

THE ROLE OF SELF-CHANGE PROCESSES IN PERSONALITY FORMATION OF STUDENTS OF HIGHER EDUCATION INSTITUTIONS

Shaumian O. H.

INTRODUCTION

Statement of the problem. The formation of tendency to self-change in the formation of students of higher education institutions is found in everyone, although it depends on the individual level of culture, which determines the manifestations and prearranges the peculiarities¹. The tendency to self-change acts as resource for adaptation to student life, to the process of educational activity, to finding one's place in the future profession². This is an indisputable component of personality. This is explained by the adequate work of adaptive and self-regulatory mechanisms³.

Thus, it is necessary to determine the propensity to self-change⁴, and therefore psychological features and manifestations, to identify the sphere of influence and behavior, as well as the propensity to self-change of higher education⁵ students during educational activities⁶.

The problem outlined above was studied by national and foreign scientists, namely: A. Abdullaiev, T. Andrushchenko, H. Heckhausen, M. Lemak, N. Litvintseva, S. Melnychuk, L. Obukh, V. Petryshche, D. Raigorodskiy, A. Serhiieva, D. Shaposhnik-Dominska, O. Shaumian,

¹ Шаумян О.Г., Нікулічев О.Ю. Вектори формування правосвідомості і самозмінювання студентів закладів передвищої освіти. *Наукові інновації та передові технології. Серія «Психологія»*. 2024. № 11(39). С. 1929–1941.

² Shaumian O., Ternavska T., Viktorova L., Yarova A., Obukh L., Serhiieva A. Verbal Representations of Motivational Attitudes of Education Managers in the Post-Information Society. *Postmodern Openings*. 2022. № 13(2). P. 51–76.

³ Тітаренко Т.М. Психологія життєтворення особистості в сучасному світі. Київ : Міленіум, 2016. 320 с.

⁴ Шапошнік-Домінська Д.О. Психологічні особливості розвитку самоефективності особистості : автореф. ... канд. психол. наук : 19.00.01 – загальна психологія, історія психології. Харківський національний університет імені В. Н. Каразіна. Київ, 2015. 22 с.

⁵ Abdullayev A.A. System of information and communication technologies in the education. *Science and World*. 2020. № 5(81). P. 19–21.

⁶ Стеблецький А.Лі. Взаємодія суб'єктів освітнього процесу – запорука якості освіти. *Педагогічна освіта : Теорія і практика. Психологія. Педагогіка*. 2018. № 30. С. 61–65.

A. Stebletskyi, T. Ternavska, T. Titarenko, L. Viktorova, A. Yarova, T. Zelinska, and others.

In particular, the subject of research was the problems that arise in education, the formation of personality during learning, social and psychological adaptation, the tendency to self-change, etc. All conducted researches were aimed at the formation and development of positive and successful personality of student of higher education institution. Therefore, further detailed study of this issue is relevant and timely.

Research hypothesis. There is a direct relationship between pure hope, social loneliness, social adaptability, listening, personality conflict and orientation to the self-change processes in the formation of students of higher education institutions.

1. The role of the self-change processes of students of higher education institutions: pure hope and social loneliness

Empirical research within the framework of the outlined issues was conducted in the 2023/2024 academic year. This study is aimed at studying the self-change of students of higher education institutions. 240 respondents aged 16 to 22 took part in the study. Among them were 138 women, 102 men.

It covered students of higher education institutions living in the city of Kropyvnytskyi and Kirovohrad region, the city of Kyiv and Kyiv region, the city of Odesa and Odesa region.

Research planning and progress:

1) Acquaintance with groups of students and observation of their behavior and educational process.

2) Determination of the goal and selection of psychodiagnostic techniques.

3) Analysis of the results of the conducted empirical research.

4) Summing up and providing recommendations.

Thus, the first stage of empirical research was the study of students' motivation to achieve success in educational organizations.

To determine the level of motivation for success by students of higher education institutions, we chose the motivation diagnostics (author H. Heckhausen) as the leading psychodiagnostic technique⁷. Diagnostics of motivation (author H. Heckhausen) is one that allows you to identify the level of positive (hope for success) and negative (fear of failure) motivations. Also, this diagnostics allows you to establish pure hope for success with greater accuracy than other motivational methods. The data are presented in Table 1.

⁷ Heckhausen H. The anatomy achievement motivation. Academic Press, New York – London, 1967. 214 p.

Table 1

**Results according to the diagnostics of motivation
(author H. Heckhausen) (“Hope for success” scale)**

Categories of analysis	Students of the city of Kyiv and Kyiv region			Students of the city of Kropyvnytskyi and Kirovohrad region			Students of the city of Odesa and Odesa region		
	Women	Men	Jointly	Women	Men	Jointly	Women	Men	Jointly
1. The need to achieve success	24	26	25	24	25	25	24	24	24
2. Instrumental activity aimed at achieving success	24	32	29	27	27	27	26	35	31
3. Expectation of success	22	20	20	15	16	16	22	18	19
4. Praise as result of high achievement	6	5	6	11	8	9	8	9	9
5. Positive emotional state related to work	12	9	10	11	12	11	10	8	9
6. The subject of success	12	8	10	12	12	12	10	6	8
Total:	100	100	100	100	100	100	100	100	100

Diagnostics reveals and discloses the results by determining the intervention in the sphere of the student’s experiences during educational activities. The results of motivation diagnostics (author H. Heckhausen) provide data on real emotional and psychological states that have not been filtered through the student’s consciousness. This is direct projection of subconscious reality.

The generalized results of motivation diagnostics (author H. Heckhausen) give an opportunity to talk about the existing need for success among students of the city of Kyiv and Kyiv region, namely: among women – 22%, among men – 26%. And jointly, the subjects of this group have 25%, which indicates the existing tendency for success in both women and men. At the same level, the indicator of the need for success among students of the city of Kropyvnytskyi and Kirovohrad region, namely: among women – 24%, among men – 25%, jointly for the second group 25%. In the interviews, it became clear that quality performance of tasks is more important for this group than just having need to achieve success. In general, the need for success among students of the city of Odesa and Odesa region is not different. Thus, in women and in men, this indicator was 24%, respectively, and jointly for the examined group it is 24% as seconding of constant long-term success in both women and men.

The category “instrumental activity aimed at achieving success” is present at sufficient level among students of the city of Kyiv and Kyiv region. In particular, this indicator is 24% for women, 32% for men, and in general for the group it is 29%. This is due to the importance of effective work performance, especially for men. Among the students of the city of Kropyvnytskyi and Kirovohrad region, there is steady trend for both women and men, respectively 27%, for this group jointly there is 27%. This is testified in conversations – it is about trying to do homework, creative tasks and independent work effectively enough. Among the students of the city of Odesa and Odesa region, this category is expressed at sufficient level among women, 26%, and among men – 35%. This indicates the importance of efficient work performance. In general, for this group, the indicator was 31%.

In the analysis category “expectation of success”, steady trend can be observed among students of the city of Kyiv and Kyiv region and students of the city of Odesa and Odesa region. In general, in the first and second groups, these indicators amounted to 19% and 20%, respectively. This indicator is somewhat lower among students of the city of Kropyvnytskyi and Kirovohrad region, which together amounted to 16%. A moderate increase of 22% was found among female students of the category “expectation of success” in the city of Odesa and Odesa region. A moderate decrease is also present among women of the second group of students in the city of Kropyvnytskyi and Kirovohrad region – 15%. Expectation of success in conversations is revealed as an individual’s effort to be successful, to see him / herself as capable of overcoming any obstacles, to change something in him / herself, to develop rational behavior. All this is quite important for all the researched ones, especially for students of the city of Odesa and Odesa region (women 22%, men 18%).

The results of the following analysis category “praise as result of high achievement” showed the lowest level among the analysis categories of the scale “Hope for success” among students of the city of Kyiv and Kyiv region, in particular: among women – 6%, among men – 5%, and in group – 6%. It was found that praise is more important for students of the city of Kropyvnytskyi and Kirovohrad region, namely: 11% for women, 8% for men, and 9% for this group. Praise has an insignificant share among other categories of analysis. However, it is an important component in performing the necessary tasks to create positive emotional state of the acquirer. That is, it can significantly affect the final result of training, which was noted during the interviews. On the second position is praise from students of the city of Odesa and Odesa region, in particular: among women 8%, among men 9%, and by group it was 9%.

The penultimate category of the analysis of the “Hope for Success” scale is positive emotional state related to work. The highest rates are among female students of the city of Kyiv and Kyiv region and among male students

of the city of Kropyvnytskyi and Kirovohrad region, respectively, 12% each. And the lowest indicators are among men of the group of students of the city of Odesa and Odesa region (8%) and among men of the group of students of the city of Kyiv and Kyiv region (9%). In general, according to the sample groups, the indicator of positive emotional state related to work is: among students of the city of Kyiv and Kyiv region – 10%, among students of Kropyvnytskyi and Kirovohrad region – 11%, among students of the city of Odesa and Odesa region – 9%. Thus, positive emotional state associated with work is stable and almost equally significant. Observational data were recorded for all respondents because of the importance of favorable and friendly relations in the process of performing urgent tasks during training.

The last category of the analysis is the “The subject of success” of the «Hope for Success» scale, which is more pronounced in students of the city of Kropyvnytskyi and Kirovohrad region, both in women and in men at the level of 12%, and by group it was 12%. Second place was taken by students from the city of Kyiv and Kyiv region (12% for women, 8% for men, 10% for this group jointly). The last position was taken by students of the city of Odesa and Odesa region (10% for women, 6% for men, and 8% for the group). This indicates the awareness of aspirations to occupy one’s place in an academic group, to obtain certain status (mayor, head of the student council, sports or scientific achievements, etc.) or promotion to another status (to the positions of formal or informal leader, an expert on certain issues).

Also, during the conversations, it was established that the importance of this category of analysis was decreasing for those who got what they wanted (holding the position of mayor or head of the student activity, recognition of achievements or status, respectable place in the group, etc.).

Next, in our empirical study, the “Fear of failure” scale of motivation diagnostics (by H. Heckhausen) was analyzed. The results are presented in Table 2.

Table 2 shows that the category “the need to prevent failures” is moderate among respondents of all groups. Among the students of the city of Kyiv and Kyiv region, this category was 15% for men, and 14% for women, in general for the first group – 14%. Students from the city of Kropyvnytskyi and Kirovohrad region have a slightly higher rate – 17% for men, 15% for women, and 16% for the group. Among students of the city of Odesa and Odesa region, “the need to prevent failures” is the same for women and men – 18% each, and also 18% for the group.

The analysis category «instrumental activity aimed at preventing failure» ranks first on the “Fear of failure” scale. This is due to a vague identification of oneself in the work process for this age. Thus, among the students of the city of Kyiv and Kyiv region who participated in our empirical study, the following results were obtained: women – 30%, men – 32%, by group – 30%.

Table 2

**Results according to the diagnostics of motivation
(author H. Heckhausen) (“Fear of failure” scale)**

Categories of analysis	Students of the city of Kyiv and Kyiv region			Students of the city of Kropyvnytskyi and Kirovohrad region			Students of the city of Odesa and Odesa region		
	Women	Men	Jointly	Women	Men	Jointly	Women	Men	Jointly
1. The need to prevent failure	15	14	14	17	15	16	18	18	18
2. Instrumental activity aimed at preventing failure	30	32	30	31	32	31	31	32	32
3. Uncertainty in success	18	9	15	18	9	14	14	8	10
4. Condemnation and criticism due to failure to achieve success	20	20	21	19	21	20	20	20	20
5. Negative experiences related to work	5	11	8	5	9	7	5	9	8
6. Failure if success-oriented behavior fails	5	5	5	5	5	5	5	5	5
7. The subject of failure	7	9	7	5	9	7	7	8	7
Total:	100	100	100	100	100	100	100	100	100

Students of the city of Kropyvnytskyi and Kirovohrad region have higher level of perception of education and future profession according to this category of analysis. Women obtain 31%, which is explained by responsible attitude to education and to the future profession, and fairly high level among men – 32%, by group 31%. Among the students of the city of Odesa and Odesa region, high level was recorded: among women – 31%, among men – 32%, by group – 32%. This is related to the reactions to act in difficult situations of today, the tendency to self-change and the formation of rational behavior.

Dissimilar results were recorded in the analysis category “uncertainty in success”. Thus, among students of the city of Kyiv and Kyiv region, and among students of the city of Kropyvnytskyi and Kirovohrad region, sufficient level is observed among women – 18%. This indicates an underestimation of one’s own capabilities in educational activities. A low

level in men – 9% shows confidence in one's own abilities when performing work. Together, these groups account for 15% and 14%, respectively.

Among the students of the city of Odesa and Odesa region, this category of analysis is slightly smaller than in the previous groups, in particular: 14% for women, 8% for men, and 10% for this group. These data indicate the gradual formation of changes in the direction of confidence in success during educational activities at the appropriate level. This helps guide you to higher level when interacting with other students, teachers, and administration.

It was also revealed in the interviews that female students try to be the first. This eventually leads to emotional stress due to the reluctance to become second or give up the first position. And the result of this is uncertainty in success. And the result of this is uncertainty in success. In the interviews, male students expressed that they know what they want and therefore are relatively calm about their studies and the acquired authority in the group or within the institution.

The indicators of the category “condemnation and criticism due to failure to achieve success” are quite high for all groups of students, which are recorded in the range of 19–21%. So, among students of the city of Kyiv and Kyiv region, it was: 20% for women, 20% for men, and 21% for the group. Students in the city of Kropyvnytskyi and Kirovohrad region have the following indicators in this category: 19% for women, 21% for men, and 20% for the group. Both male and female students of the city of Odesa and Odesa region have 20%, and also 20% for the group.

The analysis category “Negative experiences related to work” for all groups of female students is – 5%. During the interviews, it was explained that usually the behavior leads to positive result, and not to defeat. Therefore, the majority said that they are focused on success, although there are negative experiences associated with the implementation of urgent tasks (independent work, control work, creative tasks, etc.). Among male students, there is initially moderate decreasing trend, if you compare students (Kyiv city and Kyiv region) with students (Kropyvnytskyi and Kirovohrad region and Odesa city and Odesa region) from 11% to 9%. And by groups, respectively, it was: 8%, 7% and 8%.

The lowest level in all categories of the analysis was taken by the “Failure if success-oriented behavior fails” category. For all groups of students, regardless of age and gender, it was found at the level of 5%. In the interviews, it was noted that the anxiety of doing something poorly or getting the wrong score is present, but it is insignificant.

The last category of the analysis is the “The subject of failure”, which is recorded at low level in all groups. In general, for all groups, it was 7%. Among the students of the city of Kyiv and Kyiv region “The subject of failure» was found in 7% of women and 9% of men. Among the students

of the city of Kropyvnytskyi and Kirovohrad region, the percentage of women is slightly lower –5%. In men there is level of 9% (as in the previous group). Among students of the city of Odesa and Odesa region, “The subject of failure” among women is at the same level as among students of the city of Kyiv and Kyiv region – 7%, and slightly less among men at 8% compared to the two previous groups. Most students are focused on achieving success and only rarely fail. Although some students pointed out that failure prompts them to work on themselves, on their mistakes, encourages them to master something.

Therefore, the power of motivation in the educational student environment is an undeniable phenomenon. Its manifestations are observed to varying degrees in all respondents aged 16–22 years. However, future trends in the development of self-transformation for students of all ages in the context of full-scale war in Ukraine and the aftermath of the COVID-19 pandemic show that leading to hope for success is a very difficult task. It also leads to passivity, external indifference and personal inactivity in order to overcome the manifestations of fear of failure.

According to the diagnostics of motivation (author H. Heckhausen), the difference between the motivational tendencies “hope for success” and “fear of failure” is pure hope, which is presented in Table 3.

Table 3

**Results according to the diagnostics of motivation (by H. Heckhausen)
 (“Pure Hope” scale)**

Pure Hope	Students of the city of Kyiv and Kyiv region			Students of the city of Kropyvnytskyi and Kirovohrad region			Students of the city of Odesa and Odesa region		
	Women	Men	Jointly	Women	Men	Jointly	Women	Men	Jointly
Zero	34	24	29	33	24	27	34	22	26
Negative	9	11	10	9	14	12	10	15	13
Positive	57	65	61	58	62	61	56	63	61
Total:	100	100	100	100	100	100	100	100	100

Note:

- 1) zero – Hope for success = Fear of failure;
- 2) negative – Hope for success < Fear of failure;
- 3) positive – Hope for success > Fear of failure⁸.

⁸ Heckhausen H. The anatomy achievement motivation. Academic Press, New York – London, 1967. 214 p.

Among female students of all groups, a more pronounced indicator of zero net hope was recorded in comparison with male students, namely: among female students of the city of Kyiv and Kyiv region, the city of Kropyvnytskyi and Kirovohrad region, Odessa and Odesa region, respectively, it is 34%, 33% and 34%. Among male students, this indicator (self-doubt, disbelief in one's own abilities and in one's own acquired knowledge with an existing desire for rapid advancement in the future profession) is expressed less, respectively 24%, 24% and 22%. Overall, across these groups, less experienced first- and second-year students have higher zero net hope than senior students, 29%, 27%, and 26%, respectively. Male students of the city of Odesa and Odesa region have the lowest value of the zero net hope indicator among all groups.

The indicator of negative net hope is higher among male students, in particular by group: the first – 11%, the second – 14%, the third – 15%. During the interviews, male students noted that it is difficult to be stable in the conditions of a full-scale war in Ukraine. This happens because negativity accumulates and it affects the result of their activities. For female students of the city of Kyiv and Kyiv region and the city of Kropyvnytskyi and Kirovohrad region, this indicator is low – 9%. And for female students of the city of Odesa and Odesa region, the indicator is higher compared to other groups – 10%. In the interviews, female students said that despite today's difficulties, they learned to overcome them as best they can.

In general, across groups, the indicator of pure hope is similar result for all groups, namely 61%. Positive net hope in women and men is at an average level and ranks first compared to zero and negative. For female students of all the presented groups, this indicator is delivered as follows: the city of Kyiv and Kyiv region – 57%, the city of Kropyvnytskyi and Kirovohrad region – 58%, the city of Odesa and Odesa region – 56%. Among male students of the above-mentioned groups, the outlined tendency remains at the average level of the positive net hope indicator, in particular: the first – 65%, the second – 62%, the third – 63%. And that is a favorable tendency for all groups.

Table 4

**Moda_{0,95} according to the Loneliness Scale
(authors D. Russell, F. Fergusson, adaptation by N. Vodopianova)**

Scale	Students of the city of Kyiv and Kyiv region		Students of the city of Kropyvnytskyi and Kirovohrad region		Students of the city of Odesa and Odesa region	
	Women	Men	Women	Men	Women	Men
The level of social loneliness	9÷14	9÷20	9÷13	9÷22	9÷14	9÷20

The data in Table 4 show that low level⁹ of social loneliness was found by groups¹⁰. Thus, female students of the city of Kyiv and the Kyiv region, the city of Odessa and the Odessa region have the lowest indicator in the sample, which are 9÷14 points. Although the second group has minor differences, in particular, among female students of the city of Kropyvnytskyi and Kirovohrad region, it is 9÷13 points.

Male students of the city of Kyiv and Kyiv region and the city of Odessa and Odessa region have the lowest sample score of 9÷20 points. As well as among female students, the second group has minor differences, in particular, among male students of the city of Kropyvnytskyi and Kirovohrad region, the ratio was 9÷22. During the interviews, minor manifestations of emotional arousal, minor changes in mood, and sufficient management of oneself and one's own behavior in the institution of higher education were established

2. The role of self-change processes of students of higher education institutions: social adaptability, listening, conflict personality

To determine the level of social adaptability by students of higher education institutions, the Social Adaptability Research Method¹¹ was chosen as a psychodiagnostic technique. The results obtained by this method are shown in Table 5.

Table 5

Results according to the Social Adaptability Research Method

Social Adaptability	Students of the city of Kyiv and Kyiv region			Students of the city of Kropyvnytskyi and Kirovohrad region			Students of the city of Odessa and Odessa region		
	Women	Men	Jointly	Women	Men	Jointly	Women	Men	Jointly
High	7	10	8	3	3	3	-	-	-
Medium	76	71	74	90	88	89	82	80	81
Low	17	19	18	7	9	8	17	19	18
Very low	-	-	-	-	-	-	1	1	1
Total:	100	100	100	100	100	100	100	100	100

⁹ Антомонов М.Ю., Коробейніков Г.В., Хмельницька І.В. Математичні методи оброблення та моделювання результатів експериментальних досліджень : навч. посібник. Київ : Олімпійська освіта, 2021. 216 с.

¹⁰ Андрущенко Т.В., Зелінська Т.М. Практикум із соціальної психології : навч. посіб. Київ : Вид-во НПУ імені М. П. Драгоманова, 2016. 300 с.

¹¹ Лемак М.В., Петрище В.Ю. Психологу для роботи. Діагностичні методики : збірник. Вид. 2-ге, виправл. Ужгород : Вид-во Олександра Гаркуші, 2012. 616 с.

Diagnostics reveals the results by determining the intervention in the sphere of the student's experiences during educational activities. The results of the Social Adaptability Research Method reflect the student's emotional and psychological state through the components of self-confidence/self-doubt¹², propensity for existing intra-personal conflicts. These results also show how this condition affects the processes of self-change in the formation of the student's personality.

A high level of social adaptability is characteristic of a small number of students in the city of Kyiv and Kyiv region. In particular, the following indicators were obtained: in women – 7%, in men – 10%, and jointly in the subjects of this group – 8%. This indicates that there are very few students who are self-confident, able to solve urgent tasks, and adapt well in a team or society. At the same level, although with slightly lower indicators of a high level of social adaptability, there are students of the city of Kropyvnytskyi and Kirovohrad region, namely: for women – 3%, for men – 3%, jointly for the second group – 3%.

The interviews revealed that only a small percentage of students understand what they are studying for, what they should learn, how to interact in a group, what they aspire to and how to apply it in the future. Students at this level are role models for motivating others to self-change; how they overcome problems, how they try to understand themselves, how they learn to overcome their own negative manifestations, etc. Not a single student with high adaptability was recorded in the city of Odesa and Odesa region.

The results of the study proved that the indicator of social adaptability ranges from 71% to 90% and is at an average level mainly for all students of higher education institutions. The indicator of the average level of social adaptability is monitored among students of the city of Kyiv and Kyiv region. In particular, this indicator is 76% for women, 71% for men, and 74% for the group. This is due to the focus on clear result and high-quality performance of tasks.

Among students of the city of Kropyvnytskyi and Kirovohrad region, this indicator is at the same pronounced level compared to other groups: 90% for women, 88% for men, and 89% for this group together. The conversations emphasized the importance of timely completion of homework, creative tasks and independent work, not to allow procrastination. Because then it is very difficult to make a session and destroys the student's reputation both in the eyes of students and in the eyes of teachers. Among students of the city of Odesa and Odesa region, this category is also expressed at an average level of 82% for women, and 80% for men. During the interviews,

¹² Мельничук С.К. Критерії вивчення впевненості в собі. Науковий журнал «Габітус». 2022. Вип. 43. С. 153–157.

the students emphasized that it is necessary to fulfill the assigned tasks in a timely manner, but they do not always comply with this. In general, for this group, the indicator was 81%.

Indicators were recorded at low level of social adaptability in all groups of students. In addition, they coincided with the results of students of the city of Kyiv and Kyiv region and students of the city of Odesa and Odesa region, respectively: 17% for women, 19% for men, 18% overall. A low level was also found in some students of the city of Kropyvnytskyi and Kirovohrad region, which amounted to: 7% for women, 9% for men, 8% for the group. Most of the respondents are still in their teens. It is still difficult for them to overcome obstacles, to show both independence and cohesion, to convey their vision to their classmates or teachers. They pointed this out during the talks.

No students with very low level of social adaptability were found in higher education institutions of the city of Kyiv and Kyiv region, the city of Kropyvnytskyi and Kirovohrad region. Only a small percentage of a very low level is observed among students of the city of Odesa and the Odesa region: among women – 1%, among men – 1%, jointly by group – 1%. In the conversations, they emphasized that they do not understand what they are studying for, what they should learn, how to interact in a group, what they strive for and how to apply it in the future. They say that it is difficult for them to understand where to move. They do not feel a desire for self-change, they cannot develop rational behavior. They do not overcome obstacles well; they are uncomfortable due to self-doubt.

Next, the method “What kind of interlocutor am I? ” (author D. Raigorodskiy) (see Table 6).

Table 6

**Results according to the method “What kind of interlocutor am I?”
(author D. Raigorodskiy)**

Listening to personality	Students of the city of Kyiv and Kyiv region			Students of the city of Kropyvnytskyi and Kirovohrad region			Students of the city of Odesa and Odesa region		
	Women	Men	Jointly	Women	Men	Jointly	Women	Men	Jointly
Unfocused listener	13	11	12	6	16	11	6	16	11
Mediocre listener	71	67	72	65	68	67	70	64	68
Active listener	16	22	16	29	16	22	24	20	21
Total:	100	100	100	100	100	100	100	100	100

Results according to the method “What kind of interlocutor am I?” (author D. Raigorodskiy)¹³ found a small number of students who have difficulty listening – «unfocused listeners». During the interviews, the answers were clarified, because there is a possibility of insincerity in the answers to the questions. And some students moved to the «mediocre listener» group.

Individual listening under the category of “unfocused listener” was recorded at a sufficient level among students of the city of Kyiv and Kyiv region: 13% for women, 11% for men, and 12% for the group. Students in the city of Kropyvnytskyi and Kirovohrad region and the city of Odessa and Odesa region had the following indicators: 6% – for women, 16% – for men, 11% – for the group.

Such students emphasized that: they are not interested in listening to others, because they are focused on their thoughts and life situations. They may listen for a short time, then switch to something else. They already know everything about the topic of conversation, they will not hear anything new from the interlocutor. Meanwhile, they admitted that this hinders them from gaining authority in the group among students or among students of higher education institution or among teachers

The “mediocre listener” category ranks first among other personality listeners from 64% to 72% among students of all groups. Among the students of the city of Kyiv and Kyiv region, the category «mediocre listener» was found in 71% of women, 67% of men, and 72% of the group as a whole. Among the students of the city of Kropyvnytskyi and Kirovohrad region, this indicator is somewhat lower in comparison with other groups: for women it is 65%, and for men it is at the level of 68%, jointly for the group it is 67%. Among the students of the city of Odessa and Odesa region, the average level of listening in women is slightly lower than that of students in the city of Kyiv and the Kyiv region – 70%, and slightly lower in men, 64%, compared to the two previous groups. Jointly for the group, it is 68%.

Most students in higher education institution build their communications in order to get information, not just to communicate. Although orientation to information does not indicate that it is really perceived. A lot of important things are actually missed from communication. Such listeners are not effective and do not hear well what is said to them: whether it is advice, whether it is about the topic of a lecture or seminar, or about constructive remarks.

And the last category “active listener” was found at sufficient level. The lowest position in this category was occupied by female students of the city of Kyiv and Kyiv region: namely – 16%, and male students of the city

¹³ Андрущенко Т.В., Зелінська Т.М. Практикум із соціальної психології : навч. посіб. Київ : Вид-во НПУ імені М. П. Драгоманова, 2016. 300 с.

of Kropyvnytskyi and Kirovohrad region – 16%. Among students of the city of Kyiv and the Kyiv region, the “active listener” category was found in 16% of women, 22% of men, and 16% of the group. Among the students of the city of Kropyvnytskyi and Kirovohrad region, this category had the highest value of 29% for women, 16% for men, and 22% for the group. Among students of the city of Odesa and Odesa region, the “active listener” rate for women is slightly lower than for students of the city of Kropyvnytskyi and Kirovohrad region – 24%, and slightly lower for men – 20% compared to the two previous groups, jointly 21% per group. Despite their young age, these students managed to learn how to communicate and become interlocutors with whom it is a pleasure to communicate. They not only listen well, but also know how to speak well. Being able to understand other people, to communicate successfully is an important trait for students in future professions.

Next, we continued the research by studying students of higher education institutions using the “Conflict personality (author N. Litvintseva)” method.

Table 7

**Results according to the method “Conflict personality”
(author N. Litvintseva)**

Conflict personality	Students of the city of Kyiv and Kyiv region			Students of the city of Kropyvnytskyi and Kirovohrad region			Students of the city of Odesa and Odesa region		
	Women	Men	Jointly	Women	Men	Jointly	Women	Men	Jointly
Non-conflict personality	23	29	26	25	33	29	30	34	32
Conflict personality	65	59	62	61	55	58	55	48	51
Provocateur of conflicts	12	12	12	14	12	13	15	18	17
Total:	100	100	100	100	100	100	100	100	100

According to the results of the research using the “Conflict personality (author N. Litvintseva)” method¹⁴, it was found that the “non-conflict personality” category was found in about a third of the interviewed students of all the presented groups. Compared to other groups, the «non-conflict personality» indicator is higher among students of the city of Odesa and Odesa region.

“Non-conflict personality” was found at sufficient level among students of the city of Kyiv and Kyiv region, in particular: among women – 23%,

¹⁴ Андрущенко Т.В., Зелінська Т.М. Практикум із соціальної психології : навч. посіб. Київ : Вид-во НПУ імені М. П. Драгоманова, 2016. 300 с.

among men – 29%, in general – 26%. Among students of the city of Kropyvnytskyi and Kirovohrad region, the indicator in this category is: 25% for women, 33% for men, 29% for the group. Among students of the city of Odesa and Odesa region, the indicator is: 30% for women, 34% for men, 32% for the group. Such students indicated in conversations that they try to avoid conflicts, see no meaning in them, and try to be tactful with everyone. However, they point out that there are situations where injustice is clearly observed (internally they empathize and understand what is going on, but outwardly they are indifferent, they do not show any internal disturbances through specific actions).

The “conflict personality” indicator is the highest among students of the city of Kyiv and Kyiv region, and somewhat lower among students of the city of Kropyvnytskyi and Kirovohrad region. Thus, among students of the city of Kyiv and Kyiv region, it is represented at the level of 65% of women, 59% of men, and 62% of the group. Among students in the city of Kropyvnytskyi and Kirovohrad region, this figure is 61% for women, 55% for men, and 58% for the group. Among students of the city of Odesa and Odesa region, the percentage according to the outlined category is: 55% for women, 48% for men, 51% for the group. This indicates that a significant number of students have propensity for conflicts, for defending their position

Among the students of the city of Kyiv and Kyiv region, the indicator of “provocateur of conflicts” was recorded equally among men and women at 12%, respectively by group – 12%. Among the students of the city of Kropyvnytskyi and Kirovohrad region, this indicator is slightly higher than that of women. Thus, it is 14% for women, and 12% for men, respectively 13% for each group. Among the students of the city of Odesa and Odesa region, the “provocateur of conflicts” indicator is slightly higher than other groups of students. In particular, it is 15% for women, 18% for men, and 17% for the group.

So, during the interviews, it was found out that among the prerequisites for the occurrence of conflicts, the following are often mentioned: striving for superiority over others; manifestations of aggressiveness on the part of a group or specific individuals; divergence of specific case with direct action; manifestations of selfishness; weak (insufficient) group cohesion; violation of rules or requirements; unfavorable coincidence of circumstances, etc. Especially considering their age, insisting on one’s point of view, impulsively defending one’s own opinion, makes sense.

The hypothesis was proved.

CONCLUSIONS

The obtained results of motivation diagnostics (author H. Heckhausen) indicate pure hope in 6 pictures. They display the following: male students

are focused on specific result, regardless of whether it will be positive or negative; and female students, on the contrary, are directed to the process of performing certain tasks. At the same time, they often doubt or try to reduce the risk of the decision made. And therefore, female students underestimate the importance of their own contribution to the final result of the work, to the quality of the performance of urgent tasks. Also, they constantly check themselves and bring their work to perfection.

The indicators in Table 4 show that low social loneliness prevails in the majority of respondents. This state the following: the presence of sufficient level of the respondents' self-awareness and self-control; attention to the environment; the ability to evaluate one's own behavior; positive value orientation; self-development as the ability to change; building strategies for rational behavior in a group and in higher education institution; personal responsibility for the implementation of urgent tasks.

According to the data of our sample, it is possible to trace that in all students' groups there are tendencies towards self-change formation, in particular: understanding and development of personal freedom (for example, "who I am", "where I am going", "who I am with others", etc.), self-sufficiency, mutual support, creativity, everyone's responsibility, reduction of conflict and gradual achievement of unity with the group.

We recommend paying attention to the value orientations formation, an individual professional mission, as well as developing various skills and competencies. In educational activities, it is desirable for students to go towards the harmonization of their personality. This means the following: to be an example for others to follow; develop creative skills; be interested in what you learn in pairs; provide support as needed; inspire others to master something new; apply relaxation exercises; have active enough rest, hobbies, etc.

The results of the Social Adaptability Research Method proved that the following points are active for students of higher education institutions:

- students with high level of social adaptability are model in the behavior of encouraging others to self-change. In particular, they are an example of how to solve problems, how to try to understand oneself, how to learn to overcome one's own negative manifestations, etc.;

- students with medium level of social adaptability believe that it is important to complete homework, creative tasks and independent work in a timely manner, to avoid procrastination. Since it is very difficult to pass the session and it destroys the student's reputation;

- students with low level of social adaptability experience difficulties in situations related to overcoming obstacles, identifying independence, cohesion, conveying their position to others;

– students with very low level of social adaptability, among whom a small percentage of students in the city of Odesa and Odesa region emphasized the following, namely: that it is difficult for them to understand where to move, they also do not feel the desire for self-change, cannot develop rational behavior, do not overcome obstacles well. They also feel discomfort due to self-doubt. It should be noted that students with very low level of social adaptability were not found among the students of the city of Kyiv and Kyiv region and the city of Kropyvnytskyi and Kirovohrad region.

Meanwhile, they admitted that this hinders them in gaining authority among the group students or among students of higher education institution. Higher education institutions “mediocre listeners” build their communications in order to receive information, and not just to communicate. Although orientation to information is not at all evidence that it is really perceived. In fact, many important things are missed from communication. Such listeners are not efficient. They do not understand well what is being said to them, namely: either advice, or the topic of a lecture or seminar, or constructive remarks.

Attention should be focused on the «active listeners” category. Communicating with representatives of this category is pleasure. They not only listen well, but also know how to speak well. Being able to understand other people, to communicate successfully is an important trait for students’ future professions.

Such personality types as “non-conflict personality”, “conflict personality”, “conflict provocateur” were analyzed and identified in students of higher education institutions using the “Conflict personality (author N. Litvintseva) ” method. Representatives of the “non-conflict personality” category try to avoid conflicts. They do not see any sense in them at all. They try to be tactful with everyone, although there are situations where injustice is clearly observed (inwardly they empathize and understand the situation, but outwardly they are indifferent, they do not show their inner turmoil in concrete actions). The indicator “conflict personality” is pronounced category in the sample. There is also “provocateur of conflicts” among the students. In particular, the tendency to conflicts is characterized by such components as: striving for superiority over others; manifestations of aggressiveness on the part of group or specific individuals; divergence of specific case with direct action; manifestations of selfishness; weak (insufficient) group cohesion; violation of rules or requirements; unfavorable coincidence of circumstances, etc.

We recommend that you pay attention to the formation of positive normative and value attitude, careful attitude to your mental health, to your future profession, and ultimately to the processes of self-change. At the same time, it would be advisable to develop personal and professional

components. We give prominence to the following as: flexibility in communication; ethics; purposefulness; kindness; the need to achieve something; desire to support each other in difficult situations; to study other people, their needs and motives, to know yourself better; to reveal the range of own skills and abilities, etc.

Thus, the study of such problems as the role of self-change processes in personality formation of students of higher education institutions requires further scientific researches.

SUMMARY

The article reveals the key aspects of self-change and their role in the process of formation of students of higher education institutions. Empirical research within the framework of the outlined issues was conducted in the 2023/2024 academic year. The main attention is focused on the study of the leading vectors of the interdependence of the self-change settling processes in the formation of students of higher education institutions, their influence on the construction of rational behavior strategies. 240 respondents aged 16 to 22 took part in the study. Among them were 138 women and 102 men.

It covered students of higher education institutions living in the city of Kropyvnytskyi and Kirovohrad region, the city of Kyiv and Kyiv region, the city of Odesa and Odesa region.

According to the data of our sample, it is possible to trace that in all students groups there are tendencies towards the self-change formation, in particular: understanding and development of personal freedom (for example, “who I am”, “where I am going”, “what I am with others”, etc.), self-sufficiency, mutual support, creativity, everyone’s responsibility, reduction of conflict and gradual achievement of unity with the group.

Based on the results of the conducted research analysis, we have developed general recommendations.

The prospect of further research is thorough study of the self-change formation in the attitude of students of higher education institutions for the preparation of socially prosperous and successful citizens.

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Information about the authors:

Shaumian Olena Hevorkivna,

Candidate of Psychological Sciences, PhD in Psychology
Associate Professor, Department of Pedagogy, Psychology and Arts
Volodymyr Vynnychenko Central Ukrainian State University
1 Shevchenka St, Kropyvnytskyi, 25006, Ukraine