned above, we can affirm that the identification in specifics of correlation between positive values maturity level and the personality hardiness index in young age still remains behind the field of problematic studied. Both hardiness and the positive personal values are system of stable positive personality traits which may be considered as a certain personal resource that promotes a successful adaptation to a new educational or professional environment. The actual issue research enable us to assume that the planning of the further hardiness as an integral characteristic of young age person may improve the ability for everyday life difficulties coping as well as the responsibility for own present and

future.

The basic mechanisms of hardiness are primarily focused on reducing the negative impact of any stress factors identified by S. Maddi. Accordingly to D. Leontiev and E. Rasskazova studies, some of these mechanisms are evaluation of life changes as less stressful, forming of motivation for transformational acquirement, immune responses enhancement, advanced responsibility in health practices use, search for active social support that would contribute the transformational acquirement. Being in action, these mechanisms of hardiness enable the constructive solving of problems, coping of life difficulties and adverse circumstances emerging on the way towards individual self-realization [4; 6].

Hardiness is a system of creeds about self, the world, and the relationship with reality. This disposition includes three relatively independent components: engagement, control and risk taking. The intensity of these components and hardiness in general, prevents inner tension development in stressful situations by hardy stress coping and perception of such a situations as less important.

A person with the intense hardiness position is prone to experience the happening events as "interesting and joyful, a result of personal choice and initiative, and important stimulus to learn something new" (D. Leontiev, E. Rasskazova, 2006) [6, p.13]. Such person is able to effective self-regulation not only in the stressful situations but also in the situations of success in different spheres of life. A viable person uses a "flexible" self-regulation that enables its own performance monitoring, as well as decision making shall it continue or cancel the activity despite a fatigue [6]. Therefore, a viable person feels satisfied with his/her work more often, and consequently demonstrates a higher performance in different spheres of life.

Hardiness is being acquired and formed in a context of relationships between children and parents. The foundation of an engagement component formation is a kind of children/parents relations based on respect and support. Shaping the child's concern, *engagement* in life and involvement, this type of relations gives the feeling of acceptance and support, satisfying the need for security and love, procreating the proper conditions for the realization of a personal potential. Under these conditions, environment becomes exciting and meaningful to a child and self-interest appears. The absence or lack of parental love when parents do not accept or deny the expression of children needs and abilities gives the feeling of empty world deprived of values. As a result, it leads to an estrangement formation [8].

In the last decade, we can notice the significant interest towards the study of positive character traits in foreign psychology. A considerable amount of researches in this direction was made before during the studying of the certain positive traits impact on a human feeling of subjective well-being. For example, studies by C.Snyder (1994) detected an important role of *hope* causing the subjective well-being [9].

Recently, there has been significant progress in reasoning and development of positive character traits *classification criteria*. These studies were led by "Values in Action" (VIA) Research Institute established in USA. The researchers modeled the list of so-called "healthy traits" of personality based on descriptions of mental deviations contained in the Diagnostic and Statistical Manual of Mental Disorders edited in United States (DSM-IV / DR). On this basis, 24 personal properties were selected and defined as traits (traitlike) [10, 11].

The selected "positive" (healthy) traits were correlated with six virtues; in turn, they have been identified on the background of broad review of the basic philosophical traditions of virtues determination in different cultures and religions, in particular Jewish, Christian and Muslim etc. All the six fundamental virtues are common for different cultures, so they were selected as the universal values that guide an optimally functioning personality.

Accordingly to the interpretation suggested by authors of classification, *wisdom* provides the insight into a person's cognitive abilities represented in active prediction of knowledge acquirement and practical apply; *courage* means manifestation of fortitude and vital energy required to provide active efforts to reach the objectives in cause of difficulties and obstacles; *humanity* provides the ability to form and maintain friendly social relationships; *justice* appears as citizenship and promotes social welfare; *moderation* is a self-control; and *transcendence* are ideas about the sense of being and correlation to the world around [11].

The integral comprehension of positive values in a personal development is currently an important task. Due to the fact that the value orientation is the most important factor for a personal self-determination, the problem formation of the value system among the young people is particularly

relevance nowadays. An unrepugnant system of value orientations determines the productivity of life, priorities setting simplifies the situation of life choices [1, 2, 11].

A value characterizes the personality in terms of the essential principles of life, which he/she uses as a reference point during the life path. As it is known, the value system is being formed in the process of socialization and the role identification. The value orientations mostly determine the peculiarities of social and psychological adaptation, an interaction with other people, an effectiveness of different activities, an organization and content fullness of the whole life. In turn, changes in the structure of personality are related to the formation of the value system. Therefore, the changes occurring in the value orientations of the modern youth require more complex research.

In our opinion, one of the most significant aspects is the research of the peculiarities of hardiness taking into account the positive personal values.

Each age stage of personality is characterized by the dominance of certain values. During the enhancement, the views of personality, attitudes – both to reality and to the way of seeing oneself – are changing. Youth age is characterized by a self-assertive ambition, a professional identity, a self-realization need. A coordinated, consistent value system, which is the basis of forming meaningful and coherent chronological life goals and plans, is the most important prerequisite for successful personal fulfillment in the future.

The main purpose of current research – is following up the features of relation between the level of positive values formation and ideas about meaning of life of senior pupils with different rates of hardiness.

The sample is 63 people, age from 16 to 17 (30 boys and 33 girls).

To answer the research questions the following data tools were used (covering the object of current study - hardiness and the psychological constructs that make up the positive human values): «Hardiness inventory» by S. Maddi (adapted by D. Leontyev, E. Rasskazova) [6]; test «Assessment of the child dignity» by K. Dalsgaard [11]; test «Life-purpose orientation» by D. Leontyev [5]; test «Style of self behavior» by V. Morosanova.

Mathematic - statistical data was processed using the r - linear Pearson correlation coefficient (for data relation between indicators); the Mann-Whitney U-test (for detecting statistically significant differences).

Statistical analysis of the results of empirical research primarily involved the comparison of positive values life-purpose orientation and other traits studied with different levels of resilience. On the first phase of data processing all testers were divided in 2 groups (according to the index of total scale of hardiness by S. Maddi inventory) – with high level (37 persons) and low level (26 persons) of vitality. The criterion for the distribution acted studied arithmetic average on a scale general vitality is 78.95. Table 1 shows the performance differences of significance defined with the Mann-Whitney U-test, distributed between the groups. These results indicate statistically significant differences in terms of technique scales of hardiness by S. Maddi.

Table 1

Comparison of the mean values of the studied groups with low and high level of hardiness by the scale of S. Maddi

Scales	Group with low level of hardiness	Group with high level of hardiness	Mann-Whitney U-test	Level of signifance
Involvement	25.4	38.8	38.5	0.001
Control	22.8	34.7	43.5	0.001
Risk acceptance	12.0	18.6	76.5	0.001
Total hardiness	60.2	92.1	10.0	0.001

Consider the differences between the groups regarding positive values, the results are shown in Table 2. Total we got 8 statistically significant differences out of 24 scales by K.Dalsgaard method. Thus, we can state that members of the group with the high resilience statistically significantly different from the members of the group with the low hardiness characterizing by more developed ability to communicate, courage, perseverance, love, teamwork, humor and enthusiasm and leadership qualities. All these indicators averages in the group with the high resilience are higher than in the group with the low resilience.

Table 2

Indicators of positive values differences magnitude (Mann–Whitney U-test) between two groups with low and high level of hardiness studied by method of K. Dalsgaard

Scales	Group with low level of hardiness	Group with high level of hardiness	Mann-Whitney U-test	Level of significance
1. Curiosity	7.7	7.3	413.5	0.331
2. Love of Knowledge	6.9	7.5	391.0	0.198
3. Ability to judgment	6.8	6.4	370.5	0.112
4. Resourcefulness	7.0	7.3	430.0	0.471
5. Ability to communicate	6.6	7.9	296.0	0.008**
6. Ability to see prospects	7.1	7.8	378.5	0.145
7. Courage	7.2	8.6	267.5	0.0028**
8. Persistence	6.4	7.9	279.5	0.0048**
9. The integrity of character	6.3	7.1	368.5	0.112
10. Compassion	7.5	8.2	377.0	0.139
11. Love	7.4	8.9	294.5	0.0068**
12. Collectivism	6.1	7.6	283.0	0.0058**
13. Justice	7.1	7.7	415.0	0.348
14. Leadership	4.3	6.3	217.0	0.001**
15. Self - control	7.3	8.0	364.0	0.094
16. Prudence	7.3	7.8	410.0	0.307
17. Humility	7.8	7.6	433.0	0.495
18. The aesthetic feeling	7.5	7.5	435.0	0.515
19. Gratitude	7.9	8.3	426.0	0.429
20. Hope	7.0	7.7	372.0	0.123
21. Faith	6.7	7.6	360.5	0.087
22. Forgiveness	6.9	7.1	461.0	0.777
23. Humor	7.2	8.0	340.5	0.046*
24. Enthusiasm	6.0	8.3	161.5	0.001**

Note: * - statistically significant differences at $p \leq 0.05$

** – statistically significant differences at $p \leq 0.01$

This allows to state that the respondents from our sample with low level of hardiness have low level formation of positive values, in accordance with high level of personality hardiness corresponds high level of development of positive values.

Analysis of comparing the scales of «Life-purpose orientation» method by D. Leontyev studied between different groups with the help of Mann–Whitney U-test (Table. 3) shows statistically significant differences at level $p < 0,001$ in all scales of test.

Table 3

Definition of life-meaning orientations index differences between sample persons with low and high hardiness level (using the LPO methodology by D. Leontiev)

Scales	Group with low level of hardiness	Group with high level of hardiness	Mann-Whitney U-test	Level of significance
Total index	80.0	105.5	149	0.001*
Goal	23.3	32.3	157	0.001*
Process	30.9	32.9	154.5	0.001*
Result	20.3	26.9	187	0.001*
Locus of control – me	16.5	21.9	161	0.001*
Locus of control – life	23.8	30.7	221.5	0.001*

Note: * - statistically significant differences at $p \leq 0.01$

It allows us to affirm that in our research, high sense of being level is typical to high index of hardiness. An interesting and less explored issue is self-regulation specifics of people with different level of

hardiness. Accordingly to data represented in Table 4, there are certain differences between the sample teams studied by the following scales of V. Morosanova questionnaire: "simulation", "results evaluation", "flexibility", "independence" and "the overall level of self-regulation".

Note that average index by "independence" scale in low hardiness team was higher than high hardiness team level. Practically, it means that persons with low hardiness are mostly prone to rely on own strength, less attracting others to solve their problems. A possible argument for this assumption is that low-hardiness team persons pay more attention to behavior planning, but differences between teams are not significant here, so we cannot argue this decisively. This issue may be the topic worthy of separate study.

Table 4

Definition of self-regulation index differences between sample persons with low and high hardiness level

Scales	Low level of hardiness	High level of hardiness	Mann-Whitney U-test	Level of signifance
Planning	6,4	6,3	449	0,650
Modeling	4,6	6,2	227,5	0,000*
Programming	5,5	6,1	372	0,123
Appraisal of result	5,4	6,5	253,5	0,001*
Flexibility	5,6	7,1	235,5	0,000*
Independence	5,9	5,0	330	0,032*
Total level of self-regulation	28,5	31,7	318,5	0,023*

Note: * - statistically significant differences at $p \leq 0.01$

At the next stage of the results processing we conducted a correlation analysis. The purpose of this stage was to determine correlations between hardiness index and other procedures performed. As it is represented in Table 5, hardiness has close correlations to positive values measured by K. Dalsgaard methodology. Note that all the significant correlations were positive. Among the scales of hardiness test, the most statistically significant are correlations with such values as "enthusiasm", "dedication", "love", "kindness", "teamwork", and "leadership" revealed in indicators of "engagement" scale.

Table 5

Levels of index correlation by S.Maddi hardiness methodology and positive values questionnaire by K. Dalsgaard

Scales	Involvement	Contol	Risk acceptance	Total index of hardiness
1. Curiosity	7.7	7.3	413.5	0.331
2. Love of Knowledge	6.9	7.5	391	0.198
3. Ability to judgment	6.8	6.4	370.5	0.112
4. Resourcefulness	7.0	7.3	430	0.471
5. Ability to communicate	6.6	7.9	296	0.008**
6. Ability to see prospects	7.1	7.8	378.5	0.145
7. Courage	7.2	8.6	267.5	0.0028**
8. Persistence	6.4	7.9	279.5	0.0048**
9. The integrity of character	6.3	7.1	368.5	0.112
10. Compassion	7.5	8.2	377	0.139
11. Love	7.4	8.9	294.5	0.0068**
12. Collectivism	6.1	7.6	283	0.0058**
13. Justice	7.1	7.7	415	0.348
14. Leadership	4.3	6.3	217	0.001**
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17. Humility	7.8	7.6	433	0.495
18. The aesthetic feeling	7.5	7.5	435	0.515
19. Gratitude	7.9	8.3	426	0.429
20. Hope	7.0	7.7	372	0.123
21. Faith	6.7	7.6	360.5	0.087
22. Forgiveness	6.9	7.1	461	0.777
23. Humor	7.2	8.0	340.5	0.046*
24. Enthusiasm	6.0	8.3	161.5	0.001**

Note:**Correlation significant at 0,01

*Correlation significant at 0,05

Total hardiness as an integral scale of questionnaire is correlated to leadership qualities, teamwork, love, devotion, and courage; in particular, it affirms the hypothesis of current study.

There is also a statistically significant positive correlation between hardiness and life-meaning orientations, except of "process" scale. In general, we can say that the higher is one's hardiness level, the more intense and filled with sense person's life is. It especially goes to objectives setting, focusing on results and vital self-control.

As for "process" scale, we can say that life of persons with low hardiness may be full of events too, but the character of these events perception is far from their meaning of life. For example, it may be negative experiences, some obstacles coping etc.

Conclusions. On the basis of the obtained results we can state the following, i.e. high school students with the high hardiness index, unlike their cohorts with the low level, have more developed communicative abilities, courage, devotion, love, teamwork, humor and enthusiasm as well as leadership qualities. High levels of personal hardiness are correlated with the higher levels of the positive values maturity. High level of life sense in high school students promotes the higher level of hardiness. The data correlation analysis displayed that all the hardiness indicators have a positive correlations with the positive personal values, the sense of being level, self-regulation and the positive emotions experiencing.

The perspective of our research is to study a personal potential development, as well as specifics of changes in mentality of modern youth.

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K.P. Kutovyy, I.O. Arshava. Positive values maturity level in respondents with different hardiness index. The article analyzes the correlations among positive values and life sense orientations maturity and the hardiness index of youth. A theoretical scientific analysis of "hardiness" and "positive values" concepts is represented. It was determined that the coherent system of values orientations as a background of coherent life objectives and plans formation is a precondition for the further personal hardiness. We found that the higher level of positive values (as well as the high developed communication skills, courage, devotion, love, humor, enthusiasm) is typical for the young people with strong hardiness. So, the higher the hardiness is, the more mature are positive values. It was revealed that the hardiness index is positively correlated with the positive personal values, sense of being, self-regulation.

Keywords: personality, hardiness, positive values, life-meaning orientation, self-regulation, transcendence.