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# **PSYCHOLOGY OF ADULTHOOD**

*Course of lectures*

*Vitebsk  
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The course of lectures is prepared in accordance with the educational standard for students of the 2nd stage of obtaining higher education in the specialty “Psychology”. The manual contains a brief synopsis of lectures, a list of basic and additional literature.

It is intended for students of the 2nd stage of obtaining higher education of students in the specialty “Psychology”.

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## INTRODUCTION

### **1. Aims and objectives of the discipline:**

The purpose of teaching the discipline is to form a system of knowledge among undergraduates about the psychological patterns of development of adults, conditions and factors of the formation of personal and subjective qualities; methods of planning and implementation of their own professional and personal development.

The objectives of studying the discipline are: the formation of an idea of the phenomenon of psychological maturity of a person; formation of an idea about the specifics of the social situation of development of an adult; the formation of a holistic scientific understanding of the main mechanisms and patterns of mental development in different periods of adulthood; the formation of an idea about the possibilities of using knowledge about the specifics of the mental development of an adult to solve the problems of interpersonal interaction in the process of a psychologist's professional activity.

### **2. The place of the discipline in the specialist training system:**

In the master's training system, the discipline "Psychology of Adulthood" is included in the module "Applied Problems of Psychology of Behavior" (a component of a higher education institution). The discipline "Psychology of adulthood" is based on the wide use of knowledge of the disciplines "General psychology", "Development psychology", "Psychology of work", "Social psychology", "Psychology of personality". The discipline "Psychology of Adulthood" is a brief systematic presentation of ideas about the knowledge accumulated by modern psychology and related sciences about the development of an adult, about various approaches and methods of psychological and acmeological support for diagnostics, correction, activation and counseling of those aspects of development, accounting which is important for optimizing the life of a person. The curriculum is designed to provide the basic psychological competence of future masters in theoretical and practical aspects. The curriculum focuses the attention of undergraduates on psychological problems that are directly related to future professional activities. Within the framework of this discipline "Psychology of Adulthood", personality development in early, middle and late maturity, barriers and crises of personality formation, professional deformations arising in the process of professional activity are discussed.

### **3. Requirements for the development of an academic discipline**

As a result of studying the academic discipline, the master student:

#### **must know:**

- basic concepts and categories, basic provisions of adult psychology, including modern concepts, methods and discussion questions;

- the foundations of behavior and activities of an adult;
- characteristics of mental processes, properties and states, personality traits, the specifics of their manifestations at different stages of adulthood, in interpersonal and social interactions at the level of an individual, group, methods and forms of their organization;

**be able to:**

- to apply basic scientific and theoretical knowledge in psychology to solve theoretical and practical problems;

- to highlight social and biological determinants of mental development at different stages of ontogenesis;

- to differentiate the individual characteristics of an adult and a mature person, to recognize the psychological reasons for his behavior, to qualify the age-related characteristics of the mental activity of an adult in health and disease.

- to carry out self-education and self-improvement of professional activity;

**to own:**

- skills of the initial assessment of the psychological state of an adult, assessing the degree of his maturity in the socio-psychological plane, - ways of stopping behavior deviating from the norm; - research skills; - skills of oral and written communication; - methods of management of educational, cognitive, research activities.

In the process of mastering the discipline "Psychology of Adulthood", the master's degree student forms and demonstrates the following competencies: be able to skillfully apply psychological methods of optimization and behavior correction.

4. For the study of the discipline "Psychology of Adulthood" according to the curriculum allocated: 90, of which classroom - 50 hours (24 - lecture, 26 - practical).

## MODULE 1. SPECIFICS OF ADULT DEVELOPMENT

### Lecture 1. Basic concepts of adult personality development psychology

#### *Lecture plan:*

1. Introduction to the course "Psychology of Adulthood".
2. Acmeology as a branch of developmental psychology.
3. Comparative characteristics of biological, social and psychological age.

*Basic concepts:* adulthood, ontogenesis, acmeology, biological age, psychological age, social age, spiritual age.

**1. Maturity is the most important period in a person's life.** Person determines his life path during the period of maturity. Maturity is the period of creative powers, manifestation of an active attitude to life, creation of material and spiritual values of society. This period is characterized by the end of general somatic development, physical and sexual maturation. This period is the years of intellectual achievement.

Until the beginning of the 20th century, it was believed that in maturity the mental sphere of a person practically does not change. E. Claparede believed that an adult is in a state of "mental fossilization." W. James wrote that adults almost cannot acquire new ideas after 25 years: disinterested curiosity disappears; character hardens like gypsum and never changes again in most people over 30. In this regard, there was no need to study the period of adulthood.

B.G. Ananiev (60s. XX century) noted a paradox in psychology. Early and late ontogenesis was at the center of psychological cognition of human development, and adulthood was at the periphery. Knowledge of the patterns of development, factors and characteristics of personality formation during adulthood is of great importance for the development of social and psychological support for professional development programs, family support, and the provision of psychological assistance to a specific person. It is also important for understanding the mechanisms of human development.

New knowledge about the structure of the psychophysiological functions of an adults' development appeared at the end of the 20th century. Scientists began to believe that a person's personal development is unlimited and development is the main way of existence. The formation of any function (physiological, psychophysiological, mental) occurs continuously from birth to old age. But it is more correct to talk about the modifications occurring in the body and personality toward to older people.

People must adapt again and again at each new stage of life and when they changing roles. Previous experience can often conflict with new conditions of existence and the requirements of a particular role.

The period of adulthood is divided into several stages of development. The main feature of development in adulthood is its minimal dependence on

chronological age. Changes in thinking, behavior and personality of an adult are determined by the conditions of a person's life - his experience, profession, attitudes, etc. The course of development in adulthood is marked by culturally defined social orientations, as well as the roles of the cycles of family life and career.

The psychology of adulthood includes two sections: the psychology of maturity and the psychology of old age. The psychology of maturity is close to a relatively new science - acmeology. Acmeology studies the golden age of human development (it falls on the period of maturity). Gerontology is another science that standing close to the psychology of old age.

**2. Acmeology as a science of adulthood and the golden age of personality development.** Acmeology was grown up at the intersection of natural, technical and humanitarian disciplines. Acmeology studies the patterns and mechanisms of human development at the stage of his maturity and especially when he reaches the highest level in this development (also known as “golden age”) (A. A. Bodalev, 1993; A. A. Derkach, N. V. Kuzmina, 1993).

For the first time, the concept of "acmeology" was introduced into scientific use by N. A. Rybnikov (1928) to designate a special section of developmental psychology - the psychology of adulthood, or maturity.

Currently, some scientists do not equate maturity with adulthood (A.A. Derkach, V.G. Zazykin, 2003). These categories are divorced on the basis that not every adult is a mature person. Therefore, the authors consider only the peak of maturity as acme. Acmeology studies the question of at what age and by what means a person achieves mastery and heights in work, art, sports, etc.

All works about adulthood studying can be divided to work on the acmeology of the individual, the acmeology of the subject of activity and the acmeology of the personality.

**3. The concept of age is defined as a specific combination of psyche and human behavior.** AGE - an objective, historically changeable, chronologically and symbolically fixed stage of the individual development in ontogenesis. Age (age period) has certain boundaries.

The absolute (calendar, passport, chronological) age is dated in time units (years, months, days, etc.).

Biological age largely depends on heredity, environmental conditions and lifestyle. It may not match chronological age.

Psychological age is a qualitatively unique period of mental development, characterized by the appearance of a neoplasm. Psychological (subjective) age is determined by how age a person feels, as well as the level of emotional and intellectual saturation of life. The compactness of the scale of the picture of the past and the future depends on it.

Biological age and psychological age is combined into the concept of functional age.

Scientifics also underscore social age. It shows how a person behaves at a certain biological age in accordance with the expectations of society (we are expect from mature persons: starting a family and children, moving up the career stairs; we are expect from the elderly a sedate behavior, a calm life). From the sociology and social psychology point of view, social age is a metaphor, a generalized concept that reflects the level of assimilation of social norms by a person and the socially age role he has assimilated for himself. This is a qualitative, not a quantitative characteristic, therefore it is measured not in years, but in qualitative social and moral indicators.

Christian psychologists define the spiritual age, which determines the measure of a person's spiritual development.

B. Livehud, considers human development in three aspects: biological, mental, spiritual. He notes that from the moment a person is born and until about 40 years of age, mental and spiritual functions develop in parallel with biological ones. However, from about 40 years of age, a significant biological involution begins. And then two variants of the movement of the psyche are possible: either psychic involution runs parallel to the biological one, or psychic and spiritual evolution continues. For the second variant of development, it is necessary to have a sufficiently high level of spiritual development. It turns out that the 40-year milestone is a kind of point of diverging paths.

In the period of adulthood, development takes on a new character: it is not directly associated with physical maturation and the acquisition of new cognitive skills and is largely determined by the person's internal subjective position. The development of an adult takes on a qualitatively new form of self-development.

When describing the development of adults, it is also necessary to take into account intrapersonal and interpersonal heterochronism, that is, the mismatch in the rates of development in one person of various processes (biological, social, cognitive), as well as the mismatch of these rates in different people.

Adult development is the sum of not only evolutionary but also involutory processes. Physiological prerequisites for personal involution appear at a young age, and from the age of 40, significant physiological changes are observed. So, the first involutory psychoses are possible already at the age of 40.

### **Questions and tasks**

1. Give a definition to the concept of "adulthood".
2. What sections is adulthood divided in?
3. How do you understand, what are the differences between the concepts of "maturity" and "adulthood"?
4. What is the difference between biological, social, psychological and calendar ages?
5. How do you understand difference between biological, mental, spiritual aspects of adulthood?



## Lecture 2. Periodization of adulthood

### *Lecture plan:*

1. The main approaches to the periodization of the development of an adult.
2. Neoplasms of the period of adulthood.

*Basic concepts:* periodization, maturity, early adulthood, late adulthood, old age, heterochronism, human development.

1. For a long time, there have been various approaches to the periodization of maturity. Pythagoras compared the age periods with the seasons, and, accordingly, maturity covered the periods of summer (20–40) and autumn (40–60).

In the myth of the ancient Greek king Oedipus, the Sphinx monster asked all travelers passing by the same question: "Who has four legs in the morning, two in the afternoon, and three in the evening?" Those who could not answer this question died. Oedipus gave the correct answer: a man crawling on all fours in childhood, walking on two legs during his prime, and leaning on a stick in old age. These periods of life were called the three ages of a person.

In our time, there are also different approaches to identifying periods of maturity. D. B. Bromley (1966) divides adulthood into four stages: early adulthood (21-25 years), middle adulthood (25-40 years), late adulthood (40-45 years) and pre-retirement age (55-65 years) , which is transitional to old age.

B. G. Ananiev pushes the period of adulthood. He refers to it the span of a person's life from 18 to 60 years. He divides it into three periods: early adulthood (18–25 years), middle adulthood (26–46 years), and late adulthood (47–60 years). G. Craig has the same periods, but with different age limits (21-40, 41-60 and 60-65 years before death). Expanding borders is obviously associated with an increase in the life expectancy of people in recent decades.

All authors agree that maturity is divided into early and late. However, there is no consensus among psychologists regarding the age limits of the adulthood period (Table 1).

Table 1. Age limits of maturity

Author	Age limits of adulthood	
	early adulthood	late adulthood
Birren J.	17-25	50-75
Bromley D.	21-25	40-55
Bunak V.	25-35 (M)	After 35 (M)
	20-30 (F)	After 30 (F)
Buchel Ch.	25-45	45-65
Ginsburg V.	24-40	45-50

Godefroy J	20-40	40-60
Veksler D.	25-35	46-53
Karandashev Yu.	20-28	36-44
Craig G.	20-40	After 60
Levinson D.	17-45	After 60

Brief description of age periods (according to B. Ananiev).

Early maturity is the stage of adulthood entry, which is characterized by reaching the peak of biological maturation of the body, the optimism of young people, planning their personal and professional future, reaching the age of civic maturity, changing social roles, and often being separated from their parental home.

Average maturity is the “heyday”, the peak of creative and professional achievements, and at the same time, for a significant part of adults, the “beginning of the end”, a decline in vital activity. This is the period that allows us to speak of the forty as a generation of leaders. Many middle-aged people need to pass on their accumulated knowledge and skills to the next generation, and at the same time, they may be tormented by thoughts of unrealized opportunities, creative stagnation, that the years go by faster and faster, and everything remains with them less likely to carry out our plans. Thus, for many, middle maturity is the age of frustration.

Late maturity is, in most cases, the end of a professional career, preparing oneself for the role of a pensioner, experiencing the phenomenon of an "empty nest" complimented by the departure of children from the parental home, playing the role of grandparents with all the experiences and problems accompanying these roles, and at the same time is the age when people do not want to admit the inevitability of their aging, deterioration in their physical condition and appearance.

The basis for the periodization of the life path can be social age. Each period is assigned a set of normative role characteristics based on the social structure of society.

Each of these sets of characteristics acts as a derivative of some key event: marriage, childbirth, career advancement, etc.

Today, such an algorithm for the periodization of the life path is more relevant. At the present stage of development of society, social age prevails over biological.

2. The main neoplasm of this period is the achievement of personal maturity. The content of this concept is often used in psychology, but it is understood in slightly different ways. So, K.S. Hall and G. Lindsay distinguished the following characteristics of mature person: wide boundaries of the I, the ability to companionship, the presence of self-acceptance, realistic perception of experience,

the ability to self-knowledge, a sense of humor, the presence of a certain philosophy of life [ 54]. B. Livehud considered three basic properties of a mature person: wisdom, gentleness and indulgence, self-awareness [1].

The task of youth is to find their own way in society, to actively explore the outside world. The task of development in maturity is the active development of the inner world, finding one's own path in it and through spiritual activity - establishing contact with the outer world. The mastery of the inner world begins in childhood and actively continues in adolescence and adolescence, but in maturity it should prevail over the mastery of the physical world. A person receives intensive access to his spiritual powers and capabilities, they begin to compensate for the gradual decrease in physical strength and capabilities in the second half of maturity.

K. Jung noted that during this period a person must make a transition from an extensive to an intensive position, from striving to expand and conquer living space to focusing attention on his "self". And then the second half of life will serve to achieve wisdom, the culmination of creativity, and not neurosis and despair.

### **Questions and tasks**

1. What are the features of the development of an adult?
2. Describe the impact of gender characteristics in adult development.
3. Describe the periodization of adulthood by B.G. Ananyev.
4. Describe the main neoplasms of adulthood.
5. List K.S. Hall's and G. Lindsay's distinguished characteristics of mature person.

## **Lecture 3. Changes in mental functions during adulthood**

### *Lecture plan:*

1. Age dynamics of psychophysiological functions.
2. Development of intellectual functions during adulthood.

*Basic concepts:* sensory sphere, attention, memory, psychophysiological functions, heterochronism, intelligence.

1. Psychophysiological evolution is complex. It is determined by the law of heterochronism. Heterochronism of development means asynchrony (mismatch in time) of the phases of development of individual organs and functions.

The development of psychophysiological functions of an adult consists of a series of microperiods. This development combines various contradictory formation processes:

- an increase some functions productivity (the volume of the field of view, eye sight measurement, differentiated recognition, spatial representation, the constancy of recognition, attention),
- decreased performance of others (visual acuity, short-term visual memory),

- stabilization of the levels of functioning of the third (observation, general intellectual development).

Sensory sphere. Early adulthood is the optimal period for sensorimotor development. This is proved by the age characteristics of sports records and Olympic winners. The age limits for top achievements for some sports are located in a wider age range: from 24 to 35 years old.

Visual acuity remains at the same level until 50 or even up to 62 years, and then begins to decline at a rapid pace. The color sensitivity of the eye reaches its maximum at the age of 20–30, and in subsequent age periods its steady decline is observed. Hearing deteriorates throughout adulthood, and by the age of 50, many people have difficulty hearing faint sounds. During the period of middle adulthood, taste and olfactory sensitivity, as well as sensitivity to pain, gradually and less noticeably decrease.

Attention. The highest level of voluntary attention is observed in the years of early and middle adulthood (18–33 years). From 34–35 years of age, the level of voluntary attention begins to decline.

Memory. Memory of various types (short-term and long-term, visual and auditory) remains at a relatively stable level from 18 to 30 years. Then a slight but steady decline in memory begins.

2. Professional experience, practical experience and fitness are the main sensitizing factors of adults development. The course of the ontogenetic evolution of the psychophysiological functions of an adult can significantly change under the influence of professional activity. Achievement of new, higher levels of functional development in adulthood is possible only if mental functions are under conditions of optimal load, enhanced motivation. If the functions do not have such conditions, then they gradually decrease their level. The second factor contributing to the slowdown of the aging process of intellectual functions is the level of education.

Intelligence. According to D. Veksler, intelligence reaches its maximum development by the age of 19–20, then the stabilization phase begins, which is confirmed by the data of Russian psychologists. From the period at 30–34 years, there is a decline in the productivity of intellectual functions.

B.G. Ananiev identified the main trends and patterns of the process of the emergence of interfunctional connections in the structure of the intellect of an adult. At the age at 18-21 years, different functions appear in the form of a relatively simple structure - a chain of links. At the age at 22-25, correlations form a complex around two centers - mnemological (a single structure of memory – thinking) and attentive (attention factor). This complex is preserved in its structure, but it increases in the number of positive and negative correlations. At the age of 30-35, the entire complex is rebuilt. A single mnemological center splits and two independent nuclei (mnemonic and logical) appear, the attenuation factor retains its position.

In the formation of the integrity of the intellect, education (the amount of acquired knowledge, the general level of information) and learning, that is, the activity of assimilating knowledge, skills, and abilities play a decisive role. Therefore, in the structure of intelligence, thinking and memory occupy a particularly important position, which develop in conjunction and interdependence.

In the period of adulthood, intellectual activity reaches the highest level. The culminating moments of scientific creativity related to 35-40 and 40-45 years of age. The average maximum of creative activity for many specialties falls on 35-39 years. At the same time, the peak of creative abilities manifests itself up to 30-34 years in such sciences as mathematics, physics, chemistry. D. Pelz and F. Andrews discovered the peaks of scientific creativity at the age of 30-34, at the age of 47 and 57. At the same time, productivity at the age of 47 is the most pronounced in terms of scientific contribution, general usefulness and number of publications. Thus, the period of adulthood is the most productive in relation to the highest achievements of the intellect.

Intellectual activity, especially its higher creative forms, is deeply connected with a human personality. The connections between intelligence and personality are manifested in the motivation of mental activity, depend on the attitudes, needs, interests and ideals of the individual, the level of his aspirations.

Critical thinking. It is shown (Friend, Zubek, 1958) that in men the peak of critical thinking falls on 30 years, and in women - at 40, after which criticality begins to decline sharply (Fig. 1.8). The authors came to the conclusion that the main reasons for the weakening of intelligence with age are a decrease in objectivity and inertness (excessive categoricity) of judgments, the desire to bring everything into the category of right or wrong.

The preservation of mental functions for a long time is facilitated by the activity performed by a person. Those functions that are most important for this activity and ensure its high efficiency remain for a long time. So, for drivers, pilots and sailors, the acuity and field of vision remain at a high level until old age.

### **Questions and task**

1. Why is adulthood called the Akme period?
2. What is the originality of the age-related development of psychophysiological functions in adulthood?
3. List the changes in the motivational-need and axiological spheres of the personality during the period of adulthood. Why are they happening?
4. What is the age-related dynamics of creative activity and productivity of the subject of activity and in what areas of social life does it manifest itself?
5. In what ways does the life experience of men and women differ in the course of solving these problems?

## Lecture 4. Changes in the emotional sphere during adulthood

### *Lecture plan:*

1. Features of emotional reactions in early adulthood.
2. Changes in empathy and sentimentality.
3. Age dynamics of the properties of emotionality.

*Basic concepts:* emotional sphere, crisis, communication, loneliness, fear, empathy, sentimentality.

1. In youth, a person reaches social maturity and personal self-determination. This allows you to gain a sense of maturity.

Development in youth is of a crisis nature. Any crisis is preceded by a pre-crisis state. It is usually characterized by still childhood idealism, belief in one's own omnipotence, a sense of a riot of feelings and energy. It seems to the young man that everyone needs him and everyone is waiting for him. He is glad that many ways and roads are open before him.

For many people, this time is accompanied by a keen desire for communication, a sense of unity, love and kindness to absolutely everyone around them.

Gradually and imperceptibly there is a loss of interest in the "whirlwind of communication". And then there is a feeling of emptiness inside, a strange apathy, unwillingness to do anything, to receive information, to learn. The young man does not understand what is happening to him, because everything seems to be good in life, but for some reason life begins to seem uninteresting. Such a state can also occur in leaps and bounds, that is, somehow suddenly, when a young man suddenly discovers that something is wrong with him.

Many in this state begin to develop depressive reactions. Some young people experience an increase in anxiety, which is accompanied by a sense of their own insecurity.

Specific fears appear: losing oneself, becoming a mediocrity, and generally not becoming anything. We can say that the main fear is not to achieve a new adult identity.

At the same time, young people find their own feelings unique. This, to a certain extent, isolates them from those around them and makes their experiences even more painful, intensifies fears.

An important aspect of the crisis is the blurring of the idea of oneself, the seeming impossibility of understanding this, of one's desires and capabilities. There may be some disappointment in myself: can I do anything, and who am I really really. At this time, many have an interest in creativity, and the experiences of their own change are reflected in various kinds of artistic forms.

The emergence of doubts about the choice of profession is often intertwined with the feeling of crisis. And this is understandable, since, entering the university, a young man has a vague idea about it.

The topic of choice, personal responsibility for one's own choices becomes very significant. The factor that makes the choice difficult is freedom. This is the first life period when external control is removed, and the choice must be made independently. Some young people tend to delay the choice or not see it.

Sometimes young people have a strong fear of growing up, a desire to become small again, to get away from problems, to put them on the shoulders of another person. Fear of growing up can lead to psychosomatic manifestations.

However, as time passes, most young people come to a solution to the crisis. In the positive version, it ends with the acceptance of responsibility for your life on yourself, the completion of the choice of your own path in life. Subjectively, this is experienced as the appearance of satisfaction with oneself and the environment, an increase in interest in life and the pleasure received from it, the disappearance of fears ("You have become different, you still don't know how, but different"). Some call this time "new birth".

During this period, the attitude towards loneliness changes - now it ceases to be a burden and is considered as a necessary condition in order to communicate with oneself.

Many are discovering their own wealth in new ways. It can be said that during this period there is an acceptance of one's individuality and uniqueness, an awareness of one's own path: personal, professional, social, one's aspirations and hopes.

So, the result of the crisis of meeting with adulthood is the acquisition of an adult identity. However, for some young people the way out of the crisis can be delayed. In order to avoid the escalation of the crisis into certain personal or psychosomatic disorders, they may need psychological help.

It is during this period that psychological adaptability to stressful situations begins to actively and consciously form, which in late adulthood will ensure the absence of psychosomatic diseases, and even later - in old age - will be the basis for healthy and happy aging.

**2. Changes in empathy and sentimentality.** The level of empathy steadily increases from adolescence, reaching a maximum value in women and men aged 40-50 years. At this age, the level of empathy is twice that of 15–20 year olds. In the future, there is a sharp drop in the level of empathy in both women and men, the minimum is observed at 60–75 years. In this age group, the level of empathy is even lower than that of 15–20 year olds.

In men, the level of empathy in all age groups is lower than in women. Age-related changes in sentimentality. Sentimentality is understood as excessive emotional sensitivity, which has a tinge of sweetness, sugary tenderness or tearful tenderness. A sentimental person is able to easily be moved, moved, emotionally agitated, he easily comes to a state of affection, that is, he shows tender "feelings" in relation to an object that seems to him touching. The

average group values of the sentimentality indicator steadily increase with age, reaching a maximum in both women and men aged 50–60 years. However, at the age of 61–75, there is a sharp decline in sentimentality. The average values of the sentimentality indicator in men are significantly lower than the values of the sentimentality indicator in women in all age groups.

**3. Age dynamics of the properties of emotionality.** The properties of emotionality include emotional excitability, intensity and duration of emotions.

Age dynamics of emotional excitability. The average value of the indicator of emotional excitability in women initially remains at the same level in the age groups of 15–20 and 21–30 years, and then begins to gradually decrease. In 51–60 year old women, there is a slight increase in the level of emotional excitability, and in women aged 61–75 years, there is a sharp decrease in this indicator and it reaches its minimum.

There is a tendency for women to decrease the level of emotional excitability from adolescence to old age. In men, the same tendency (poorly expressed) changes with age in the level of emotional excitability is observed, namely, its gradual decrease. For men 41–50 years old, there is a rather significant upward jump of this indicator, and then again its decrease is observed. As in the samples of women, emotional excitability is maximal at the age of 15–20 years and is minimal in the age group of 61–75 years.

In men, the level of emotional excitability in all age groups is significantly lower than in women.

Age-related dynamics of the severity of the intensity of emotions. The maximum intensity of emotions in women is observed in the sample aged 15–20; further, there is a gradual decrease in the severity of this characteristic of emotions. At the age of 31 to 60 years, there is a stabilization of the severity of this property of emotionality.

In men, the same tendency is less pronounced. The intensity of emotions in men is least pronounced at the age of 51–75 years.

Age dynamics of the duration of experienced emotions. There is a gradual increase in indicators with age. This is observed in both women and men.

### **Questions and task**

1. What are feelings, what functions do they perform in a person's life?
2. Give a detailed description of the influence of emotions and feelings on cognition and practical activity of a person
3. What electrophysiological indicators can be used to assess the emotional state of a person?



4. What is anxiety? Describe anxiety as a personality trait. What is the peculiarity of anxiety as a state?

5. List the main methods for diagnosing anxiety as a condition and as a personality trait.

### **Lecture 5. Changes in the motivational sphere during adulthood**

#### *Lecture plan:*

1. Changing the value sphere
2. Changing needs
3. Age dynamics of aggressiveness indicators

*Basic concepts:* values, needs, motive, motivation, aggressiveness

1. The fact of human existence is already a value. The value attitude of a person to the world is reflected in various social and cultural areas. This is how religious, aesthetic, philosophical, moral, legal, economic, political and other values are formed. Value determines the significance of something. The hierarchy of values is built from the sphere of immediate vital needs, under the influence of the historical and cultural characteristics of society. The structure of human values is the character and hierarchy of his beliefs, convictions and aspirations. The value attitude of a person to the world and himself leads to the value orientations of the personality. Value orientations are a reflection in the consciousness of a person of values that he recognizes as general worldview guidelines. Being a complex socio-psychological phenomenon, value orientations characterize the orientation and content of an individual's activity, a person's general approach to the world, to oneself, and a personal position to behavior in society. The development of value orientations is closely related to the development of personality orientation.

The development of value orientations is closely related to the development of personality orientation. They begin to show interest in things that are completely new to them and at the same time lose interest in what previously occupied them. They are faced with the challenge of linking past dreams with reality and implement them. During this period, final self-determination takes place, the motive of self-assertion is gaining strength, the desire to prove the truth to others, to become a winner in an argument, to impose on others their views, tastes, and problem solving. K Karen Horney looked at changes in the values of young people. It seems at table 2.

Table 2. – The difference between men and women during adulthood

<b>Men</b>		<b>Women</b>	
<i>20-23 years</i>	<i>30-33 years</i>	<i>20-23 years</i>	<i>30-33 years</i>
Creation	Family	Love	Family
Interesting job	Health	Family	Self-assurance
Love	Material security	Good friends	Creation
Family	Productive life	Interesting job	Sensitivity and tolerance
Good friends	Firm will	Creation	Good friends
Freedom	Cheerfulness	Cognition	The breadth of views

As they grow older, family and health become the main value for men and women. Values like good friends and love disappear from this list.

2. The need-motivational and volitional spheres have been formed by adulthood, their further development is conditioned by the formation of the moral and value-semantic spheres. Values and meanings act as system-forming motives, determine the orientation of the personality. In the period of early adulthood (18-23 years), mastering a profession and creating a family become the main tasks in life. Research on adult motivation focuses on the study of motivational components in relation to these areas. The motives for choosing a future profession and the dynamics of motives for learning in the process of mastering a specialty have been sufficiently studied.

Almost all researchers studying the motivation of professional activity distinguish internal and external motives. Internal factors include interest in work, the desire to increase professional competence, labor achievements, etc. External factors include: monetary remuneration, high status and the possibility of promotion, comfortable working conditions, leadership competence, support from colleagues.

E.A. Lukina studied changes in needs in adults of different ages. In the period of early adulthood (20–25 years), the desire for self-expression and self-affirmation dominates. In middle age (26–40 years), the need for self-realization becomes actual, and the need for self-affirmation remains relevant. but self-affirmation is due to the realization of their inner potential (abilities). self-attitude is of great importance. In late adulthood (41–55 years), the most urgent need for safety. By the end of this period, the value of the spiritual sphere, altruism, service to others begins to increase. After 55 years, these needs begin to dominate, and in the social sphere. The value of creativity and self-realization, as well as gnostic emotions, increases. This leads to a new

meaning in life. Thus, during the period of maturity, there is a reorientation of the orientation of the personality from oneself to another. Sexual desire, as one of the needs of an adult, also changes significantly with age, and it is not the same for men and women: if in men it decreases with age, then in women it increases. In this regard, two conflict phases arise (in early and late adulthood), and harmony in the sexual activity of men and women occurs in middle adulthood.

According to Veroff et al. (1960), E. I. Kulagina and T. V. Kornilova (2005), achievement motivation in adults decreases with age (by the age of 50). But in some professions (for realtors) it grows with age (from 20 to 51 years), which indicates the role of professional activity in the development of a number of personal formations. In the industrial sphere, motivation can be of two types: to obtain a quick result and to develop an enterprise or business. These two types of motivation change in different directions with age: motivation for results increases, and motivation for development decreases.

### **Questions and task**

1. Give a definition to the concepts "motive" and "motivation".
2. Can the needs and motives of a person be considered valid reasons for characterizing his personality?
3. Give a description of the motives and goals of the activity, the functions of motives?
4. What place does orientation take in the psychological structure of a personality?
5. Describe the types, forms of aggression.

## MODULE 2. SOCIO-PSYCHOLOGICAL ASPECTS OF ADULTHOOD

### Lecture 6. The concept of a mature personality. Criteria of maturity

#### *Lecture plan:*

1. Adulthood and maturity of the individual.
2. Criteria for personal maturity.
3. Factors in the development of a mature personality.

*Basic concepts:* personality maturity, individuality, personal maturity, civic maturity, development factors

1. The concept of maturity is often used in psychology as a synonym for adulthood. But for a long time these concepts have been divorced and correlated.

Adulthood is a period of reaching optima in the development of individual psychophysiological, mental functions and intelligence. This means their maturity, flowering, after which they often decline.

Personality maturity is a high level of development of its substructures and sides, which ensure the performance of social functions at a high level in various spheres of life. Close to the concept of "mature personality" is the concept of "healthy personality". It means a state of personality that ensures its normal functioning in society.

The concept of maturity is ambiguous and relative. If we are talking about an individual, then we mean maturity, somatic and psychophysiological maturity of brain structures and functions. The general criterion for the maturity of an individual is organic vitality, complete in its structure. The maturity of an individual is expressed in his highest (for a given individual) adaptability to the conditions of the natural and artificial environment, namely, to its physical and chemical characteristics. The differentiation of the corresponding brain structures, the level of sensory sensitivity, the magnitude of the reaction time, the volume of work of the psychophysiological function per unit of time are used as psychophysiological criteria and indicators. The indicators are assessed in comparison with the average age norms, obtained empirically.

Is it possible to provide standards for assessing the development of a personality, the degree of its personal maturity? In everyday life, we evaluate a person as mature or immature, relying on an intuitive idea of personal maturity. Scientific psychology also leans towards the necessity and possibility of assessing personal maturity. But the question arises about the criteria and indicators of the maturity of a person as a person (not an individual). It is necessary to separate the concepts of personality maturity and personal maturity. By personality we mean the integral human structure, in which natural and social elements are integrated. It would be more accurate to call her an individuality. Individuality is the product of the best individual

development. It is a mature person, according to Ananiev. Individuality is distinguished by a number of systemic characteristics - differentiation and integration of the structure, harmony of parts in it, originality (self-regulation at the level of self-awareness, independence in social behavior, self-sufficiency, the ability for conscious self-development), the presence of a rich inner world and a distinct I. Originality in modern psychology is called "subjectivity". A personality at a high level of independent activity is considered as a subject in the works of many modern psychologists (especially in the school of S.L. Rubinstein). In the traditions of the Ananyev school, subjectivity is associated with the achievement of the level of individuality. Speaking about personal maturity, we do not mean the whole individuality, but the personality as a social and psychosocial person. Personal maturity largely coincides with the maturity of character, and presupposes its completeness (richness of relationships), strength (volitional overcoming of life's difficulties), integrity (unity of many relationships, hierarchy of motives, the presence of the main meaning of life) and originality (originality, authenticity). The mature person is the subject of the life path. In its consciousness, a subjective picture of his own life path is formed, including images of the past, as well as the present and the future, the meaning and goals of life, attitude to the future, life plans and programs, life philosophy (principles, ideals of life, ideas about its laws). The maturity of a person is prepared by the maturity of his psychological (and at the same time psychophysiological) mechanisms. It assumes the presence of cognitive, emotional and volitional development. This is a condition for the implementation of all social functions of the individual. American psychologist J. Ziman examines personality maturity from a cognitive point of view: "a mature personality is the one who can put at his disposal the greatest amount of information and effectively synthesize it" (quoted from: Thomae, 1987, S. 28).

1. The criteria for personal maturity are related:
  - with the adaptation of personality in society,
  - with its ability to perform social functions,
  - work productively,
  - communicate successfully
  - to adequately cognize social reality and oneself.

Personal maturity is the ability to build your life path on this basis. Personal maturity is characterized by the maximum level of social potential for it, i.e. her ability to influence the development of other people and society as a whole (Paley, 1979). V.A. Bodrov associates personal maturity with the ability to fully fulfill civil, family, professional and other duties, as well as to express oneself in a specific sphere of social and labor activity (Bodrov, 2007). For an individual, maturity and maturity practically coincide, which cannot be said

about a person. In the same age period of adulthood, people can be very different in the degree of personal maturity.

B.G. Ananiev distinguished moral, civic, organizational, family maturity (Ananiev, 1968). Behind this list are social relations in which the individual lives and acts as a social individual, a social functionary. Mastering and proper performance of functions and roles in society is a criterion of personal maturity for individual facets of the personality, or modules.

Personal maturity presupposes active labor activity and therefore labor (professional) maturity. It is expressed in the highest level of professional ability to work and productivity and in a special attitude to work. It is expressed in the awareness of the value of labor as creation and the main channel for self-realization of the individual.

Civil maturity. The complete structure of civil rights and obligations objectively defines the civil functions and roles of the individual in society. The mature person independently assumes these roles and performs the functions with initiative and responsibility. Moreover, in the sphere of relations with the state and society, a person can reach the level of over-normative activity. Indicators of civic maturity from a formal point of view are its participation in public organizations, parties, civic actions, election campaigns, its appeal to government agencies and public organizations with complaints, criticism and suggestions, volunteer activities, appearances in the press, etc. Civic maturity presupposes a certain moral content of civic behavior and activity, its pro-social and humane character, honesty and disinterestedness, up to selflessness.

Organizational maturity is distinguished as the ability of a person to function normally in a particular organizational structure. This presupposes an understanding of the rules of participation in an organization, the ability to obey and command in accordance with the hierarchy of social positions, to cooperate horizontally and vertically, to productively resolve conflict situations, to balance formal and informal relationships in a team of employees. An organizationally mature person is able to criticize, take initiative and take responsibility for the affairs of the organization. Most of all, organizational maturity characterizes a person as a subject of communication, communication in an organization. Therefore, organizational maturity can be viewed as one of the forms of socio-psychological maturity along with family maturity, in which the socio-psychological, or communicative, component also prevails.

Family maturity presupposes the successful mastering of family roles and the acceptance of responsibility for the family and its members, the creation of a family environment conducive to the flourishing of all its members, the ability to cooperate in the family, and the productive resolution of conflicts in the family. As in the case of organizational maturity, family maturity depends, among other things, on the communicative personality traits and their moral basis.

A.L. Zhuravlev points to a common sign of socio-psychological maturity - it manifests itself in the spheres of human interaction with other people and is characterized by relative autonomy, independence, independent decision-making, as well as an active social position, mastering social roles and social environment, prosocial orientation, arbitrary self-regulation of interaction with other people, adequate psychognosis and empathy, decentration, etc. (Zhuravlev, 2007). In all these aspects of personal maturity, there is a moral characteristic. It is the pivotal component of personal maturity.

A mature person has a developed conscience. Indicators of moral maturity are the relevant facts of social behavior (caring for and helping people, showing respect for any person, protection and intercession) and characteristics of moral consciousness (knowledge and understanding of moral norms, moral values, the ability to moral experiences, "pangs of conscience" and empathy).

The maturity of a person presupposes the maturity of its consciousness and self-consciousness, that is, an adequate reflection of social reality, the presence of its own worldview, ideals, and beliefs. Personally mature person has a distinct self-identity, self-concept and a subjective picture of his own life path, the development of reflexive character traits.

3. A factor is called any phenomenon, any object that affects the process, its direction, time parameters and result. A factor can act as a cause, a condition, a prerequisite for development, in general, its determinant. In psychological science, six general factors of individual mental development of a person have been established and recognized: heredity, environment, upbringing, activity and behavior, personality structure (in a broad sense, that is, individuality), consciousness (including self-consciousness). All of them are closely intertwined in the general structure of development determination.

Personality structure is not only a factor, but also a product of development. The same applies to personal maturity: a personally mature person at a higher level carries out his life activity on the path of life and therefore more effectively influences his own development. For him, it turns into a conscious self-development.

Other factors of development look special when it comes to mature individuals. So, at the level of a person's personal maturity, upbringing turns into self-education, activity into self-activity, consciousness acquires the quality of an intense and rich inner life. These transformed factors are better identified in the qualitative analysis of "cases" of vital signs in psychobiographical research. It is characteristic of a mature person not only to adapt to any environment, but to actively shape the environment in accordance with his personality. B.G. Ananyev called it his own developmental environment. The family, created and developed by it, undoubtedly belongs to the personal environment.

## Questions and task

1. Adulthood and maturity of the individual.
2. List criteria for personal maturity.
3. Characterize factors of the development of a mature personality
4. What is the difference between adulthood and maturity?
5. What types of maturity was identified by B.G. Ananiev?

## Lecture 7. Formation of a mature personality. Lack of maturity

### *Lecture plan:*

1. Mechanisms of a mature personality development.
2. Lack of maturity.

*Basic concepts:* mechanisms of development, socialization, individualization of the personality, insufficient maturity.

1. Mechanisms of development - these are the processes occurring in the life and structure of the individual, which ensure the action of the causes and factors of development. B.G. Ananiev put forward the idea of a three-component composition of mental processes as mechanisms of development at the microlevel, or "molecular", as B.G. Ananiev said. In addition to these most general and elementary mechanisms, there are actually personal ones, in which the procedural, "molecular" ones also function. Personal mechanisms include the processes of consciousness and will that are activated at moments of genetic transition - life path events, life choices, biographical crisis.

If we consider two ways of development - socialization and individualization of the individual, we can distinguish the mechanisms of social learning for socialization (Ananiev, 1968) and, on the other hand, social self-determination, self-expression and self-realization for individualization. Indeed, the essence of the socialization of a person consists in his assimilation of ethical concepts, norms, operations and integral procedures of social behavior, and this is impossible without learning. For an adult, a working person, building his family and his interpersonal relationships in society, individualization is more characteristic.

The mechanisms of individualization - self-determination, self-expression, self-realization - manifest themselves specifically in volitional behavior in the context of the life path (coping behavior, coping strategies), proactive and spontaneous behavior, in a tense inner life filled with moral and philosophical quests, when a person creates a philosophy of life, a subjective picture and the concept of life path, self-concept, life plan, life program and other personal products that are important for managing your own life and your own development. The presence of these mechanisms is an essential sign of personal maturity. Emphasizing the role of consciousness and self-awareness in the



regulation of the life path, we will not lose sight of the equally important regulatory function of the “unconscious”. It is about the regulation of character, which is a structural element of the personality and, apart from will, can control behavior. L.I. Bozhovich believed that there is post-arbitrary regulation on the part of the structural formations of the personality - direction and character. It testifies not to the weakness of conscious regulation, but to the strength of structural mediation, including, first of all, by character. Such "unconscious" regulation does not always contradict conscious attitudes. The conflict between unconscious control and conscious, voluntary is decided in favor of one or the other, which does not necessarily indicate the immorality of the unconscious and the morality of consciousness. It also happens the other way around, when an immoral philosophy, adopted consciously, is overcome by deep unconscious humane attitudes, rooted in the structure of character. It specifically noted LI Bozhovich.

She writes about “the presence of a person's conscious and unconscious psychological formations, the ratio of which ... first of all determines the harmony or disharmony of the human personality” (Bozhovich, 1997, p. 251) and connects this with the level of personality development. Apparently, a mature personality harmoniously combines not only tendencies and potencies, but also conscious and unconscious attitudes in the regulation of the life path. Mature character regulates social behavior in accordance with beliefs and goals, and not in spite of them, but at the same time the moral content of the character traits themselves and conscious motives is mandatory.

2. Along with the parameters characterizing the maturity of mental development, G.S. Sukhobskaya identifies typical manifestations of insufficient maturity. We are talking about the lack of formation of the ability to reasonably predict and plan their own behavior, make deliberate decisions, the ability to correlate them with their capabilities and be responsible for them. The consequence of poorly thought-out and irresponsible decisions is their impracticability, various kinds of failures in the process of their implementation, getting the wrong result that was expected, etc.

Insufficient maturity, according to G.S. Sukhobskaya's assumption, is due to the lack of formation of the apparatus of productive thinking due to significant shortcomings in the training and education of a person in adolescence (as a result of which he has an unformed need for self-regulation of his behavior, as well as the corresponding mechanism of productive thinking). The role of the genetic factor is also likely. In addition to the above reasons, a weakly expressed reflection of both prognostic and retrospective plan is noted, which a person does not seem to need, living "one day". In their everyday life, such people constantly "step on the same rake" and, depending on the individual characteristics of temperament, character, emotional makeup, react differently to their failures (they do not notice failures, take bad decisions for granted, are perplexed, blame others

, less often - yourself, etc.). F. Perls identifies four protective mechanisms that prevent the development of self-awareness and the achievement of psychological maturity by a person: merging, retroflection, introjection and projection. These mechanisms could be called defects of self-awareness, since they play a destructive role in the development of the psyche: relieving the psyche from a state of discomfort, they simultaneously deprive a person of the opportunity to adequately assess himself and his place in the world.

Responsibility is what distinguishes the socially immature person from the average person (not to mention the patterns of maturity). Currently, the concept of two types of responsibility is quite widespread in personality psychology. It arose in the mainstream of the direction known as the psychology of causal attribution (J. Rotter). Responsibility of the first type is the case when a person considers himself responsible for everything that happens to him in life. (In the terminology of J. Rotter: an internal locus of control.) "I am responsible for my successes and failures. My life and the life of my family depend on me. I must and can do it" - this is the life credo and postulates of such a person. It is curious that the actions of the heroes of the "American Dream" are based on this. Responsibility of the second type is associated with a situation when a person is inclined to consider responsible for everything that happens to him in the life of either other people or external circumstances, a situation (external locus of control). Responsibility for both failures and successes lies with parents, teachers, and in the future - with colleagues, bosses, and acquaintances. In childhood, the quintessence of such responsibility with a minus sign can be the phrase: "And this is he who first started." It is easy to see that in everyday language, in the language of everyday concepts, the second type of responsibility is designated only as irresponsibility. For people of adults, but socially immature and irresponsible, the credo "the switchman is to blame" can take on the most bizarre forms.

E. Fromm believed, for example, that care, responsibility, respect and knowledge are the totality of the qualities of a mature person. V. Frankl also gives responsibility a significant place in his concept and asserts that spirituality, freedom and responsibility are three foundations, three existential of human existence. It is very important that you cannot recognize a person as free without recognizing him as responsible at the same time. Human responsibility is a responsibility arising from the uniqueness and originality of the existence of each individual. As M. Bakhtin noted, only a person who is aware of this uniqueness and originality is capable of a responsible act. And even more than that - the very essence of human existence lies precisely in the responsibility to life (V. Frankl). Obviously, responsibility is associated not only with the essence of being a mature person, but also with success and ways of self-actualization.

Social maturity and its component - responsibility - are formed only in adequate activity. The formation of responsibility is directly related to giving the individual freedom in decision-making. The question of the degree of freedom

should be decided taking into account age and other specific characteristics and circumstances. But the principle itself remains unshakable. At the same time, the correct thesis that it is impossible to recognize a person as free without recognizing him as responsible at the same time requires the following mandatory addition of the opposite nature: it is impossible to recognize a person as responsible without recognizing him as free at the same time.

The formation of responsibility goes hand in hand with the development of individual autonomy and the provision of freedom of decision-making regarding oneself. When we want to form or develop responsibility in a person, but at the same time block the development and manifestation of autonomy, as well as freedom of decision-making. Unfortunately, this practice not only takes place, but is extremely common. To the question: "Do we encourage independence and autonomy in the process of education and training?" - the answer is "no" rather than "yes".

Insufficient maturity of mental development at the stage of formation of self-awareness and reflection cannot serve as a reliable basis for the development of socially mature personality behavior (although in the absence of extreme situations it can mask it for a long time). Such a person, easily justifying his actions (ill health, striving for small joys, etc.), as a rule, does more harm to himself by his actions than to others.

Immaturity of mental development at the stage of formation of reflection can manifest itself in a specific way in the intellectual sphere of an adult, for example, in a pronounced cognitive interest (like in a younger adolescent) - without a serious practical orientation, in a tendency to accumulate information - without its internal processing, to collect books - without a deep value attitude towards them, etc.

However, notes G.S. Sukhobskaya, quite often one has to deal with people in whom the maturity of mental development is combined with masked or unmasked immaturity of social behavior (and often in relation to oneself). So, often a full-fledged mechanism of reflection, the emotional-volitional sphere, etc., serves as the basis for the individualistic, egoistic orientation of a person. In these cases, a well-developed practical intelligence and "wit" can serve as a powerful cover for socially unseemly behavior.

### **Questions and task**

1. Name two ways of development, according to B. G. Ananiev.
2. What are the mechanisms of individualization?
3. What is the difference between socialization and individualization?
4. List the criteria for lack of maturity.
5. F. Perls identifies four protective mechanisms that prevent the development of self-awareness and the achievement of psychological maturity by a person. List them.

## **Lecture 8. Crises of the adulthood period. Delayed life syndrome**

### *Lecture plan:*

1. Crises of the adulthood period.
2. Midlife crisis.
3. Delayed life syndrome.

*Basic concepts:* age models, personality crisis, midlife crisis, delayed life syndrome, professional crisis

1. Craig (2000) considers two age models - the transition model and the crisis model. The transition model assumes that changes in life are planned in advance and therefore a person is able to cope with them. The crisis model is the opposite. During a crisis in the course of life, a person loses his illusions, meets with a painful inability to cope with his own problems, divorce, loss of work, signs of impending old age. With this approach, the stages of development are not clearly distinguished, and the crisis is a negative development option.

A personal crisis is a turning point in life. The crisis consists in the person's awareness and experience of the discrepancy between his life goals, meaning and life values, ideas about himself and basic needs in the existing system of relations and interaction with other people, with conditions of existence that he is unable to change.

There are two crises in adulthood: the crisis of the thirties, that is, the first summarizing (D. Levinson, G. Shikhi, E. Shakhnovskaya and others), and the crisis of the forties, that is, the middle of life (C. Jung, D. Hollins, D. Levinson and others).

Thirty-year-old people experience a crisis in professional development, and forty-year-olds - in age development. This mismatch is accompanied by emotionally negative disorganization of the self-concept, the loss of previous values and ideals, the "erosion" of time perspective and life strategy. During a crisis, a person rethinks his life and creates a new life strategy, which often contributes to the development of the personality, its spiritual growth.

A decrease in all parameters of professional development is observed among thirty-year-old people. There is a low satisfaction with professional activities and the possibility of their professional development, the focus on self-realization decreases. All adult age groups, already from middle age, significantly reduce their social activity and localize life activity mainly in a narrow family circle. In fact, already in middle age, people are switching to the lifestyle characteristic of the older generation: housekeeping and watching television, working on a personal plot and raising the younger generation (L. Presnyakova, 2005). Socio-psychological indicators deteriorate: inadequacy of interpersonal communication, dissatisfaction with self-control and support from colleagues, trusting relationships with colleagues, negative assessment of the organization and working conditions are revealed. There is a reassessment of

personal achievements. Indicators of emotional exhaustion and depersonalization are increasing.

At the age of 40, a person is characterized by a decrease in the severity of a professional crisis and a dominance of an age-related personality crisis.

Against the background of an increase in satisfaction with professional activity and a decrease in indicators of emotional exhaustion and depersonalization, there is an increase in conflicts, a low assessment of support from friends and colleagues, a decrease in emotional stability, an increase in anxiety, fixation on failures, a decrease in initiative, an increase in a sense of duty.

2. The midlife crisis, according to different scientists, has a different time frame. According to Levinson (1986), the typical age for this crisis is between 40 and 45 years, according to Jagues (1965) and Gould (1978) - about 37 years. Based on an extensive review of the literature, Kearn and Hoag (1984) concluded that the onset of the crisis is most often attributed to 37.5 years. Some authors believe that the midlife crisis is a common phenomenon, therefore, almost every person entering the middle of life must face its biological, psychological and sociocultural characteristics: the realization that half of life has passed, that death is inevitable, face a change in family roles and professional status. Other scientists, however, point out that midlife crisis occurs in only some people, while others pass this period of life without any obvious or hidden signs of experiencing a crisis. Nevertheless, Costa, McGray (1978) and Kruger (1994) insist that midlife crisis is a real psychological phenomenon that includes experiences of increased anxiety and depression.

Mid-life crisis characteristics:

- decrease in physical strength and attractiveness;
- awareness of the discrepancy between dreams and life goals of a person and the reality of his existence;
- "socialization", acceptance of other people as individuals, as potential friends.

During the midlife crisis, on the one hand, there is a reassessment of the past and dissatisfaction with the present, and on the other, new opportunities appear to follow personal dreams and choose a new direction for applying one's own efforts.

The midlife crisis has its causes, patterns and goals. It is inevitable and natural. Moreover, the crisis can be especially powerful and painful for energetic and successful people. Someone needs help to overcome the crisis period, and almost everyone needs knowledge about this age and the accompanying crisis. It is very important for a person to understand what is happening to him and what opportunities he has for further development. Every crisis contains both positive and negative components. If the conflict is resolved satisfactorily (that is, at the previous stage the Ego was enriched with new positive qualities), then now the

Ego absorbs a new positive component, and this guarantees a healthy development of the personality in the future. If the conflict remains unresolved, then it harms and builds in a negative component (basal distrust, shame). The task is for a person to adequately resolve each crisis, and then he will have the opportunity to approach the next stage with a more adaptive and mature personality. The midlife crisis is the moment when you conditionally pass from the youthful stage to the adult: when dreams have not come true and a lot of things have not been done yet, and since realism comes to the place of everyone's dreams, there is nothing to dream about, so a person suffers from midlife crisis.

Are there differences in how this crisis is progressing for men and women? The signs and symptoms are the same. First of all, with the seeming well-being at work, in the family, a person suddenly begins to compare himself with his peers. Who has achieved more, who has a better apartment, family, career. This period of life accounts for a very large number of divorces or adultery. People compare their spouses, they want freedom, novelty. Very often, such "innovations" end in failure. The fact is that another person cannot become a cure for problems. Such behavior only postpones problems, but does not contribute to their solution. How satisfied is the person with the past years? How much courage does he have to correct what he doesn't like? What further prospects are drawn from the present situation? This is all very individual. And the reactions, of course, are also different. They can be divided into two large groups of options:

1. Fall into sadness and a sense of aimlessness and impossibility, give up, "write off your own worthlessness to Mother Nature". In this situation, depression, alcoholism or drug addiction, other types of addiction (food, passion, sex), psychosomatic diseases may occur. After all, you need to fill with something the void that has arisen, and distort the reality that does not suit you.

2. In spite of everything, try to change your life, try to make expectations from reality and reality coincide. Seek yourself, your comfort and satisfaction through proactive actions. Try, make mistakes, try again, experiment. Sometimes you have to learn new skills, master completely unfamiliar areas. But I think it's worth it, despite the eerie fear and hopelessness that comes with it. After all, mental health and satisfaction with oneself and one's own life depend on such actions.

3. "There's no mood today", "Oh, I'm terribly tired at this job!", "Oh, it seems, it's going to rain, maybe we shouldn't leave the house?" - it all starts like this. Trips / meetings / going out to people or shopping trips are postponed until later - this is a continuation. "I'll finish the repair and I'll live like a white man", "I'll learn to drive a car, and everything will go right at once," "I'll lose weight, and then!" - the final chord. People and situations are different - the context is the same. I'll do this and something will start.

***The symptoms of delayed life syndrome:***

- We do not our own business, loudly declaring that “I will immediately quit as soon as I find something more suitable for my abilities and talents! It's just that something doesn't turn up anything. We will wait a little longer, it is wrong to agree to something not quite worthwhile, it is better to wait for a really good chance. ”
- When an obstacle ends / disappears / overcomes, which (one and only) prevented the achievement of the goal, we frantically create another. Quickly, swiftly, until the place is empty, but more powerful, so that "from the heart". And - dive - into your swamp! Back to stability and peace. And it's somehow uncomfortable, unusual, with no one or with nothing to heroically fight! (By the way, according to statistics, men who hated their mother-in-law for many years rush most violently at the coffin of their deceased "mother" and are most bitterly worried about her leaving.)
- Left with the “cherished, long-awaited” goal hand to hand, we get lost and the hand that we just had to stretch out, we cannot raise. For "and what's next?" After all, a new goal must be formulated, but we cannot, we do not want, we do not know how. What for?
- Excessive curiosity about someone else's life: “Lord, Britney Spears started drinking again! How is she there, poor? I suffer, I don't sleep at night, I keep thinking about her. ” And who will take care of his life ?! Digging into ourselves is unpleasant and scary, so we move away from reality, either filling our heads with other people's problems, or comparing known problems with each other, choosing other people's problems more terrible in order to freeze in a kind of calm: people, they say, get worse.
- We are nervous, rushing about, looking for the meaning of life. Or we apathetically watch her pass by, without even making an attempt to join the stream. We focus on failures and failures, deeply worrying about each one.

***The causes of delayed life syndrome:***

- Inability to accept the existing course of events and lifestyle, especially if they are imposed by someone or formulated from the outside.
- Unwillingness to realize that the present is not a preparation for a future hypothetical happy life, but the reality itself.
- An abundance of highly moral beliefs like: "The children of Africa are starving, and I'm going to the premiere!" Yeah, the fact that you stay at home will certainly add to their food.
- Fear of really taking your life into your own hands. Hope only for yourself! That is, no ... After all, if something goes wrong, there is no one to blame, and self-criticism with reflection is a dessert for an amateur. And so you can go with the flow, stumbling on public and generally turned stones, somehow easier. Pioneers - well, them, it's not about us.
- Disrespect for oneself, “dislike” are the reciprocal values of egoism. "I can't!", "I won't succeed." You can. And you must. And it will work out. You

just don't want to, because one pulls the other, and you will have to deal with everything, and this is a headache.

***Treatment progress for delayed life disease:***

- Live “here and now”. There will never be such minutes, events, people, moods as now. Dreaming of a bright future, you may not notice how the present becomes the past. And you are not an accomplice, and not a participant in this, because one implies participation, and the other means active participation in the process.
- Be honest with yourself in your aspirations and goals. Since most often we say what is expected of us and try to justify someone's expectations, the notorious status, we are afraid that we will be misunderstood. In other words, to admit that laziness, and not a mythical allergy, interferes with getting a dog. Lie to others on health, but why yourself? Who are you trying to fool?

Stop finally "loving your log"! Although it is difficult, very difficult, because it is so familiar, sweet ...

**Questions and task**

1. Characterize crises of the adulthood period.
2. Describe the difference between concepts of self-determination, self-expression, self-realization.
3. What is insufficient maturity?
4. List the symptoms of delayed life syndrome.
5. List the causes of delayed life syndrome.

**Lecture 9. Personality maturity and professionalism**

*Lecture plan:*

1. Development of professionalism.
2. Acmeological conditions and factors of professionalism.
3. Levels of development of professionalism.

*Basic concepts:* professional development, optant, adept (getting a profession), adaptation, internal (experienced worker), skill.

**1.** Personality maturity is usually a precondition for a person to succeed as a professional. However, in some cases, professional development can run ahead in comparison with personal, namely - a person becomes a professional, not yet formed into a mature personality.

According to A. K. Markova, "the psychology of professionalism reveals the conditions and patterns of a person's advancement towards professionalism in his work, a change in the human psyche in the process of ascent to professionalism." Psychology of professionalism in this sense describes the psychological criteria and



levels of professionalism, stages and steps on the way to professionalism, age and individual characteristics of the formation of a professional, factors causing a decrease in professionalism, and ways to overcome its.

The problem of the professional development of a personality is a reflection of a more general problem of the relationship between personality and profession as a whole. There are two main paradigms for this interaction.

The first is to deny the influence of the profession on the person. The supporters of this approach proceed from the traditional thesis about the initial “professionalism” of a person, coming from the ancient Greek idealistic philosophy. This means that, having chosen a profession, the personality does not change on the way of its development and implementation of labor functions. The American researcher F. Parsons believed that for the correct choice of profession, an individual must have a clear idea of himself and his abilities. In addition, he must know about the requirements for him by the profession, and the possibilities of realizing the set goals. The stage of choice ends with the establishment of a congruence between the requirements of the profession and the abilities of the personality. This approach demonstrated an oversimplified view of personality and profession. Personality was understood as a mechanical complex of abilities and traits that are relatively independent from each other. A similar view existed on the profession, which was perceived as a mechanical sum of tasks and work functions. The correlation of independent personality traits with the congruence professional functions constituted the mechanism for choosing a profession. If, in the course of performing the activity, a discrepancy between the above components was found, the person changed his profession.

The second paradigm of interaction between profession and personality is characteristic of most foreign researchers and is generally accepted in Russian psychology. It consists in recognizing the facts of the influence of the profession on the personality and personality changes in the course of professional development. The process of forming the personality of a professional is called professionalization in Russian psychology. This process begins from the moment of choosing a profession and lasts throughout the entire professional life of a person.

There are four stages of professionalization:

- 1) search and choice of profession;
- 2) mastering a profession;
- 3) social and professional adaptation;
- 4) performing professional activities.

At each of these stages, there is a change in the leading mechanisms of determination of activity, and its goals change. If at the initial stages the subject sets himself the goal of mastering the profession and adapting to its requirements, then at subsequent stages he may strive to change its content and conditions. Professional development and formation cannot be artificially separated from the life path of a person as a whole. Most people go through certain stages of

development at similar age periods, and they also congruence to stages of professional development. Professional development lasts a lifetime. There are several periodizations of a person's professional path. D. Super distinguishes five stages: growth stage (from birth to 14 years old), research stage (from 15 to 24 years old), career consolidation stage (from 25 to 44 years old), stage of preservation of what has been achieved (from 45 to 64 years old), stage recession (after 65 years). E.A. Klimov identified the following main phases of professional development: the optant phase (choice of profession), the adept phase (getting a profession), the adaptation phase (addiction or adaptation of a young specialist to work), the internal phase (experienced worker), the mastery phase (continues throughout the entire professional path , the employee acquires an individual style of activity), the phase of authority, the phase of mentoring.

2. Acmeological conditions are rather objective in relation to the future professional, while many acmeological factors are subjective. Thus, at different stages of the development of professionalism, the strength and significance of acmeological conditions and acmeological factors are different.

In psychological and acmeological studies, the inclinations, general and special abilities of the subject of labor, the state of society during its formation, the conditions of family and school education, the possibility of obtaining education, access to cultural values, etc., were named as significant acmeological conditions, which constitutes the content of the conditions as follows. called the pre-start period of the development of professionalism (Bodalev A.A., Derkach A.A., Kuzmina N.V., etc.).

Acmeological factors are of three types (N. V. Kuzmina): - objective, manifested as an external predestination and associated with the real system of professional activity; - subjective measures of the success of professional activity related to individual preconditions are motives, orientation, interests, competence, skill, etc., the measure of their manifestation explains the subjective reasons that contribute to the growth of professionalism; - objective and subjective, associated with the organization of the professional environment, the professionalism of managers, the quality of management.

This typology has a sufficient degree of generality, but at the same time, it is possible to use other grounds for generalization. In particular, acmeological factors can be general, special and single. The most important general acmeological factors, as studies have shown, are a high level of motivation, the need for achievements, high personal and professional standards, and the desire for self-realization. Common acmeological factors are also high levels of professional perception, thinking and anticipation (Derkach A.A., Kuzmina N.V.), as well as the prestige of professional skill (Shadrikov V.D.).

A prominent place among the special acmeological factors is occupied by those that, in specific types of professional activity, contribute to the achievement of high indicators - accuracy, reliability, organization, etc. Such are, for example,

stress resistance, developed psychomotor skills, a high level of attention, etc., that is, called psychological professionally important qualities. This may also include special skills. <...> Personal and professional development is a process of personality formation (in a broad sense) and its professionalism in self-development, professional activity and professional interactions (Derkach A.A., Dyachkov V.M., Klimov E.A., Rean A. A. and others).

Professional development is an integral part of the professionalization of an individual. It begins at the stage of mastering the profession and continues at subsequent stages. Moreover, it does not end at the stage of independent performance of activities, but continues until a person completely retires from business, acquiring a specific form and content. Professional development is the acquisition by an employee of new knowledge, skills and abilities that he uses or will use in his professional activities. The main methods of professional development are vocational training, career development and education. Professional development takes place in two stages: The first is a progressive stage of personal professional development. It is primarily associated with the formation of motives of professional activity and the structure of professional abilities, knowledge and skills. At this stage, professionally important qualities are formed - these are any qualities of the subject included in the process of activity and ensuring the efficiency of its implementation in terms of productivity, quality of work and reliability. From this point of view, professionally important qualities can be the properties of the nervous system, the properties of mental processes, personality traits, personality orientation, knowledge and beliefs. The second is the regressive stage of the professional development of the individual. Labor can have a positive effect on a person and his personality traits, and it can also change a person's character, leading to both positive and negative consequences. Moreover, professional development can also be of a top-down nature. The negative impact of the profession on a person can be partial or complete. A sign of the negative influence of the profession on the personality is the appearance of a variety of professional deformations or specific conditions, for example, emotional burnout. Emotional burnout is a syndrome that includes emotional exhaustion, depersonalization and reduction of professional achievements. Burnout is an independent phenomenon, not reducible to other conditions encountered in professional activities (stress, fatigue, depression). The difficulty in dealing with professional deformation lies in the fact that, as a rule, the worker is not aware of it. Therefore, it is very important for professionals to know about the possible consequences of this phenomenon and to treat their shortcomings more objectively in the process of interacting with others in their daily and professional life.

Professional development is a systemic phenomenon determined by the general laws of mental development and occurring in certain socio-cultural conditions. This is a rather complex process that is cyclical in nature; a person not only improves his knowledge, abilities and skills, develops professional abilities, but can also experience the negative impact of this process. Such an

impact leads to the appearance of all sorts of deformations and conditions that not only reduce professional success, but also negatively manifest themselves in the “non-professional” life. In this regard, we can talk about the ascending (progressive) and descending (regressive) stages of professional development. In this case, we should talk about the individual cycle of professional development, which has its own psychological content.

**3.** B.G. Ananyev defined the basic preconditions for professional development in the form of the following provisions:

- The success of professionalization is determined by the degree of compliance of the individual psychological characteristics of the individual with the requirements of the profession;
- Each person meets the requirements of a number of professions;
- The degree of correlation between individual psychological characteristics and professional requirements determines the level of interest in the profession, satisfaction in it, striving for professional improvement, etc .;
- Professionalization is implemented throughout the professional path of personality development, which has certain periods, stages and is characterized by more or less significant changes in professional requirements;
- The nature of the ratio of the individual psychological make-up, the abilities and requirements of the profession (completeness, intensity, specificity, etc.) determines the characteristics of the professional and psychological development of the personality, its orientation (progression, regression), intensity, selectivity, etc .;
- Professional development of personality, its operational and psychological qualities and structures, occurs unevenly and heterochronously (at different times);
- Determining in the professional development of the personality is the nature of the leading activity, as well as the relationship with it dominant and subdominant activities;
- The orientation of the personality is the determining psychological factor in choosing a professional path and professionalization;
- Attitude to the profession, its development and work activity are dominated and corrected by professional, psychological, physiological, medical, social and other factors that determine the characteristics of a person's life and work activity, his life activity.

The generalized model of the professional development of the personality is developed by Yu.P. Povarenkov. The author defines the professional formation of a personality as a process of step-by-step resolution of a complex of contradictions, reconciliation of various tendencies and requirements that are

set by the basic contradiction between the social and professional requirements for an individual, and his desires, opportunities for their implementation.

Author identified groups of the main functions of a professional as parameters of professional development, these are:

- functions related to the production of a product and determined through the productivity, reliability and quality of a professional's work;
- functions related to the realization of the needs of the person himself and determined through satisfaction with work, self-realization, etc .;
- functions related to the provision of self-development and "launch" of the self-determination mechanism of the professional development of individuality under given opportunities and objective conditions.

The generalization of the conducted research allows us to assert that in the process of personal and professional development, the following progressive structural changes in personality occur:

1. Changing the orientation of the personality: - expanding the range of interests and changing the system of needs; - actualization of achievement motives; - an increase in the need for self-realization and self-development.

2. Increasing experience and improving qualifications: - increasing competence; - development and expansion of skills and abilities; - mastering new algorithms for solving professional problems; - increasing the creativity of the activity.

3. Development of complex private abilities.

4. Development of professionally important qualities, determined by the specifics of the activity.

5. Development of personal and business qualities.

6. Increased psychological readiness.

### **Questions and task**

1. List four stages of professionalization.
2. According to N.V. Kuzmina, acmeological factors of professionalism are of three types. Describe them.
3. Give a definition to burnout syndrome.
4. List the main functions of a professional as parameters of professional development.
5. List basic preconditions for professional development.

## **Lecture 10. Professional career**

### *Lecture plan:*

1. Concept, typology, career stages.
2. Career model, stages of development and career planning.
3. Crises of professional formation of personality and career development.

*Basic concepts:* career, professional growth, intra-organizational career, models of the formation of professional activity, professionally conditioned critical events.

1. Career is an individually conscious position and behavior of a person associated with the development of his professional activity and experience throughout his life, which are not dependent on the physical boundaries of the organization and the state. The concepts of a successful career and successful career behavior are associated, first of all, with successful professional self-determination. Careers are traditionally divided into professional and intra-organizational.

A professional career is characterized by the fact that a particular employee in the process of his professional activity goes through various stages of development: training, employment, professional growth, support of individual abilities, and finally, retirement. A specific employee can go through these stages sequentially in different organizations.

Intra-organizational careers also stand out alongside professional careers. It covers the successive change in the stages of an employee's development within one organization. An intra-organizational career is implemented in three main directions:

- vertical - it is with this direction that the very concept of a career is often associated, since in this case career advancement is most visible (the vertical direction of a career literally means an ascent to a higher level of the structural hierarchy);
- horizontal - this means either moving to another functional area of activity, or performing a certain service role at a stage that does not have a rigid formal fixation in the organizational structure (for example, performing the role of the leader of a temporary target group, program, etc.);
- centripetal - this direction is the least obvious, although in many cases it is very attractive for employees.

According to the content of the changes taking place in the process of career movement, one can distinguish such types of careers as:

- domineering (growth of influence),
- qualification,
- status,
- monetary (income career).

A domineering career is associated either with the formal growth of influence in the organization by moving up the management hierarchy, or with the growth of the informal authority of the employee in the organization.

A qualifying career presupposes professional growth, movement along the categories of the wage scale of a particular profession.

A status career is an increase in the status of an employee in an organization, expressed either by the assignment of the next rank for seniority, or an honorary title for an outstanding contribution to the development of the company.

A monetary career is an increase in the level of employee's remuneration, namely: the level of remuneration, the volume and quality of social benefits provided to him.

2. The following are the most common scenarios for the professional formation and development of a specialist:

1. Smooth, conflict-free and crisis-free professional development within the same profession.

2. Accelerated development at the initial stages of formation with subsequent stagnation and recession. It is implemented, as a rule, also within the framework of one profession.

3. Gradual, leaps and bounds of personal and professional development, leading to peak achievements (not necessarily within the framework of one profession) and accompanied by crises and conflicts of professional development. The change in the pace and vector of development occurs mainly when the stage of formation changes. In this case, changes in the social situation of development, leading activities and the individual's own activity are of decisive importance.

Each of the three basic forms of becoming has various versions.

L.M. Mitina distinguishes two models of the formation of professional activity:

1. an adaptive model, in which the tendency to subordinate professional labor to external circumstances in the form of fulfilling prescriptions, algorithms for solving professional problems, rules, norms dominates in a person's self-awareness;

2. a model of professional development, which is characterized by the ability of an individual to go beyond the established practice, to turn his activity into an object of practical transformation and thereby overcome the limits of his professional capabilities.

The adaptive model reflects the formation of a specialist who is the bearer of professional knowledge, skills and experience. The professional development model characterizes a professional who owns professional activity as a whole, capable of self-design and improvement. It should be emphasized that the decisive importance in the professional development of an individual belongs to her professional activity; socio-economic conditions play an important role; biological factors perform the function of prerequisites for professional development, influence its pace, as well as professional suitability and performance.

3. According to A. Reber, a crisis is understood as abrupt deviations from ordinary life, any sudden interruptions in the normal course of events in the life

of an individual or society, which require a reassessment of models of behavior, actions, thinking.

Crisis is the general meaning of the loss of the normal foundations of daily activities. From the point of view of various approaches to the typology of crises, all the crises of an individual that occur on its life path can be divided into:

- mental development crises;
- age crises;
- neurotic nature crises;
- professional crises;
- critical semantic crises;
- life crises.

The following indicators can be distinguished, summarizing the symptoms of a crisis state:

- decreased of behavior adaptability ;
- drop in the self-perception level;
- self-regulation primitivization.

Crisis are caused by critical events - turning points in a person's individual life, accompanied by significant emotional experiences. All professionally determined critical events can be divided into three groups:

- normative, due to the logic of professional development and human life: graduation from school, admission to vocational schools, family creation, employment, etc .;
- abnormal, which are characterized by random or unfavorable circumstances: failure during admission to a vocational education institution, forced dismissal from work, family breakdown, etc .;
- extraordinary (above-standard), which occur as a result of the manifestation of strong emotional-volitional efforts of the individual: independent termination of training, innovative initiative, change of profession, voluntary acceptance of responsibility, etc.

Critical events can have two modalities: positive and negative. The modality of events is determined by the ways of emotional response to changes in life, professional circumstances and difficulties. And the event itself for two people can have the opposite modality. Events of a positive modality are called epic, negative ones are called incidents.

The process of experiencing a crisis is aggravated by the action of a number of factors related to the personality traits of an individual, which include the following:

1. Cognitive rigidity, that is, a person's unwillingness to change their own ideas.
2. Categorical perception of alternatives.
3. The presence of misconceptions and attitudes ("relatively harmless under normal circumstances, they can create problems amid severe stress").
4. Inertia of thinking.



## 5. Striving to avoid painful emotional experiences.

Factors predetermining crises of professional formation and development. The crisis of professional development should be understood as relatively short (up to a year) periods of cardinal personality restructuring, caused by internal contradictions and dissatisfaction with their professional activities. An analysis of the professional development of a personality leads to the conclusion: the transition from one stage of professional life to another is usually accompanied by special crises, which can be defined as crises of professional development. These crises may not be realized, but from this they do not cease to exist and affect the entire life of a person.

As a rule, the causes of crises in professional development are:

- dissatisfaction with their social and professional status, gradual qualitative changes in the ways of performing activities;
- socio-economic conditions of human life.'

These conditions include:

- reduction of staff, and sometimes organizations, unsatisfactory wages, social insecurity, the difficulty of finding between “inconvenient” subordinates and demanding management, etc .;
- deterioration of health;
- professional fatigue;
- intellectual helplessness;
- "emotional burnout" syndrome;
- excessive preoccupation with professional activities.

Often, crises of this kind arise when taking on a new position, participating in a competition to fill a vacant position, or passing certification.

### **Questions and task**

1. Describe career stages.
2. Describe career modes.
3. List directions of career development.
4. List factors that aggravate experiencing a crisis.
5. Describe crises of the professional formation of an individual and the development of his career.

### **Lecture 11. Self-development and self-actualization of personality**

*Lecture plan:*

1. Self-development: concept, forms.
2. Self-actualization of personality.
3. Self-development and personal growth.

*Basic concepts:* self-development, self-affirmation, self-realization, self-actualization, personal growth, personal meanings.

1. Self-development is a specific activity of a person to create a qualitatively new one in his consciousness, relationships, experiences and behavior, carried out in accordance with life tasks and internal motives with the help of special psychological means.

As applied to self-development, the term “self-” means that a person, on his own initiative, begins to perform certain actions to transform and change himself, his individual and personal properties, his behavior and activities, attitudes towards other people, etc.

In psychology, self-development is presented in its various qualities and is defined as follows:

- - as a strategy of life (K. A. Abulkhanova-Slavskaya);
- - as a life orientation (E. Yu. Korzhova);
- - as a life opportunity (EP Varlamova, S. Yu. Stepanov);
- - as a form of life (EB Starovoitenko);
- - as a form of development (M. A. Shchukina);
- - as a need (A. Maslow);
- - as a specific activity (A. G. Aseev, L. N. Kulikova, N. A. Nizovskikh and others).

Such a variety of approaches is quite justified, it is due to the complexity and versatility of the concept of "self-development". Nowadays, more and more often, self-development is beginning to be defined as a specific human activity aimed at transforming oneself.

The forms of self-development include self-affirmation, self-improvement, self-actualization and self-realization.

**Self-affirmation** makes it possible to express yourself fully as a person. Self-improvement characterizes the desire to get closer to some ideal image, which acts as a guideline for achieving any qualities in oneself in the future. Self-actualization makes it possible to reveal a certain potential in oneself and use it in life.

The situation is more complicated with self-realization. In some studies, it is identified with self-actualization. In others, self-realization, along with self-development in general, is viewed as an independent process.

The indicated basic forms of self-development are closely related to each other. The primary, of course, is self-affirmation. This fact was pointed out by many researchers. In particular, A. Maslow called self-assertion the forerunner of self-actualization. To improve and become fully actualized, you must first establish yourself in your own eyes and the eyes of other people. On the other hand, a self-improving and self-actualizing person is objectively a self-asserting person. At the same time, self-affirmation, and self-improvement, and self-actualization are closely interconnected with the self-realization of the individual. Asserting himself, improving and actualizing his potential, a person is realized in life and in activity:

in a heap, in learning, in knowledge, in communication, in creativity. In this sense, self-realization acts as a peculiar form of self-development. The level of self-realization also testifies to the stage in self-development to which a person has ascended. However, it can also be viewed as an independent process. The fact is that, even with an actualized potential, a person, due to objective or subjective circumstances, is far from always able to realize himself. And vice versa, he can be realized in accessible types of activity, without experiencing the desire for self-development and without making special efforts for this.

**2.** Self-actualization is the highest and at the same time integrating form of self-development and absorbs, to a certain extent, all previous forms, especially self-improvement, in many ways having common goals and motives with it. Its difference from the previous forms is that the higher semantic motives of human behavior and life are actualized here, and the emphasis is not on affirming something in oneself or acquiring some property, but on the full use of the existing potential and self-realization.

Self-actualization is one of the central concepts of humanistic psychology. Unlike psychoanalysts, who mainly studied deviant behavior, Maslow believed that it was important to study human nature through the example of prominent representatives of the human race, and not on the material of average or neurotic individuals. Only by turning to the best people can we explore the boundaries of human capabilities and at the same time understand the true nature of man, which is not clearly and fully represented in other, less gifted people.

A. Maslow defined self-actualization as a person's ability to become what he is capable of becoming, that is, he is obliged to fulfill his mission - to realize what is in him, in accordance with his own higher needs: truth, beauty, perfection, etc.

K. Rogers regards the desire for self-actualization as a universal intention of living organisms to growth, development, maturation, the tendency to manifest and activate all the abilities of the organism to the extent that this activation contributes to the development of the organism or personality.

The self-actualization process is based on the need for self-actualization. According to A. Maslow, the need for self-actualization is the pinnacle of human needs; it cannot arise and be realized if the needs of a lower order are not realized. On the basis of the need for self-actualization, motives are born that direct a person to the realization of the highest meanings of his existence.

According to V. Frankl, the meanings of life are not given to a person from the very beginning, they must be specially sought. According to V. Frankl, there are three most general ways to search for meaning:

- 1) what we do in life (creativity, creation);
- 2) what we take from the world (experiences);
- 3) the position that we take in relation to fate, which we cannot change.

Accordingly, three groups of values can be distinguished: creation, experience and relationships. The meaning is defined by W. Frankl as what he means: a person who asks a question, or a situation that also implies a question. V. Frankl calls the method by which the meanings are sought conscience. Conscience is an intuitive search for the only meaning of a given concrete situation. The meaning of life, according to V. Frankl, is not in the search for pleasure, the pursuit of happiness, it is in the comprehension and realization of values: creation, experience, relationship.

On the basis of the need for self-actualization, motives are born in search of the meaning of their own life as a whole and their search for the realization of the values of creation, experience, relationship. These motives determine a specific form of self-development, called self-actualization. Its goal is to achieve the fullness of the sensation of life as a very short period of time, which, according to all laws, should cause despair. But a person, with rare exceptions, does not experience such despair, since he lives life as best he can. And if he manages to live it in its entirety, i.e. self-actualize and then realize himself, then he experiences the highest satisfaction with himself and his life, is able to be active until the very end, rejoice at success, the fact that it was he who managed to do something.

In self-actualization, two lines of human existence are closed - self-knowledge and self-development. To know oneself as much as possible means to acquire the basis for self-actualization as the ability to make the fullest use of one's talents, abilities, and opportunities. To self-actualize is to find the meaning of life, realize oneself, thereby fulfill one's mission, one's purpose and, as a result, feel the fullness of life, the fullness of existence.

Maslow identifies eight ways of behavior leading to self-actualization and self-realization in life [1982]:

- self-actualization means a complete, lively and selfless experience with complete concentration and absorption; at the moment of self-actualization, the individual is wholly and completely human; this is the moment when "I" realizes itself;
- life is a process of constant choice; there is always a choice: advance or retreat; self-actualization is a continuous process when multiple choices are ahead: to lie or remain honest, to steal or not to steal; self-actualization means choosing an opportunity for growth;
- self-actualization acts as a person's ability to listen to himself, ie. to be guided not by the opinion of others, but by one's own experience, "to listen to the voice of the impulse";
- self-actualization is the ability to be honest, the ability to take responsibility; as A. Maslow notes, "whenever a person takes responsibility, he self-actualizes";
- self-actualization is the ability to be independent, to be ready for an independent position;

- self-actualization is simultaneously not only the final state, but also the process of actualizing one's capabilities;
- higher experiences are moments of self-actualization, these are moments of ecstasy that cannot be bought, which cannot be guaranteed and which cannot even be sought;
- self-actualization also acts as a person's ability to "expose" his own psychopathology, which is expressed in the ability to identify their defenses and then find the strength to overcome them.

The most important result of self-actualization is a sense of the meaningfulness of life and the fullness of your being, the fullness of the fact that you did everything correctly, despite the partial mistakes and mistakes that others recognized you as a person, your unique individuality and at the same time universality. Concrete results are satisfaction with life, activity, self and success (consistency) of the individual in various spheres of life.

**3. Self-development and personal growth.** Self-actualization means choosing a growth opportunity. Personal growth is a concept that is widely used in modern psychology. It is closely and organically linked to self-development. Self-development loses its meaning if it is not accompanied or each act of it does not end with personal growth. At the same time, despite the seeming simplicity and obviousness, the concept of personal growth is a rather broad and vague concept. Everything that makes a person better, more perfect, one way or another characterizes his growth as a person. And under this "everything" can hide various psychological phenomena.

In various psychological schools and directions, it is considered in different ways, depending on the theoretical ideas about the world and the role of man in this world.

In parapsychology, esotericism (esotericism - intimate, secret knowledge), personal growth is seen as a spiritual practice, as an expansion of consciousness due to familiarization with this knowledge. As means, special techniques are used that awaken parapsychological abilities: clairvoyance, telepathy, telekinesis, etc. In psychoanalysis, this is a tendency towards individuation or self-acquisition, understood as a movement towards greater freedom (K. Jung); movement from self-centeredness and the goals of personal superiority to the tasks of constructive mastery of the environment, understood as movement towards perfection (A. Adler). In gestalt therapy - the transition from reliance on the environment to reliance on oneself and self-regulation (F. Perls). In humanistic psychology, personal growth means the acquisition of more and more autonomy, independence of the individual, striving for maturity and psychological health (K. Rogers) or the consistent satisfaction of higher needs (A. Maslow).

In Russian psychology, personal growth is also defined in different ways. According to M. R. Bityanova, personal growth acts as a qualitative characteristic of self-development, "within which a person acquires the ability to

manage current events, form good and open relationships with other people, courageously and consistently defend their views, perceive life in all its glory "[Bityanova, 1995, p. 7]. According to the point of view of D. M. Romendik, personal growth can be viewed through the prism of the development of a person's personal potential and define it as "a complex of psychological properties that gives a person the opportunity to make decisions and regulate his behavior, taking into account and assessing the situation, but based primarily on his internal ideas and criteria".

A number of studies note that personal growth cannot be equated with personality development as an objective process, since not any development can be accompanied by personal growth. S. L. Bratchenko and M. R. Mironova point to the fact that the psychological meaning of personal growth is liberation, finding oneself and one's life path, self-actualization.

In accordance with theoretical ideas and views, scientists also distinguish various criteria for personal growth. According to M.R.Bityanova, these include indicators of a developed personality, which takes responsibility for its actions:

- satisfies his own needs without prejudice to other people;
- achieves significant success in activity, as it serves as an object of self-expression for them;
- demonstrates energy and resilience in their daily life;
- is open to professional changes and new life experience.

Summarizing the special studies, D. M. Romendik points to the following criteria for personal growth: personal autonomy and independence, inner freedom; meaningfulness of life; resilience in difficult circumstances; readiness for internal changes; the ability to perceive new uncertain information; constant readiness for action; features of planning activities; temporary perspective of the individual.

S. L. Bratchenko and M. R. Mironova distinguish two groups of criteria for personal growth: intrapersonal and interpersonal, which are based on the indicators and characteristics of a psychologically mature personality.

Intrapersonal criteria for personal growth include the following.

Acceptance of oneself means recognition of oneself and unconditional love for oneself as I am, attitude towards oneself as a person worthy of respect, capable of independent choice, faith in oneself and one's capabilities, trust in one's own nature, organism.

Openness to the inner experience of experiences. A strong and mature person is freer from the distorting influence of defenses and is able to listen to his inner reality (experience), treat it as worthy of trust.

Understanding yourself - an accurate, complete and deep understanding of yourself and your current state; the ability to see and hear yourself genuine.

Responsible freedom. In relationships with oneself, this means, first of all, responsibility for the implementation of one's life, for the choice of values, independence from the pressure of external evaluations.

**Integrity.** The most important direction of personal growth is strengthening and expanding the integration and interconnectedness of all aspects of a person's life, and especially - the integrity of the inner world and the personality itself. Integrity and congruence are sine qua non for effective regulation of human life.

**Dynamism.** Intrapersonal unity and coherence do not mean inertness and completeness. On the contrary, the personality exists in a constant, continuous process of change. In this sense, a mature personality is certainly a becoming personality, that is the growth of the personality is the way of its existence.

Interpersonal criteria for personal growth are as follows.

**Acceptance of others.** A personality is all the more mature the more it is capable of accepting other people as they are, respecting their originality and the right to be themselves, recognizing them as their unconditional value and trusting them.

**Understanding others.** A mature personality is distinguished by freedom from prejudices and stereotypes, the ability to adequately, complete and differentiated perception of the surrounding reality and, in particular, other people. Therefore, the most important criterion for personal growth is the willingness to come into contact based on deep and subtle understanding and empathy, empathy.

**Socialization.** Personal growth leads to an increasingly effective manifestation of a fundamental human desire - to constructive social relationships. A person in contacts with others becomes more and more open and natural, but at the same time - more realistic, flexible, capable of competently resolving interpersonal contradictions and living with other people in the greatest possible harmony.

**Creative adaptability.** The most important quality of a mature personality is the willingness to boldly and openly meet life's problems and cope with them, not simplifying, but showing "creative adaptation to the novelty of a particular moment" and "the ability to express and use all potential internal possibilities" (K. Rogers).

Naturally, changes in each of these directions occur in accordance with their own laws. And at the same time, since the process of personal growth is holistic, growth in one personal dimension contributes to advancement in others. And most importantly - the very fact of movement, inclusion in the process of discovering and finding oneself, which, ultimately, makes a person capable of perceiving the world (external and internal) not as a threat, but as a challenge to life and, at the same time, a call to life.

### **Questions and task**

1. Give definitions to the concepts: "self-determination", "self-realization", "self-actualization"
2. List the self-realization strategies
3. Describe self-realization levels.
4. List stages and barriers to self-realization.
5. List socially acceptable positions and areas of self-affirmation.

## Lecture 12. Personality self-realization

### *Lecture plan:*

1. The concept of personality self-realization.
2. Levels of personality self-realization.
3. Stages of the personality professional self-realization.

*Basic concepts:* self-realization, dedication, life position, professional growth, barriers to self-realization.

1. Self-realization. Self-realization is both a form of self-development and an independent process. In modern psychology, self-realization is understood as "the realization of oneself in life and daily activities, the search and approval of one's own special path in this world, one's values and the meaning of one's existence at any given moment of time." At present, in psychology, the problems of studying self-realization are outlined. You can refer to the generalizing work of L.A. Korostyleva, which defines:

- self-realization strategies - optimal and non-optimal;
- self-realization levels - primitive performing, individual performing, the level of realization of roles and norms in society, the level of meaningful and value realization;
- mechanisms - motivational-semantic and personal-situational;
- stages - self-determination and choice; formation, further growth and development;
- barriers to self-realization - the value barrier, the barrier of the semantic construct and the dispositional barrier.

Self-realization is most closely related to the self-actualization of the individual. It is not enough just through detection, awareness, acquisition of some qualities and abilities to actualize your potential. It is important to use it to the fullest, thereby realizing yourself in life. Only in this case can a person be called a self-actualizing person, according to A. Maslow's definition, who has fulfilled its mission and its destiny. Self-realization is also closely related to other forms of self-development. If a person manages to assert himself in his own eyes or in the eyes of others, this is a serious step in self-realization. Moreover, this is true in relation to self-improvement. Reaching some heights in his life and personal acquisitions, a person undoubtedly solves the problem and self-realization.

2. Levels of personality self-realization. Currently, four levels of personality self-realization have been identified:

- 1) primitive performing;
- 2) individual performing;
- 3) the level of implementation of roles and norms in society (with elements of spiritual and personal growth);



4) the highest level of self-realization - the level of life-meaning and value realization (realization of essential authenticity).

Primitive performing realization is characterized by motivation at the levels of physiological needs and the need for safety. Individual-performing implementation corresponds to the motivation of attachment, love, since it is largely aimed at satisfying the corresponding needs, for the sake of which it is often carried out. The level of need for recognition and assessment correlates with the level of implementation of roles and norms in the immediate environment, society. The most complete self-realization consists in the realization of life-meaning and value orientations, that is, at this level there is an essential, authentic self-realization - the realization of the needs for self-actualization as a desire to realize one's abilities and talents. Such self-realization is called dedication, self-realization of oneself.

A low level of self-regulation is facilitated by an inactive and unconscious life position. Self-realization strategies at this level are mostly conditioned by the motive "I want", manifested in a hedonistic position and a poor living world. In the motive "I want", drives, desires prevail, and interests are little represented; the emotional (affective) component clearly prevails over the cognitive one. The motivation "can" ("can I?") Corresponds to the individual performing level. This level of self-realization is characterized by an inactive life position and weak differentiation of self-attitude, self-esteem and self-knowledge. The level of implementation of roles and norms is carried out with the help of the motive "must". At the highest level of personality self-realization, there is a balance of motives "I want", "I can" and "I must", as well as the motive "making a decision" with the leading role of life-meaning and value orientations and adequate development of the motivational-need sphere. The motive "making a decision" reflects a cognitive orientation conditioned by the priority of addressing cognitive processes, but not to the detriment of emotional ones, which is corrected by the motive "I want", which includes not only interests, but also desires, authenticity, and the presence of situations that are weak for the personality.

**3. Stages of professional self-realization of the individual.** Personality professional self-realization on its life path involves the following stages:

- 1) professional self-determination (choice of the type and focus of activity);
- 2) becoming in the chosen profession;
- 3) professional growth and development of professional competence.

It should be noted that a person periodically clarifies, corrects the course of his self-realization, returning to one or another of its ethane.

The prerequisites for self-realization as the initial conditions for the genesis of self-realization, which determine its first stage - professional self-determination, are already quite stable among students of lyceums, schools, and especially students of the first and second years of universities. At the same time, self-determination is viewed as a phenomenon of the value-semantic

nature; active determination of their position in relation to socially significant values, conditions of life in society, objectified for life goals, plans and prospects for professional development. At this stage, the motive "I want" prevails (interests, desires, attractions, authenticity).

If the motive "must" prevails when choosing a future profession, preference is given to duty, social request, that is, the opinions of other persons (parents, relatives, friends, peers, etc.), or orientation to prestigious professions, without taking into account its interests and inclinations. And then difficulties begin to arise in the course of personality self-realization already at the stage of self-determination and are carried over to the subsequent stages.

The stage of formation in the professional sphere of life. If at the stage of self-determination, as a result of the predominance of the corresponding motivational-semantic connections, the motive "I want" prevails, then at the stage of formation - the motive "I can", followed by the motive "must". At this stage, difficulties may arise, which, in turn, are superimposed on previously existing difficulties in the course of professional self-determination (choice of profession). In this case, the personality is either redefined and adapted in the course of professional development, or finds itself in a situation of unemployment. It is also possible to acquire a new profession in which a person can self-actualize in a more adequate way than before. However, in this case, it is necessary to have a significant personal potential and the ability to reach a different, higher level of self-realization.

The stage of professional growth presupposes the development of professional competence and the subsequent adaptation of not oneself to the profession, but the profession to oneself. Of course, there is continuity, a smooth transition between the stages of professional development and professional growth. The latter corresponds to a high level of self-realization of the individual - the level of life-meaning and value realization (essential authenticity). In the structural-functional model of personality self-realization, there is a balance between the blocks of the model, with a certain prevalence of the block "I want", interconnected with meaningful and value orientations.

Learning professionals with more pronounced prerequisites for self-realization are characterized by the ability to live a full life, positive self-perception, respect and self-acceptance. This self-perception corresponds to a high level of personal maturity and authenticity. Students of this group are generally characterized by a positive view of people and the ability to holistically perceive the image of the world and man.

### **Questions and task**

1. List levels of self-realization.
2. How many levels of self-realization are currently distinguished?
3. What is the highest level of self-realization?
4. Describe mechanisms of self-realization.
5. List motives for self-realization.

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