

SCTCMG 2021**International Scientific Conference «Social and Cultural Transformations in the Context of Modern Globalism»****PSYCHOLOGICAL DETERMINANTS OF STUDENT
PERSONALITY DEVELOPMENT IN THE ERA OF GLOBALISM**

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Abstract

The purpose of the study was to identify and analyze the psychological determinants of student personality in the era of globalism. The definition of a student's developing personality in the modern educational system includes the following components: ability to predict prospects and possibility of achieving a set objective based on conscious interaction; conscious regulation of emotional-behavioral responses and personal experience on the result of decisions made before the completion of their real implementation; situationally optimal patterns of behavior; confronting professional difficulties while maintaining emotional stability. Our study included three main blocks (preparatory, diagnostic and developmental) and was fulfilled within several stages. During the preparatory block, we conducted a theoretical study, according to the results of which a model of psychological support for the development of the student's personality was developed, which includes two stages, the purpose of which was the development of a certain component. The practical part identified the groups taking into account individual personal characteristics of students for a training program, the content of which consisted of two main blocks: introductory and formative. The study block was aimed at shaping the need to acquire new knowledge in the context of the study problem. The forming block represents a set of psychological classes combined into a training program for the development of students' personality. The results of an experimental study identified the personal development indicators of students' of higher educational institution affected by a complex psychological program: emotional resistance, creativity, aspirations to self-development, sociability level, self-esteem, self-assessment, reflexivity.

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1. Introduction

Representing the transformation of the global space into a single zone that includes cultural, information, legal and economic spheres the era of globalism determined the growth of competition in the global labor market. In this regard, there was a need for a new generation of specialists capable of building a successful trajectory of self-development and changing the situation in order to achieve high professional results (Kudryavcev, 1990).

The relevance of the study of psychological determinants of student personality development is determined by an increasing need to develop psychological models for the training of competitive specialists in the era of globalism. The leading idea is to use the possibilities of a psychological approach as the basis for the development of the personality of future specialists necessary for successful professional activities in modern conditions. Besides, the relevance of the study is confirmed by the modern governmental policy in the field of creating and implementing innovations, which is impossible without competitive specialists (Rodzhers, 1990).

2. Problem Statement

The humanistic orientation of modern education showed the significance of the problem of adapting students to the university conditions. Accustomed to daily guardianship and control at school, faced with new ways of organizing life at a university, they experience a large psychological burden. The studies showed that students experience a complex re-structuring of mental functions, the entire structure of the personality changes due to their engagement with new, wider and diverse social communities (B.G. Ananyev, L.S. Granovskaya, V.T. Lisovsky, I.A. Zimnyaya, I.S. Kon, etc.).

The study of the patterns of human development in the student's age as a period of intensive intellectual development, the formation of educational and professional activities, assimilation of the role of a student, entry into a new, "adult" life allows referring to mental neoplasms of student age (Khrebina, 2019).

For a fairly long time, authoritarian pedagogy designed for an "average" student prevailed in the educational system. In this situation, the personal qualities of students were not always properly taken into account and did not develop sufficiently. Changes in the society posed the need for the renewal of the educational system. The changed social order of the society significantly changed the guidelines in the educational system. Naturally, this increased the interest to education, the central link of which is person-oriented training and the development of an independent creative personality. Today, in order to establish stable socio-economic relations in the country, the specialists as the conductors of advanced scientific, technical and technological ideas require not only the high level of competence, but also creative potential, flexibility of thinking and emotional sustainability.

The time of radical changes requires that education does not create the performers of the administrative-command system, but people who are socially active, think creatively and freely, able to independently acquire and evaluate new information, make informed choices, make balanced, adequate decisions. Obviously, in order to effectively create an environment contributing to the development of the

personality of modern students, it is necessary to involve psychological knowledge in the educational system.

3. Research Questions

The study of the development of a student's personality in the era of globalism poses the need for scientists to identify psychological determinants that contribute to the formation of the main professionally important components of a specialist's personality that in turn determine the level of his competitiveness. In the course of the theoretical analysis, such components included creative thinking, creativity, behavioral and emotional flexibility, desire for self-development, internal need for continuous self-improvement, motivation for achieving success and reflection.

The period of globalization significantly increases the interest of the society and employers in the problem of developing a student as a creative person. The number of philosophical, pedagogical, psychological works on this issue is increasing. It is actively developed by leading scientists from the countries worldwide (F. Barron, J. Guildford, G. Lozanov, A. Maslow, K. Rogers, R. Torrens, etc.). In Russian science, the problem of intellectual and creative development of a personality is studied at the interdisciplinary level attracting the attention of major theorists and practitioners (V.I. Andreev, D.B. Bogoyavlenskaya, T.V. Kudryavtsev, Y.A. Ponomarev, etc.).

Today, the concept of creativity is significantly rethought through. Defining the concept of creativity a number of authors (S. Stein, A. Rotenberg, D.R. Housman, A. Hutson) state that they convey some novelty (i.e. something new is created in the process of creativity). But, at the same time, they emphasize that this "new" should be socially and personally significant, useful. In addition to novelty P.K. Engelmeyer, P.M. Jacobson, L.S. Vygotsky, S.L. Rubinstein, Ya. A. Ponomarev highlight exclusivity, difficulty, sudden discovery and random guess as important features of creativity. These features distinguish creative activity from reproducing and thus form a barrier to the deliberate organization of students' creativity in the educational process. Creativity as a creative activity of a person is most closely related to certain qualities and intellectual development of a person.

High level of creativity requires the flexibility of thinking, since for spontaneous creativity it is important to abstract from what is already known. The thinking pattern, its orientation to an unambiguous, correct answer prevents finding an original, new solution.

Stressful situations in the process of learning and passing the exams push a student to choose easier and more familiar ways to solve a problem, instead of innovative and creative solutions. This strategy of behavior is enshrined in the personality structure of a future specialist, which decreases the motivation for professional study. After graduation and upon getting a job, a specialist faces the fact that self-realization in activities becomes a significant problem – with high theoretical and practical training, he is not capable of implementing creativity and intellectual courage, although objective professional reality every day poses new tasks that in the modern world need to be solved creatively.

The analysis of the problem of psychological determinants of the development of the student's personality in the era of globalism involves a focus on the concept of "emotional flexibility" of a student, without which it is impossible to form the above mentioned high level of creativity, flexibility of thinking. The main indicator of emotional flexibility is the control of negative emotions in an emotionally

tense environment. Emotional flexibility allows a person more effectively coping with difficulties, mobilizing the mental properties of a person to implement new programs.

The problem of emotional flexibility was actively developed in the theory of stress by H. Selye. There is enough extensive experimental data on the interdependence of emotional flexibility and emotional stress affecting activities (B.A. Vyatkin, F.Z. Meerson, M.P. Miroshnikov, H. Selye, V.V. Suvorova, K.V. Sudakov, G.S. Avery, R. Rosenfeld, etc.). As a leading factor in emotional stress, psychologists distinguish frustration as one of the types of mental states expressed in the characteristic features of experience and behavior caused by objectively or subjectively insurmountable difficulties that arise on the way to achieving a goal or solving a problem. According to a number of authors (P.B. Zilberman, V.S. Merlin, N.I. Naenko et al.), frustration significantly reduces the productivity of activities.

At the same time, psychologists note that a person is able to overcome significant difficulties without falling into a state of frustration. Such a mental state is defined in psychology as frustration tolerance or emotional stability, which means a person's ability to withstand various kinds of difficulties without losing psychological adaptation (Khrebina, 2019). On the one hand it is based on the ability to adequately assess the real situation, and on the other – the ability to anticipate a way out of the situation.

Thus, the close relationship between behavioral and emotional flexibility is obvious – with emotional stability a person is able to abandon the usual but inappropriate situations, ways of behavior, develop and adopt new original approaches to resolving a problem situation.

The possibility of controlling negative emotions is considered in psychology from the point of view of personal confidence based on the “traces of past successes”. Such emotions form traces that actualize under similar circumstances and persuade a person to prefer those decisions that previously led to success. Vilyunas (2006) believed that the functional purpose of the emotions of success is that they “strengthen and maintain” the initial motive for the goal, and the emotions of failure restrain and reject. As the author emphasized, the generalized emotion of success-failure interacts with the leading emotional phenomenon that encourages activity, strengthening it when a quick success is anticipated, and depriving it of the motivating force when anticipating difficulties and failures. Aseev (1976) points out that motivation is closely related to emotions, since one of the functions of emotions is that they direct a person, indicate the significance of the surrounding phenomena, the degree of their importance. Another function of emotion is a relatively time-stable setting to a functionally energetic level of life. Thus, the motives for achieving success are inevitably accompanied by emotions, and emotional experiences that state success-failure in activity are responsible for changing behavioral patterns.

The theoretical analysis of the problem of studying the psychological determinants of the development of a student's personality was accompanied by the analysis of the relationship between the motivation to achieve success and the motivation to avoid failure, which made it possible to draw a generalized portrait of these two types of motivation. The behavior of people motivated to succeed and avoid failure varies significantly – individuals focused on achieving success are able to adequately assess their real capabilities, unlike individuals focused on avoiding failure, who tend to ignore objective information about their real abilities, while having underestimated or overestimated self-esteem and unrealistic level of claims (Chistyakova, 1993).

In our opinion, another psychological feature in the behavior of people motivated to achieve success and to avoid failures seems quite interesting. A person striving to achieve success in activities has increased interest in solving the problem even after its failure, while the interest decreases for a person motivated to avoid failure (Fayzullaev, 1985). In other words, people with the motivation to achieve success tend to return to a task in which they have previously failed, and people with the motivation to avoid failure usually have a desire never to return to it again. Thus, people motivated to succeed are more likely to achieve high outcomes after failure.

Another significant factor affecting the successful development of a personality, namely the specific feature of a personality to analyze and correlate the effectiveness of one's actions with the subject situation is the reflection (Khrebina, 2019).

A number of domestic researchers (N.I. Gutkina, V.K. Zaretsky, E.R. Nikonova, I.N. Semenov, S.Yu. Stepanov, A.B. Kholmogorova, etc.) distinguish a personal type of reflection, which is interpreted as a process of rethinking, a mechanism of actions of its various substructures of "not only the differentiation in each developed and unique human "I", (like: "I am a physical body", "I am a social being", "I am a subject of creativity", etc.), but also the integration of all the components of "I" into a unique integrity. It becomes obvious that reflection, combining the processes of personal differentiation and integration of methods of action, as internal (mental) forms of activity allows the peculiarities of the situation adequately organizing their activities, switching to a more effective method of action.

A special task of modern education is to develop the desire of a young specialist, the internal need for continuous self-improvement (Khrebina, 2019). Many studies show that the emphasis in the internal motivation of students focused on intellectual development differs significantly from the emphasis in the motivation of others.

The most significant motive is the desire for a new (experience, tasks). At the same time, such traditional motivators as material and intangible reward, the comfort of a workplace, and the work schedule take a back seat. Development becomes the basis of internal motivation. Despite the importance of these studies, it should be noted that they are largely theoretical and methodological in nature, while the practice of modern higher education is in the urgent need of specific technologies for the development of students' personality in the context of globalization.

4. Purpose of the Study

The practical demand of universities in substantiating the applied aspects of student personality development in the era of globalism, the insufficient theoretical and methodological development of this process led to the need to highlight the psychological determinants of the development of a personality of modern students as the problem of the study.

The purpose of the study is to identify and analyze the psychological determinants of the development of a student's personality in the era of globalism.

In accordance with the purpose, we defined the tasks of the study: to carry out a theoretical, methodological and scientific-methodological analysis of the problem of the development of a personality of university students in the era of globalism; to identify the system of psychological determinants that contribute to the development of students' personality at the professional training stage; to build a model

of student personality development during the training phase; to develop and test a psychological support program for the personal development of students at the professional training stage; to determine the effectiveness of the ongoing program to create psychological conditions for the development of students' personality at the professional training stage.

5. Research Methods

The conducted study included three main blocks (preparatory, diagnostic and developmental) and was fulfilled within several stages (Table 01). The preparatory block was implemented using some theoretical methods: theoretical analysis of scientific articles, monographs, psychological studies demonstrating the state of study and development of the problem; psychological analysis of the main determinants of student personality development at the professional training stage.

Based on the results of the theoretical study, a model of student personality was developed, including the design of all selected components. The dynamics of the process reflects the relationship of psychological determinants at all predicted stages of the student's personality development.

Table 1. Model of student personality development in the era of globalism

Stages			
introductory		forming	
Components			
personal-significant	emotional-regulatory	professional-technological	reflexive-evaluation
Goals			
To increase motivation for success, self-development and self-improvement	To develop emotional flexibility and personality resilience skills	To develop creative thinking, creativity and behavioral flexibility	To increase the level of reflexion
Means			
The use of lectures, practical classes aimed at familiarizing participants with the main determinants of the development of a successful personality in the era of globalism, consideration of the problem of the influence of motivation to achieve success, emotional stability, creative thinking on the professional development of students	Exercises aimed at forming a system of knowledge about yourself, your emotional sphere; creating a situation of experiencing their successes and failures, accepting their advantages and disadvantages; mastering self-regulation, emotional resilience (frustration tolerance) skills in uncertain situations	Psychological exercises that develop the skills of communicative competence, intellectual flexibility, the ability to see the problem in standard conditions, to abandon the wrong hypothesis, to find new links and relationships between objects, to form new ways of action or to use the old creatively	Psychological and developmental situations aimed at the formation of self-leadership skills, self-sequence, through the development of reflection of one's actions.

The diagnostic block included three comprehensive studies aimed at studying the features of the determinants of student personality development: at the initial, intermediate and final stages of the

program. During the psychological diagnosis, the following empirical methods were used: observation, self-assessment, expert assessment, experiment, testing.

A set of psychodiagnostic methods was used for testing: A. Mehrabian's test questionnaire to assess the motivation for success; study of personality self-actualization using the Shostrom CAT technique; study of self-assessment of personality through a ranking procedure (modification of A.A. Rean); diagnostics of the level of self-development and professional and pedagogical activity (L.N. Berezhnova); methodology for determining stress tolerance and social adaptation by T. Holmes and R. R. Rage; methodology of the level of expression and direction of reflection (M. Grant). Besides, the statistical analysis method was used – a parametric method for comparing samples – t-Student test.

The practical part identified the groups taking into account individual personal characteristics of students for a training program, the content of which consisted of two main blocks: introductory and formative. Within the framework of the study block, an “information” module was implemented aimed at familiarizing participants with the main psychological determinants of student personality development in the era of globalism and a “motivational” module aimed at shaping the need to obtain new knowledge in the context of the studied problem.

At this stage, scientific approaches to understanding the globalization processes were considered, thus revealing the question of the place of creative thinking, creativity, behavioral and emotional flexibility, desire for self-development, internal need for continuous self-improvement, motivation for achieving success and reflection in the structure of the personality. We assigned a certain place in the process of conducting a special course to the problem of the influence of these factors on the professional development of students. They revealed the concept of communicative competence as one of the conditions for the effective development of a successful personality of a subject of professional activity.

The forming block represents a set of psychological classes combined into a training program for the development of students' personality, which may be conditionally divided into three logical stages aimed at the formation of emotional-regulatory, professional-technological and reflexive-evaluation components. Psychological training classes included four stages: creating a single psychological space, as well as feedback (an individual participant, the whole group, and vice versa); conducting discussions, business or role-playing games, interviewing to create situations of reflection; solution of specific objectives, mastering knowledge, skills, abilities and achievement of other developing or forming purposes; restorative exercises to relieve psychological tension and sum up the lesson. During the program, the participants were given individual homework in order to develop self-knowledge needs and motivate self-development.

6. Findings

As a result of the experimental study, the indicators of personality development of university students influenced by a complex psychological program were identified and statistically confirmed:

- indicators of emotional resilience increased in 78 % of students of the experimental group, which confirms that the program affects the development of the subject's ability to understand and control the emotional sphere, which increases the confidence that they are able to manage events and successfully pursue their goals;

- indicators of creativity increased in 83 % of students of the experimental group, thus it can be argued that the program increases the level of creative orientation of an individual, while the desire to find something new in the studied discipline grows, contribute to a certain field of knowledge, the desire to contribute to the element of creativity, improvement and ingenuity in their professional activities, the desire to realize their creative capabilities, to make various changes in all spheres of life, to avoid stereotypes and to diversify their lives;
- 78 % of students increased their self-development indicators, which confirms that the program increases the desire to develop, to search for personality qualities that contribute to self-development and opportunities for self-realization in professional activities, which in turn increases the level of efficiency;
- 75 % of students of the experimental group increased the level of contact, the ability to quickly establish deep and close emotional contacts with people;
- indicators of self-esteem increased in 83 % of students of the experimental group, thus it can be argued that the program increases the ability of a subject to appreciate his or her dignity, positive character properties, respect himself or herself for them;
- indicators of self-assessment increased in 71 % of students, which suggests that the program contributes to the development of personal understanding of oneself and their real capabilities, as well as their inherent qualities, merits and shortcomings;
- Cognitive needs increased in 73 % of students of the experimental group suggesting the impact of the program on the development of needs and the desire to acquire knowledge about the surrounding world;
- 64 % of students increased the level of reflexivity, the ability to analyze themselves, their behavior, identify the motives of their own actions with the inclusion of past actions and events, successful or unsuccessful results of activity, emotional state, changing personality traits.

Thus, the quantitative and qualitative analysis of the obtained results and the study of psychological factors determining the development of the personality of students allows concluding that the impact of a comprehensive psychological program is effective.

7. Conclusion

In the modern educational system, the definition of a student's developing personality includes the following components: ability to predict prospects and possibility of achieving a set objective based on conscious interaction; conscious regulation of emotional-behavioral responses and personal experience on the result of decisions made before the completion of their real implementation; situationally optimal patterns of behavior; confronting professional difficulties while maintaining emotional stability. ability to predict prospects and possibility of achieving a set objective based on conscious interaction; conscious regulation of emotional-behavioral responses and personal experience on the result of decisions made before the completion of their real implementation; situationally optimal patterns of behavior; confronting professional difficulties while maintaining emotional stability.

A developed and theoretically justified model of psychological support for the development of the student's personality includes two stages (introductory and formative), the goals of which are the development of a certain component (personal-significant, emotional-regulatory, professional-technological, reflexive-evaluation).

The proposed program of psychological support for students' personal development consisting of specially designed situations ("achieving success", "overcoming obstacles", "responsibility, independence and flexibility of actions") that model the aspects of professional activity showed its effectiveness.

The obtained empirical material on the organization of the psychological process of student personality development, the developed methodological tools of psychological support may be used to improve the system of modern education in the era of globalism.

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