

Semenova N.S.

associate professor, PhD of Pedagogy,
nataevjen@gmail.com

Yu Ren

undergraduate,
nataevjen@gmail.com

VSU named after P.M. Masherov, Vitebsk, Republic of Belarus

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THE RELATIONSHIP BETWEEN THE TEMPERAMENT TYPES OF CHINESE STUDENTS AND SOCIO CHARACTERISTICS

The article highlights the problem of temperament and its typology in Chinese psychology. The relevance of the research problem is revealed. Theoretical approaches to understanding temperament as a socio-psychological phenomenon are described. The results of a study are presented, the purpose of which is to determine whether there is a relationship between the type of temperament and socio characteristics.

Keywords: Chinese students, temperament, types of temperament, socio-psychological characteristics.

ВЗАИМОСВЯЗЬ МЕЖДУ ТИПАМИ ТЕМПЕРАМЕНТА КИТАЙСКИХ СТУДЕНТОВ И СОЦИАЛЬНЫМИ ХАРАКТЕРИСТИКАМИ

В статье освещается проблема темперамента и его типологии в китайской психологии. Раскрыта актуальность проблемы исследования. Описаны теоретические подходы к пониманию темперамента как социально-психологического феномена. Представлены результаты исследования, цель которого – определить существует ли взаимосвязь между типом темперамента и социальными характеристиками.

Ключевые слова: китайские студенты, темперамент, типы темпераменты, социально-психологические характеристики.

Introduction. University students, as the backbone of societal development, their mental health and the quality of interpersonal relationships have a profound impact on social progress. In the university student population, interpersonal relationship problems are not only an important part of mental health but also a widespread phenomenon. Temperament type is one of the key factor shaping the psychological state and interpersonal interactions of university students. It involves the inherent characteristics of an individual's psychological activities, which form the basis of personality. Nonetheless, existing study mainly focuses on children and adolescents, and there is still insufficient study on university students who are at a turning point in life and face multiple pressures and challenges. In this regard, exploring the relationship temperament type and socio-psychological characteristics is of great significance for improving their mental health and the quality of interpersonal relationships.

Material and methods. A survey of 154 students was conducted using adult temperament type meters and interpersonal confidence meters. Data were processed and analyzed using descriptive statistics, T testing, single factor ANOVA, correlation analysis, linear regression analysis, and intermediate effect analysis.

Results and their discussion. Temperament is a mixture of an individual's innate natural traits or tendencies and is part of their character. It is the personal psychological characteristic one is born with, which manifests itself as a stable state in cognition, emotion, speech, action and changes in psychological activity. The concept of temperament is similar to the use of "temperament" and "disposition" in everyday life [1]. From a psychological perspective, a person's temperament is inextricably linked to emotional quality, self-confidence, willpower, resilience and other mental qualities [2]. Because of the significant influence of innate

genetics, temperament tends to have a high degree of stability. However, it is not absolutely immutable. With age, the forces of environment, education, experience, and self-reflection can promote a certain degree of change in temperament. Temperament is therefore a combination of innateness, stability and plasticity. In everyday life we often observe people with different temperaments [3]. Some may be lively and cheerful but lack seriousness; some may be open and enthusiastic but lack perseverance; some may be emotionally stable but lack flexibility in their actions; some may be meticulous and detailed but lack decisiveness in their actions.

Traditional Chinese medicine proposes a categorization of five temperament types, known as the Five States, which places more emphasis on character and constitutional descriptions. Based on characteristics such as body constitution, lifestyle habits, methods and attitudes in dealing with the world, and character, individuals are categorized as "greater yin", "lesser yang", "less yin", "greater yang", and "balanced yin yang".

Greater Yin individuals: They appear dull, have a passion for wealth, and appear kind on the surface, but harbor malice underneath. They are good at controlling their emotions, are careful thinkers, like to compare, and are typical egoists who are relentless in achieving their goals and often suppress their true emotions. Less Yin individuals: they are fond of petty gain, harbour intense jealousy, appear refined on the surface, but often stab others in the back; cannot help others in times of crisis. Greater Yang individuals are narcissistic, like to show off their talents, are complacent about trivial matters, often set higher goals than they can achieve, and are overconfident. They are impulsive in their actions and don't mend their ways after making mistakes, unwilling to admit when they fail. Lesser Yang individuals are good at socializing but have a strong sense of self-worth. They are cautious in their actions, good at packaging and promoting themselves, but dislike toiling in obscurity and tend to be discouraged. Balanced Yin and Yang individuals prefer quiet and a detached view of fame and fortune. They dislike crowds and quarrels, are modest, understanding, good at strategic assessment, indifferent to fame and wealth, fearless in pursuing their interests, good at management and have leadership skills [4].

Understanding temperament and mastering the temperamental characteristics of each student play a crucial role in promoting education. In the development of students, cultivating good habits and excellent temperaments has a positive impact on their learning. To accurately identify students' temperament types, there are mainly two commonly used temperament identification methods in China: the self-report scale method and the behaviour assessment method. The self-report scale method uses the "Adolescent Temperament Scale" compiled by psychological researchers such as Chen Huichang. This scale consists of 60 questions divided into four temperament types, with each type accounting for a quarter of the total questions. This method is widely used in China and the results have been shown to be effective [5]. The behavioral assessment method identifies individual temperament characteristics by observing daily life without any prompting. However, since temperament characteristics may be hidden in different environments, it is not accurate enough to judge their temperament types based on personal behaviour habits alone.

This article uses Chen Huichang's (2001) revised Chen Chan Chang Sixty Gas Quality Chart to assess the quality type of university students. A descriptive statistical analysis of the four temperament types—choleric, sanguine, phlegmatic and melancholic—of these university students was conducted. Choleric: the total number of cases was 154, with scores ranging from -21 to 13, an average of -3.195, and a standard deviation of 6.143. This dimension's average is negative, and the standard deviation is quite large, suggesting that students tend to score lower on the choleric temperament and there is a high degree of individual variation. Choleric temperament is often associated with impulsive, irritable character traits, so the low scores in this group might suggest that they are generally not impulsive and have a stable emotional state. Sanguine: the total number of cases was also 154, with scores ranging from -19 to 8, and an average score of -5.838, indicating that this trait is less common in students.

The standard deviation was 5.581, showing a high degree of variability between students on the sanguine trait. Traditionally, sanguine is associated with sociability, passion, and positive character traits, so the group's lower average scores might suggest that they tend to be more introverted or reserved as a whole. Phlegmatic: the scores ranged from -20 to 9, with an average of -5.636 and a standard deviation of 5.692, showing a similar trend. A high standard deviation on this dimension reflects a great deal of individual variation in the phlegmatic temperament within this sample. Phlegmatic is typically associated with sober, calm, and relaxed personality characteristics, and the scores here suggest that these characteristics are not dominant personality traits of these students. Melancholic: score ranges between -17 and 12, the average is -3.266, and the standard deviation is 5.948, indicating that melancholic traits also tend towards negative values, suggesting that melancholic traits are not a prominent feature of this group. Melancholic is often associated with sadness and introversion, so the lower average scores might suggest that the students are more emotionally stable and less prone to mood swings. From these data, it can be seen that, overall, university students tend to score negatively on all four dimensions of the Chen Huichang Temperament Scale, implying that these characteristics are relatively weak when compared to the typical adult. All four temperament dimensions have a large standard deviation, indicating a high level of variability in these temperament characteristics amongst individuals. This could be due to the influence of diverse life experiences, personal histories, and environmental factors on the development of each person's temperament traits.

We examined the effects of different demographic variables (gender, nationality, only-child status, dating history, and location of family residence) on the scores of the four dimensions in Chen Huichang's temperament scale. Independent sample t-tests were used to evaluate whether there were significant differences between the mean values of the two groups. Relationship between Gender and Temperament: in the dimension of choleric temperament, the average score for males was -4.5, and for females, it was -2.604. The result of the t-test was $t=-1.787$, $p=0.076$, which was close to significance, suggesting possible gender differences, but not substantial. The dimensions of sanguine temperament ($t=-2.564$, $p=0.011$), phlegmatic temperament ($t=-2.663$, $p=0.009$), and melancholic temperament ($t=-2.506$, $p=0.013$) showed significant differences between genders, with males scoring lower than females, indicating a stronger inclination towards these temperaments among males. Effect of nationality on Temperament: the average score of Chinese students in the choleric dimension was -3.921, while that of Belarusian students was -1.125, $t=-2.52$, $p=0.013$. This suggests a significant difference, with Chinese students scoring lower on the choleric scale. No significant impact of nationality on temperament scores was found in the dimensions of sanguine ($t=0.938$, $p=0.35$), phlegmatic ($t=-0.337$, $p=0.737$), or melancholic temperaments ($t=0.011$, $p=0.991$). Only-Child Status: the average scores of the only child and non-only children in the choleric dimension were -4.595 and -2.752 respectively, $t=-1.598$, $p=0.112$, suggesting no statistically significant difference. No significant differences were found in the dimensions of sanguine, phlegmatic, or melancholic temperaments either. Dating experience: students with dating experience scored significantly lower on the choleric dimension (average score of -4.421) than those without dating experience (average score of -1.22), with a t-test of -3.239, $p=0.001$, showing a strong statistical significance. However, there was no significant difference for sanguine, phlegmatic, or melancholic dimensions. Family location: there were no significant differences in the temperament scores of urban and rural students on all four dimensions, suggesting that the location of a student's family might not be a significant factor in the sample's temperamental characteristics. Major Attributes: the differences in temperament scores between arts and science students were not significant, which suggests that there is no direct correlation between the major a student chooses and their temperament characteristics.

In conclusion, gender, dating history, and nationality (though only in the dimension of choleric temperament) are somewhat correlated with temperament scores, while only-child

status, place of family residence, and major attributes do not significantly influence temperament scores.

Conclusion. The analysis of the relationship between university students' temperament types and demographic variables shows: gender has varying degrees of impact on different temperament type dimensions. Men score significantly lower than women on the three dimensions of sanguine temperament, phlegmatic temperament, and melancholic temperament. This shows that men exhibit more of these temperamental tendencies. Nationality only shows a difference in the dimension of choleric temperament, with Chinese students scoring lower than Belarusian students, while nationality does not have a significant impact on other temperament dimensions. The relationship between the status of being the only child, having a romantic experience, the location of the family, and speciality characteristics and temperament types did not reach statistical significance.

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