

Valeriy ZOBKOV

Vladimir State University, Russia

Personality components in a person's attitude to activity

Modern socio-economic conditions require activity, autonomy and initiative from a personality in the process of its development, conscientious and responsible attitude to activity.

The task of educational institutions, according to V.N. Myasishchev [1960], is to cultivate such relations and their combinations around a person that would create subjective rich resources for the personality acquiring these relations in the form of his/her needs, interests, inclinations and in the content the society is interested in.

We should agree with A.A. Bodalev [1986] that in order the principles of V.N. Myasishchev Theory of the Relations, that explain a person's formation, would work constructively for a personality education, they need to be further developed and concretized, special attention being paid to the psychological content of the concept „relation”.

In our view the relation (attitude) to activity is a systematically organized integrated profound characteristic of a personality, comprising motivation, self-evaluation, a set of qualities of an intellectual, emotional, volitional, communicative, moral orientation thus defining the character of the subject-subject and the subject-object interactions, the extent of the personality involvement in activity, the level of reliability and efficiency of activity.

The attitude to activity as an integrated profound characteristic of a personality integrates in itself an orientation on mental regulation of all kinds of activity which a personality joins in the course of its life activity.

Research has shown that the transition age period from primary school to the younger adolescent is the sensitive period for the formation of the attitude to activity as an integrated personality characteristic.

The question arises: under what internal conditions is a child or a pupil personality able to carry out the subject-object and the subject-subject communication effectively, showing consciousness, activity and being, according to V.N. Myasishchev, „the master of this communication”?

It has been determined by us that „the master” of an effective communication of a person with reality can be a personality characterized by a socially-adequate type of attitude to activity. The structure of this type of relationship includes the following „internal conditions” of activity and life regulation: business collectivist motivation, adequate self-esteem (adequate, adequately high),

the subjective personality traits that positively characterize it from the intellectual, emotional, volitional, communicative, moral sides.

The subject content of business collectivist motivation is reflected in consciousness as „personal senses”, that are experienced in the form of socially acceptable aspirations, desires, values and displayed at objective-psychological (behavioral) level in the form of responsibility, self-discipline, autonomy, initiative, cognitive and creative activity, emotional stability to forcing-down factors, persistence, positive communication.

Another important structural component of a personality attitude to activity, involved in its regulation, is the self-esteem.

We define the self-esteem as the inner personal plan of complete regulation of an action, integrating in itself specific features of goal-setting (initial level of claims, interrelation and a divergence („bridge”) between the real (satisfying) and ideal goals of actions, dynamics of the level of claims in situations „success” and „failure”), an assessment of goal achievement probability (confidence degree – doubts), an assessment of the achieved result. Thus, self-esteem is regarded by us as the systematized personal formation including a number of major mechanisms of regulation of an action and activity in their interrelations. Inadequacy in one of the components of the system leads to inadequate self-esteem in general. The essential aspect characterizing the level of self-esteem is changes in a goal-setting, in experiences of confidence/doubts in the achieving the goal of action.

Recall that an adequate self-esteem (2011) is characteristic for a socially-adequate type of the attitude of a pupil to activity.

Presence of business collectivist motivation and adequate self-esteem contribute to specific organization of personality traits that characterizes it from different sides and turns a pupil into the subject of activity for whom „a minimum of a neutrality of indifference, indifference” is peculiar, according to S.L. Rubenstein (1959).

Research has established that the subject of the learning activity which is characteristic of the socially-adequate type of attitude to activity has a certain structural organization of the personality traits.

A dominant position in the structural organization of personality traits is taken by the qualities of organizational-activity (moral) orientation (responsibility, self-discipline, orderliness etc.), a subordinate position is taken by intellectual and volitional qualities (autonomy, initiative, cognitive and creative activity, etc.) emotional and volitional qualities (confidence, persistence, emotional stability etc.), communicative (sociability, empathy etc.).

The study of the mechanisms and conditions of formation of the adequacy in the system „motive – self-esteem – personality traits – self-regulation”, is an essential aspect in understanding the internal conditions of formation of such

cardinal characteristics of a pupil development as „upbringing capability”, „learning capability”, high efficiency of activity.

Personality formation with a socially-adequate type of attitude to activity should be started, as confirmed by our researches, from the formation of objective and psychological personality traits characterizing it from a subjective side (accuracy, orderliness, self-discipline, responsibility, inquisitiveness, autonomy, initiative, communicative compatibility etc.).

The result of the formation of subjective qualities of the person with a socially-adequate type of attitude will be the folding process in the ontogeny of business collectivist motivation, adequate self-esteem with its characteristic emotional component.

Studies have shown that there are about 10 per cent of children and studying youth with the socially-adequate type of attitude to activity. The socially-inadequate type of attitude to activity with the dominating personal-prestigious motivation, inadequate self-esteem (overestimated, underestimated, unstable, unstable with tendencies to overestimate or underestimate, destructive), personality traits reflecting the specifics of motivation and self-esteem, is characteristic for a considerable part of children and studying youth

The nonequilibrium mental state, emotional instability are, as a rule, characteristic for the personality with a socially-inadequate type of attitude to activity that brings certain collisions in the subject-objective interactions and the subject-subject relationship reducing efficiency of actions and activity or doing the last unstably effective. Correction of qualities and properties of the personality with a socially-inadequate type of attitude to activity should be started with the correction of objective and psychological manifestations of the personality involved in activity.

Literature

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Abstract

In this article, in the course of subjective – activity approach, definition of the relation of the person to activity is made. Here is given a structure of personal components of the relation of the person to activity. It is shown that a sensitive period of the formation of relation, is the transition age period from younger school to the younger teenage.

Key words: the relation to activity, motivation, self-appraisal, set of qualities of the person.

Личностные компоненты отношения человека к деятельности

Резюме

В статье с позиции субъектно-деятельностного подхода предложено определение отношению человека к деятельности. Описана структура личных компонентов отношения человека к деятельности. Показано, что сензитивным период формирования отношения является переходный этап от младшего школьного к младшему подростковому возрасту.

Ключевые слова: самоотношение, мотивация, самооценка, личностные качества.

Osobowościowe komponenty relacji człowiek-działalność

Streszczenie

W artykule przedstawiono podmiotowo-działaniowe definiowanie podejścia człowieka do pracy. Opisano strukturę poszczególnych komponentów relacji człowieka do pracy. Wykazano, że ważnym okresem tworzenia tychże związków jest etap pomiędzy szkołą podstawową a wiekiem dorastania.

Słowa kluczowe: samoregulacja, motywacja, samoocena, cechy osobowe.