

Exploring the Emotional Component of Social Skills in Students with Functional Disabilities: A Structural Study

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Abstract

An analysis of the research literature showed that one of the main components of social abilities is the emotional component (D. Wexler, P. Salovey, J. Mayer). Thus, in the 1930s, scientists C. Hunt and E. Thorndike, studying social intelligence, used drawings with emotional facial expressions and the task of identifying emotions by verbal description. The first to prepare the groundwork in psychology for the problem of studying emotional intelligence was G. Gardner (1983), who proposed a model of multifactorial intelligence where emotional abilities are an emotional component. In 1988, Reuven Bar-On created the first model of emotional intelligence, linking its development with the problem of quality of life.

Introduction

Studying the structure of social abilities, we concluded that the process of formation of social abilities of students with disabilities can be optimized by activating the compensatory functions of such students in active socio-psychological learning on the potential of using their own emotional intelligence as an integral of emotional abilities.

And emotional abilities, in the form of reflection, have a number of features:

1) emotions reflect the attitude to the objective reality, to the objective qualities of the subject, meaningful to the subject and express the state of the subject;

2) such a reflection of the external world occurs not in the form of image, but in the form of experience;

3) since the reflective activity is both mental and physiological, the psychophysiological nature of emotional phenomena is clearly twofold, respectively - it is both affective excitement and organic manifestations. There is a common view that we learn about the presence of emotional experience through sensations, ie external influence is perceived as changes in the subject;

4) a holistic emotional phenomenon is always a unity of two points: on the one hand - a certain reflected content, on the other - the actual emotional experience, ie the specific color with which this content is reflected by the subject. The dual structure of the emotional phenomenon is clearly demonstrated by the fact that the same content can cause quite different experiences under different conditions, sometimes - just the opposite. Conversely, the same experience can color different thoughts, ideas, and each such combination forms a separate emotional phenomenon. Thus, emotions, as abilities, always have meaning, they are objective, and this objectivity has a specific color, it is experienced by a person, causing a passion for reflection;

5) the moment of emotional experience as "a piece of the individual's own life in his flesh and blood" (SL Rubinstein) is always real. For example, enjoying pleasant memories or anticipation of a pleasant meeting, a person realizes that what he enjoys, already or does not have, here and now, while the pleasure itself is for him an undoubted fact at the moment. This phenomenological aspect of emotions is related to the availability of human experiences, which can be both ambivalent (for example, jealousy encompasses both love and hate) and dynamic, when one emotion protects the same person from other emotions. Thus, experience is a real fact, a real testimony to emotions;

6) emotions are characterized by exceptional subjectivity: pleasure, anger, joy exist in the world only because in this world there are beings - people, subjects. Outside the subject, there is nothing that would be an objective correlate to fear, love, hate or any other emotional experience living in a person [2; 17-18].

Thus, at the inner personal level, emotional potential involves a developed self-awareness of emotions, self-esteem and his desire for self-actualization, as well as independence and self-confidence. At the interpersonal level, this potential is formed by high empathic qualities and social responsibility of the individual, which are manifested in communication and interaction with other people. And from our point of view, the emotional component is one of the key in the process of formation of social abilities of students with disabilities.

To study the emotional component of social abilities of students with functional limitations, we used the method of "Emotional self-awareness" OI Vlasova, as the most optimal, consisting of five scales and a total indicator of emotional self-awareness. Each scale provides closed answers of the respondent to 10 questions.

The pilot study was conducted on the basis of an integrated university among students of one group without focusing on the fact that there are students with disabilities and students of the regulatory group. The sample consisted of 50 1-4 year students of the Bila Tserkva Institute of Economics and Management VMURoL Ukraine aged 19 to 22 years.

Result and Conclusion

As a result of working with the methodology, indicators were calculated for each scale according to the key, their sum on all scales is a general indicator of the level of development of emotional self-awareness.

The subjects were divided into two groups of 25 people each. The composition of group B consists of students with disabilities, and the normative group is denoted by the letter A.

The first scale "Differentiation of emotions" diagnoses, so well a person understands what and under what circumstances he feels, for example, to distinguish where joy and where surprise, when he is captivated by a whirlwind of

emotions. The results are mostly medium and medium-high, but students of normative group A are dominated by medium-high, and students of group B - average.

The next scale "Expression of emotions" shows how adequately and fully a person is able to demonstrate their feelings, how openly they express themselves. According to the results in group A - medium high, and in group B - medium low.

The result on the scale of "Empathy" demonstrates the conscious ability to feel the emotional state of another person. It is used to diagnose the level of compassion for other people. The results in group B are mostly low, and in group A - medium high.

The Emotion Management scale diagnoses the development of a person's ability to manage their own emotions. Its results show a person's ability to orient their experiences in the necessary direction, given the requirements of the situation. Group A students show medium-low results, and Group B students show medium-high results.

The Responsibility Acceptance Scale provides information on how people are aware of their responsibility for their own experiences as to whether they will be healthy, happy and prosperous. Students of the normative group show both low and medium-high indicators, and students of group B - mostly average.

The general picture of the emotional component of the structure of social abilities in students with functional limitations is presented in the general assessment of emotional consciousness, which allows to draw the resulting conclusions about higher total indicators of emotional intelligence of students of the normative group.

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Unveiling Social Identity Features: Self-Images of Aspiring Psychologists

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Abstract

Comprehension of identity, search for an answer to the question "Who am I?" is fundamental in the life of every person. Particularly acute in modern conditions - a situation of economic and political instability, with social changes and general dynamism of life - the question of the social identity of the individual arises. Finding social guidelines helps to overcome the loss of values, meaningful guidelines, to maintain stability and identity of the individual.

Introduction

The study of the problem of social identity originates in the works of E. Erickson and G. Tajfel and develops in the domestic works of such scientists as V.S. Ageev, G.M. Andreeva, E.P. Belinskaya, M.V. Zakovorotnaya, N.I. Ivanova, N.M. Lebedeva, V.N. Pavlenko, T.G. Stefanenko, L.B. Schneider, V.A. Yadov and others.

Theoretical analysis showed that social identity is a multidimensional integrative psychological phenomenon that provides the experience of belonging to different social communities.

Social identity is characterized by transformation processes that occur under the influence of age-related development, the activity of the subject of social changes in the surrounding reality.

In social interaction, group and intergroup relations, as a result of which there is an active construction of subjective social reality, social identity is constructed. There is an opinion [2] that social identity is the component of the self-image, which, under certain conditions, gives a person a sense of his own uniqueness, self-identity, inner harmony and self-satisfaction. A person seeks to search for groups and communities that will ensure the protection of his vital interests, basic needs for self-preservation, development and self-expression and meaning [6]. According to T.M. Buyakas, the acquisition of identity will become

a condition, a basic prerequisite for the formation of the inner unity of the individual, i.e. prerequisite for the formation of a single value-semantic space of the subject and the integral “image of I” [1, p.62]. At the same time, in the research of this author, the fact is given that there are certain difficulties in the identification process, as the students-psychologists of 1-3 courses have an unformed sense of their own identity. The most common situations of violation of the self-image: a rigid image or a completely unformed image of eclectically connected different aspects of the self.

Professional identity is one of the categories of social identity. Successful entry into the social environment in the minds of students is associated with the acquisition of social (including professional) identity, awareness of their important qualities, acquisition of social, professional prospects, positive self-perception, independence, self-esteem. We, following A.V. Gordeeva, consider the professional identity of a future psychologist as a set of ideas about oneself as a specialist. It is associated with a system of values, motivation for personal growth, orients the psychologist towards the development and improvement of professionally important qualities in accordance with professional attitudes [3].

Thus, the problem of studying and creating conditions for the development of social identity of future psychologists is relevant, in connection with the ever-increasing demands of society for the personality and professionalism of a specialist in the field of psychology.

It is known that cognitive, value-semantic and motivational components can be distinguished in the structure of social identity [2]. We assumed that psychology students have interconnections between cognitive identification characteristics, value-motivational features of the self-image, and life-meaning orientations.

Thus, the subject of our research is the manifestation of the social identity of psychology students.

The aim of the study is to determine the features of manifestations of social identity in the self-images of future psychologists in connection with life-meaning orientations.

In an empirical study of these relationships, methods of observation, conversation, content analysis, testing, and the “Who am I?” Method were used. M. Kuhn and T. McPartland; “Value orientations” by M. Rokich; “Life - meaning orientations” by D.A. Leontiev, “Questionnaire of terminal values” by I.G. Senin, the scale “Tenessian scale of the self-concept” in the adaptation of I. Nagornaya, O.P. Kislyak. The research was carried out with IV year psychology students. 32 people took part, including 26 girls and 6 boys aged 20-24 years.

Research results and their discussion.

The study revealed the following features of social identity.

1. According to the cognitive parameter:
 - ☐ The most significant for psychology students are identifications with small social communities - family, friends, lovers and leading educational and professional groups.
 - ☐ For psychologists in general, identifications are characteristic that correspond to all three levels of self-categorization - individual, group and personal. At the same time, some students lack the highest individual level of identification (I-human).
 - ☐ The total number of identifications professional and civil identification occupy a small space (only 9% of the total self-descriptions)
2. According to the value-motivational parameter:
 - ☐ It was also revealed that future psychologists are characterized by *value-motivational* aspirations for a high material status, for self-development and spiritual satisfaction. And also the values of love, family, friendship, self-confidence, freedom, wisdom and interesting work. The most significant sphere of life in the 4th year is study, however, professional and family spheres of life are also of high importance.
 - ☐ Students have a purpose in life and focus on the future

In the process of examining the manifestations of social identity in the images of the I, we managed to establish the following.

In the image of students' I, social (and especially family) identity at the cognitive, evaluative and behavioral level has a connection with life - meaning orientations : life goals, locus of control. A high level of significance of the connection between self-identification with a wider society and the image of the self-future, manifested in goals ($r = 0.53$, $p = 0.01$). Identification with society also correlates with the locus of control-I ($r = 0.44$, $p = 0.05$). Identifying oneself with society means the successful entry of future psychologists into society. Consideration of this parameter in connection with the focus on the future allows us to conclude that future psychologists will strive to realize themselves in social reality, to be socially useful and socially active members of society. Building a successful interaction with others is associated with an internal locus of control, that is, it depends on the person himself.

The presence of significant correlations between the categories of social identity and meaningful orientations in our study confirms the assumptions of NM Lebedeva [4]. This author believes that along with many factors of identification, the striving for meaning (meaningful orientations) induces the individual to identify with differentiated groups. The revealed connection with the locus of self-control coincides with the results of the study of self-esteem and self-confidence motivation [5].

The correlation between self-identification with the "Social I" and the value of preserving one's own individuality exists at the level of tendencies ($r = 0.37$). The importance of preserving your own self and personal boundaries when interacting with the social environment is obvious.

A significant connection ($r = 0.39$, $p = 0.05$) of the self-social image with the professional life sphere was revealed. The adequacy and value of interaction with a wide range of people is realized primarily in the professional field to which students are directed.

The presence of a significant correlation ($r = 0.42$, $p = 0.05$) between the category of "Microsocial identity" and life goals was revealed. In the life plans of psychology students, an important place is given to the presence of friends and loved ones.

Identification, manifested in the images I am a friend, I am a beloved, significantly correlates with an orientation toward cravity ($r = 0.44$, $p = 0.05$). There is a fact that there is a tendency towards a reliable connection ($r = 0.35$) with the value of active social contacts and the sphere of hobbies ($r = 0.36$). Creative behavior, the presence of interesting hobbies and the desire for active social contacts expand the opportunities for students to enter microgroups united by spiritual ties.

The study revealed an inverse relationship ($r = -0.4$, $p = 0.05$) between the assessment of oneself as a family member and social prestige. Probably, with satisfaction with oneself as a family member, the value and motivation of one's own prestige decreases, and with dissatisfaction with oneself in relations with loved ones, the tendency to search for ways to increase prestige in society is actualized.

Correlation analysis showed the presence of significant feedbacks ($r = -0.4$, $p = 0.05$) between civic identity and the value of creativity. The category of civic identity is poorly expressed among psychology students, which indicates a small aspiration to endow national identity with positive characteristics, while along with this, personal values of creativity and independence are becoming more significant.

Conclusions:

The most significant for psychology students are identifications with small social communities (family, friends, loved ones) and leading educational and professional groups.

In the image of students' I, social (and especially family) identity at the cognitive, evaluative and behavioral level has a connection with many life-meaning orientations: life goals, locus of control, creativity and social activity; with a professional life sphere.

Understanding what are the features of identifying oneself with society will make it possible to predict the successful entry of future psychologists into society. The adequacy and value of interaction with a wide circle of people is realized primarily in the professional sphere with which students identify.

The obtained results can be used for further research of the problem of self-identification of young men at the stage of professional development.

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