

Activation of Personal and Subjective Self-Regulation Resources in the Context of Social-Psychological Training

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Abstract

The actuality of the investigation is determined by the problem of the depletion of personal and subjective self-regulation resources of the first-year students in the period of adaptation to learning process. Social-psychological training can lead to long-term increase of the self-regulation capacity. The present article is intended to investigate the influence of the social-psychological training to activation of personal and subjective self-regulation resources of the first-year students. In the quality of the indicators characterizing personal and subjective resources have been chosen the indicators of adaptation and willingness to self-development. The leading method to research this problem is the method of psychological rapid testing that supposes the measurement of the selected indicators before and after carrying out the adaptation program by the students of Kazan (Volga region) Federal University. The main results of the investigation are the establishment of influence of the social-psychological training to changes of all indicators, as well as the uneven impact of the training on the adaptation to group and willingness to self-development. The results of the present article may be useful for further research of the activation of personal and subjective self-regulation resources in the programs of psychological support and for creation of similar programs.

Keywords: subject, personality, self-regulation resources, adaptive training, indicators of adaptation, willingness to, self-development

1. Introduction

The student age is an important stage of social and professional growth of personality. The profound changes in the social situation of development lead to the crisis of identity that is expressed in the fact that a person is experiencing uncertainty, discomfort, confusion. The main needs of this age are the need of social and professional self-determination, social-psychological support and protection, and also the need of achievement (Ananiev, 2006). How does an individual obtain the adaptation activity? From our point of view, to answer this question it is appropriate to concentrate on the research of personal and subjective resources. In our understanding, the resource is an adaptive capacity of the human psyche to increase manifold the intensity of the activity in comparison with the state of relative calm. Why does new life situation for some people stimulate creative adaptation and activity and facilitate the development of personality, while others experience difficulties and anxiety, staying alone with a tough crisis situation or problem? To our opinion, the psychology indicates the most productive way which is defined in the works of Russian classic Rubinstein (1998): it is the man himself as a complex system that possesses unique characteristics of self-regulation and activity.

First we review the meanings of such terms as personality and subject in the psychology. Personality indicates system social quality that is acquired by an individual in the subject activities and communication and is characterized the level and quality of representation of social relation systems (Petrovsky, 2010). Rubinstein defined the subject as a way to actualize by a person his/her own human essence in the world, due to which a person who possesses the qualities of the subject can make changes in the world (activity), keep the ability to self-reliance, self-determination (self-regulation, self-organization) and self-improvement (Rubinstein, 1998). Subject in relation to person assumes performance of specific human activities, it should be used in the concept of operations (Kornienko, 2010).

The self-regulation ability is one of the key adaptations of the human psyche to the life in group. Using the term of the resource basis for control of behavior we mean the individual subject cognitive, emotional and volitional

resources (Sergienko, 2012). Subjective adaptability is an individual integrative property constructing as ability to conscious regulation of behavior in whole (Kolpakova, 2011; Khusainova, 2015). In this article we study a few indicators of personal and subjective self-regulation resources related to the situation of social-psychological adaptation in group. And also indicators of willingness to self-development related to subjective adaptability.

We face with a problem of the activation of personal and subjective self-regulation resources of the first-year students in the period of adaptation to learning process. When the resources are exhausted, an individual is less effective in other problems of self-regulation. Social-psychological training can lead to long-term increase of self-regulation capacity. The hypothesis of our research consists of assuming that the training impacts on the change of the indicators of adaptive processes and characteristics of willingness of self-development. The purpose of the investigation is to examine the impact of training on the change of the selected parameters. For this effect we elaborated a program of adaptive psychological training for the first-year students, also we investigated the changes of the terms of adaptation processes and indicators of readiness to self-development during the program, and we established the relationship between some indicators of adaptability and readiness to self-development.

During this investigation we used such methods as analysis of scientific literature, method of psychological rapid test to measure the changes of the adaptation indicators before and after the training program, experimental method, method of statistic analysis of given results.

2. Materials and Methods

Students' adaptation abilities vary greatly. New social situation of development stimulates the activity of some first-year students, and of others—not. Any social-psychological training, first of all, means communication. How does the development or promotion of these resources proceed in the result of communication? In some cases, in the existing life experience the situations may occur when a person refused to display of these resources and suppressed appeared activity, even so it is necessary to maintain the impulse of activity by creating a new positive experience. Active behavior is required to dominate a specialty (Chirkina, 2015). In other cases, the ambience didn't stimulate a person, there was no experience of appliance of the activity, in this case it becomes important the conditions that are created in the training program that will enhance human resources. These are two different situations, each of them implies the moment of interpersonal interaction and between a person and ambience. Thus, we come to idea of specially organized interaction that will activate the personal and subjective resources. According to Martin Buber, there are two types of interaction in the communication process. Subject-subject (I-You) and the subject-object (I and It). Subject-object relations appear by allocating themselves from others (I am an individual) and include intentions, desires, feelings, reflection, world values and meanings. Subject-subject relationship is relationship where "I" is a person who is manifested through relationships with other people (Buber, 1999). Dialogue is a way of learning personality, man's mental world, thoughts and ideas. "I" becomes conscious of self only by opening self for another, through another and with another (Bakhtin, 1972). This meeting means the ability to be here and now, to trust the current process, to be fully in it. The meeting is full and complete in itself and gives the development of the human personality. A person can't always be in subject-subject relations; it's quite brief moment of interaction that supposes the moment of awareness of self-image through another and the possibility of change through awareness. All that we think about ourselves, all that we know get a different meaning in the eyes of the "other". All that limits us it becomes a new opportunity in the space of dialogue. Overrunning of personality, meeting with another personality expands human transforming strategy. There is an opportunity to choose and fill the shortage of the display of a particular resource. The next timepoint after the meeting requires the awareness and reflection, the formation of values and meaning of what is happening, separating themselves from others, awareness of their individual experience and the integration of the experience. It is necessary a different configuration of the interaction of the subject-object type. We can see the possible sequence of constructing the interaction in the training that will be needed to create psychological programs. This is the way to get the experience of meeting, the meeting itself and integration of meeting experience. On the basis of these findings we created the adaptation program designed for four days. To elaborate the concept of adaptive training we used techniques for design and analysis of trainings (Rae, 2001; Sidorenko, 2008; Khryashcheva, 2004; Sharay, 2015; Fedorenko & Potapova, 2014; Nekhoroshkov & Akhmetzyanova, 2014; Fahrutdinova & Nugmanova, 2015).

3. Results

In 2014 we undertook the investigation with selection of the first-year students of Kazan (Volga region) Federal University; the first selection of Department of Philology and Arts are 100 people, wherefore the program was carried out to select students with an active lifestyle in the activities and relationship, self-interest and desire to improve themselves and ability to overcome difficult situations. In order to select students we based on external

criteria of the display of subjectivity in the activities, communication and self-consciousness: cognitive attitude to everything—to themselves, to the world around them. We drew attention to the initiative and activity in performance, the communication, the independence, the ability to implement fully operations and show adequate social behavior. The important qualities for us were mature inner position, self-control and self-regulation. Then the students were asked to complete the psychological training program. The respondents were asked to evaluate their condition using adaptation terms of seven point scale (from 1 to 7). To study the influence of the training sessions on the indicators of socio-psychological adaptation for the first-year students, before we had elaborated and tested a questionnaire based on the questionnaire proposed by Rogers and Diamond (Rogers & Dymond, 1954), (Ositsky, 2004). Using this technique, six social-psychological adaptation indicators have been detached such as emotional comfort, psychological safety in group, self-esteem, self-rating, respect for others, interest in others. In other words, we put to use the social-psychological adaptation indicators (Viktorovna & Renatovna, 2014). Also we introduced in the rapid technique new indicators associated with parameters of intrinsic activity and willingness to self-knowledge desire, improve ability, so they are indicators related to motivation-need sphere and operational readiness to self-improvement (the basis test “Willingness to self-development” Pavlov).

Students rated their condition twice: before and after the training sessions. The program of training sessions was aimed at creating an atmosphere of trust and security in the evolving group of students, the development of constructive communication skills, learning of cooperation and self-awareness, understanding and acceptance of others and desire to improve.

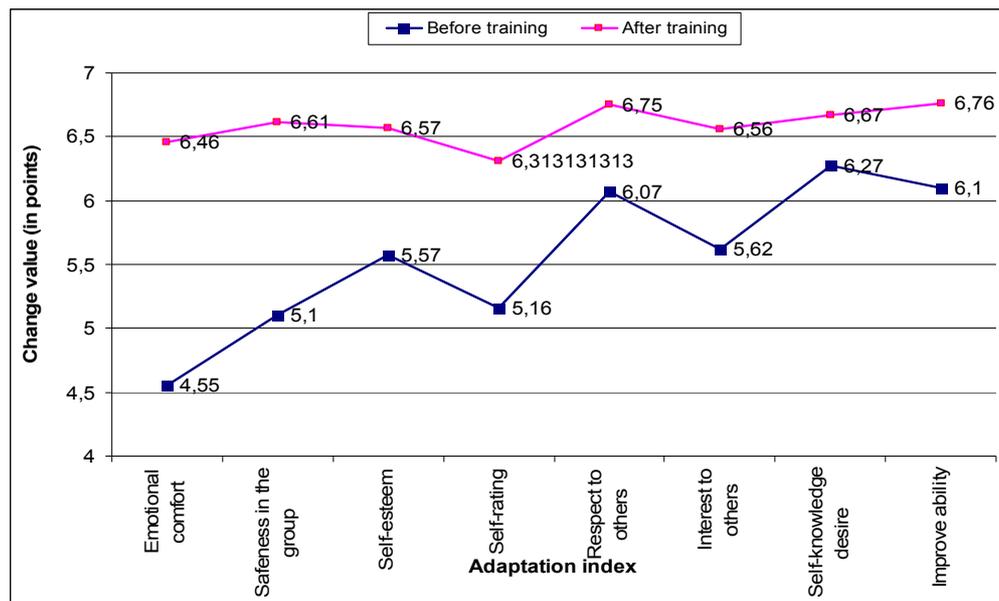


Figure 1. Diagram of the changes of the adaptation process indicators and readiness to self-development before and after the training sessions

As it can be seen from the diagram, all selected indicators were changed as a result of the training program. The biggest changes of the adaptation indicators are observed in terms of emotional comfort (1.91 points). The change of the sense of safeness in group has the greatest variation (1.55 points). The change of all indicators certainly points to the effectiveness of the training sessions and the impact of the training on the adaptation indicators. The smallest change is observed in the indicator of respect to others (0.7 points), although before the training this indicator had the greatest value from all six adaptation indicators.

To validate the changes of the adaptation indicators the testing of statistical hypothesis was conducted before and after the training using Student's T- criterion (Table 1).

For the selection of 100 people at the significance level $\alpha = 0,001$ Student's T-criterion is 3.17.

Table 1. Veracity of the differences of students' states before and after the trainings

Emotional comfort	Safeness in group	Self-esteem	Self-rating	Respect to others	Interest to others
8.7	4.3	4.7	5.4	3.8	4.4
15.3	9.7	9.2	12.1	7.2	8.9

The results of the investigation illustrated that the comparison of the calculated values of the Student's T-test demonstrates the veracious change of all selected indicators. But the variability of the changes of the adaptation indicators has decreased and it means that the selection has become more homogeneous and the students' opinions have become more coordinated during carrying out of the training program. The second problem, which is revealed in result of the observation, it's an indicator of safeness in group; the change of this indicator in group is complex and depends on the subjective sense of safeness of each participant. The training sessions have the greatest impact on the change of the indicator of emotional comfort. The change of the indicator of self-esteem occurs to varying extents for different students, so it has a wide spread.

The results of the indicator of willingness to self-development demonstrated the smallest changes in comparison with the others. Although the values of these indicators were initially high. The indicator of self-knowledge desire has the calculated Student's T-criterion equal to 5.98. The indicator of improve ability has the calculated Student's T-criterion equal to 8.27. It confirms the accuracy of the changes of the indicator of self-development willingness as a consequence of carrying out of the training program. The training lessons had the least impact on the indicator of self-knowledge desire associated with motivation-need sphere (0.54 points) and on the indicator of improve ability (0.66 points), but anyway in whole in comparison with the adaptation indicators these are not big changes. It is necessary longer and personal psychological programs to activate subjective resources.

Also we examined the correlations in the group of the indicators. The table demonstrates the coefficients of Pearson's lineal correlation for the indicator of self-knowledge desire associated with motivation-need sphere (Table 2). The calculations show us that in the best way this indicator is linked to the indicator of improve ability, they both belong to the group of subjective self-regulation resources. There is a weak correlation with self-esteem.

Table 2. Pearson's lineal correlation coefficients with the indicator of self-knowledge desire

Emotional comfort	0.1
Safeness in group	0.07
Self-esteem	0.15
Self-rating	0.21
Respect to others	0.06
Interest in others	0.04
Self-knowledge desire	1
Improve ability	0.31

Pearson's lineal correlation coefficients for the indicator of improve ability (Table 3) reveal the correlation with the indicator of self-knowledge desire and self-esteem. Thus, the self-esteem and operational willingness to improve are linked with weak correlation and influence each other in the process of carrying out the training program.

Table 3. Pearson's lineal correlation coefficients with the indicator of improve ability

Emotional comfort	0.18
Safeness in the group	0.19
Self-esteem	0.29
Self-rating	0.15
Respect to others	0.06
Interest to others	-0.01
Self-knowledge desire	0.31
Improve ability	1

The training sessions irregularly affect the change of the adaptation indicators and the indicators of readiness to self-development of students, but the fact of their influence is determined.

4. Discussions

In our article we keep personal-subjective paradigm in terms of which the psychologists such as Rubinstein (1998), Abulkhanova (2005), Brushlinsky (1994) created their theories. Adaptation processes were examined in Rogers and Diamond's works (1954), the study was continued by Osnitsky (2004). Sergienko (2009) dedicated her research to the learning of subjective regulation resources. Strength model gave us the following representations: resources can be recovered after a rest or by other mechanisms, self-training can lead to long-term increase in the self-regulation capacity, an individual can change its behavior long before the resources would be exhausted (Baumeister, Schmeichel, & Vohs, 2007). Khusainova researched the problems of healthy functioning (Khusainova, 2015). The issue of state management was added by Veraksa, Gorovaya, Grushko, Bayanova, Melyausha and Dinara (2014), Bayanova (2011), Bayanova (2013), Bayanova (2009).

Kolpakova elaborated the methodological framework of the terms of "Personal" and "Subjective" adaptability. According to her point of view, "Personal" adaptability is determined by the social orientation in the life organization and regulation and in the active adaptation to future. "Subjective" adaptability is an individual form of the expression of own activity that is manifested in independent human behavior to achieve optimal function. The internal state of emotional comfort, external activity and socialization processes occur in the dynamic equilibrium of these two proceedings (Kolpakova, 2011). All this work formed the basis for our investigation dedicated to the possible influence of training sessions on personal and subjective self-control resources.

5. Conclusions

According to the results of the investigation it can be concluded that the suggested hypothesis has been confirmed and the training sessions in different ways have an impact on the change of the students' adaptation indicators and readiness to self-development. The training sessions have the greatest impact on the change of the indicator of emotional comfort. In the selection the smallest change is observed in the indicator of respect to others. The results of the indicator of willingness to self-development demonstrated little change in comparison with the adaptation indicators. The training program has the least impact on the indicator of self-knowledge desire associated with motivation-need sphere. It is required longer and personal psychological programs to activate subjective resources.

The lineal correlation coefficients for the indicator of operational readiness to change demonstrate the correlation with the indicator of motivation-need sphere and the indicator of self-esteem. The indicator of self-knowledge desire associated with motivation-need sphere has weak correlation with self-esteem. Analyzing the given data we can see that the training program affects irregularly on the group of subjective and personal resources and should be divided into two programs: social oriented program which includes personal adaptability, and personally oriented program which is aimed for longer time and includes subjective resources to achieve optimal function.

6. Recommendations

The results of the research will be useful to create a new training program that will amplify the possibilities of students' adaptability and activity in the field of professional activity and communication, will motivate the changes that will enrich the range of conversion strategies. In future, this program will be designed to students with a large adaptive charge and a low level of subjective adaptability.

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