

Nataliia Koshel

Postgraduate Student,
University of Education Management
<https://orcid.org/0000-0003-3782-011X>
nataliakoshel@gmail.com

PSYCHOLOGICAL FEATURES OF MEANING-MAKING IN ADULTHOOD AND THE FORMATION OF MEANINGS IN THE CRISIS AND TRANSITIONAL PERIOD IN HUMAN DEVELOPMENT

Summary: The article discusses the concept of “meaning-making” and age crises as one of the main categories of psychology, and their relationship with the humanities.

Existing scientific developments do not pay enough attention to the study of conscious motives and meaning in adults. The practical relevance of this problem is determined, on the one hand, by dynamic processes in the education system, on the other hand - the need to increase life experience, improve the quality of life in general.

The article presents a semantic model of the process of meaning-making. The system of meaning-making is connected with the educational system, which includes the semantic sphere. The structure of the system of meaning-making is the interaction of objects of social development of ways of thinking, views, and cultural activities. The article also describes the concept of age crisis and how it depends on meaning-making. Age development to a new qualitatively specific stage of meaning-making is characterized by abrupt psychological changes in a person's life.

The processes and psychological features of meaning-making of adults is studied in the current uncertainty of the

social, economic, and political situation which forces a person to constantly determine their position and view of the world.

The solution of this important question is primarily associated with the activity of a person's consciousness, which is aimed at identifying the meanings of ongoing events, the constant search for new meanings on the basis of which it would be possible to determine one's place and vital role in the changing reality.

It is found that meaning-making of a personality, its clear awareness, and its reliability are determined by viability, professional, family, and age self-determination in life, which depends on an individual, their life position, socio-psychological, and social maturity and activity. Based on the empirical study, it is concluded that age largely determines the importance of life values and spheres for a person, the level of realization of value orientations, the level of motivation and the level of self-actualization of the adult personality.

Key words: meaning-making, a person's life perspective, value-semantic dimension of a person's life perspective, marital status, age crisis, adolescence, stress, frustration, conflict.

1. Introduction

Currently, there is no single definition of the term “meaning-making” in psychology and the humanities in general, and it seems like it will appear in the nearest future. Besides, in most disciplines, the meaning of the term “meaning-making” mainly occurs in the context of consciousness, semantics, linguistics, including psycholinguistics, logic, and cultural studies. In addition, the meanings of this concept are in many cases considered synonymous, mainly due to their non-discrimination in English as the most widely spoken language worldwide.

Meaning-making is a step-by-step process in which units of meaning are formed through the interaction of various levels of consciousness – from sensations, ideas, basic needs, and involuntary attitudes to concepts, categories, value semantic constructions, beliefs, higher needs, voluntary attitudes, and programs. The purpose of the study is to determine and expediently substantiate the formation of meaning-making in adulthood, as well as to determine the features of research and the formation of meanings in the crisis and transitional period.

2. Materials and methods

Analysis of the new Ukrainian state educational standard, the study of the state of a problem of meaning-making of adults in the psychological and pedagogical, methodical literature, as well as their interrelations are investigated using theoretical search (analysis, synthesis, comparison, data generalization, and theoretical modeling). Empirical data are also used to study and form meanings in the crisis and transitional period of human development.

3. Results

Currently, there is no single definition of the term “meaning-making” in psychology and the humanities in general, and it seems like it will appear in the nearest future. Besides, in most disciplines, the meaning of the term “meaning-making” mainly occurs in the context of consciousness, semantics, linguistics, including psycholinguistics, logic, and cultural studies.

In addition, the meanings of this concept are in many cases considered synonymous, mainly due to their non-discrimination in English as the most widely spoken language worldwide.

New standards of the Ukrainian state educational standard orient teachers towards the development of universal educational actions (UEA) for students, among which a group of personal actions (self-determination, sensory education, moral and ethical estimation) can be distinguished. Although personality is inseparable in real life, all its structural elements are inextricably linked. The elements related to meaning-making are analytically distinguishable.

In modern psychology, meaning-making is interpreted as the connection of new objects (phenomena) with the existing system of semantic links, due to which a new meaning arises, and the semantic system includes new objects (phenomena) in which the system of human life relationships receives regulatory functions. At the same time, “awareness of semantic structures is realized through reflection, special methods of psychological influence, through which a person recognizes their inner abilities, which can contribute to conscious restructuring and transformation. Then there is an awareness of semantic relations, that is, a conscious understanding of reality, which brings it to a new functional level” (Abakumova, 2003, p. 32).

Currently, significant attention is paid to pedagogical science and practice of the dynamics of the semantic sphere, which includes the processes of semantic formation.

According to D. A. Leontev, the meaning receives an explanation, a certain volume, stability, expands the context of its understanding by connecting new semantic contexts (Leontev, 2016, p. 102).

According to I. V. Abakumova, the leading technology of meaning-making, “dialogue of cultures”, which is characterized by problematic and personal meaning and performs the function of approximation or exacerbation of meanings, that is, creating a situation of choice at the moment of maximum semantic saturation (Abakumova, 2003, p. 34).

Meaning-making is a step-by-step process in which units of meaning are formed through the interaction of various levels of consciousness – from sensations, ideas, basic needs, and involuntary attitudes to concepts, categories, value semantic constructions,

beliefs, higher needs, voluntary attitudes, and programs.

Definitions of the concept of “meaning-making” in psychological and educational literature are given in Table 1.

Table 1. Definition of the concept of “meaning-making”

Author	Definition
E. H. Beliakova	“Meaning-making is a process of creative development through man-made educational subjects, the social development of ways of thinking, views, and cultural activity”.
E. H. Beliakova	“Meaning-making is a way to understand a person’s place in the world and a conscious choice of a life position; the result of mastering cultural experience based on different mechanisms of understanding. The formation of feelings in the process of understanding is expressed in the construction of the image of the world and oneself in the world based on values, personality preferences, life interests, and motives”.
L. S. Vyhotskii	“Meaning-making is a result, product, meaning”.
I. V. Abakumova	“Meaning-making is an experience that in the context of revealing the meaning is understood as a specific personal attitude to the perceived image, and leads to the formation of a specific value-semantic attitude”.

In general, one can say that the processes related to the semantic sphere of students occur when they correlate their interests and desires with the goals, content, methods of performing assigned tasks, and the results obtained, which adds dynamics to their field of semantics.

In personality-oriented learning, V. V. Serikov emphasizes the importance of personal experience, the internal activity of schoolchildren who look for the senses as part of the educational content and learning process (Abakumova, 2003, p. 43).

A. F. Zakirov (Pei, M. & Ramondino, 1974) notes the patterns of the development of students’ meaning-making in the interpretation of cultural texts. The semantic formation of cultural experience is carried out, which is contained in the texts:

- a) when studying the structure of the information flow, including various written sources (manuscripts, printed publications, electronic publications, information resources on the Internet);
- b) in the personal interpretation of the content of written texts;
- c) in the creative transformation of written information (creation of original texts);
- d) in the active use of the results of reading in interpersonal communication.

According to Yu. V. Senko, “Education is a way to create meaning and understanding, and the meaning of education is to form meanings” (Varban, 2007) Learning, of course, is not a process of direct transmission of meaning. In the context of educational activities, communication is possible only by gradually acquainting students with the teacher.

E. H. Evdokimova (Evdokimova, 2017) defines the indicators for updating the sensory perception of students:

- to take advantage of the opportunity to select information while reading and analyzing the text. If the choice is made and it corresponds to the expected value, the task receives a point, then it is calculated how many students received this grade;
- students were able to create a semantic outline of the statement and continue the text. Count how many students have completed this task.
- manifestation of initiatives: the teacher notes how initiative this group of students is, how many of them suggested their own actions related to classroom or extracurricular activities.
- the presence of students’ counter-questions is determined: what material prompted the students to pose a predictable question, try to find out their own hypothesis, present it for comparison with others, and make it more accurate; the presence and number of such counter-questions are recorded;
- students’ attraction to one of the types of contexts: it is recorded how many students independently try to give an example from a personal, cultural, or another context of the material (Budnytska, 2001). In his works, A. H. Asmolov, as a part of the considered hierarchical model of regulation of the attitude to an activity, introduces the concept of the semantic attitude which represents

the willingness to carry out a certain activity and performs a filtering function for the attitudes of lower levels. The semantic attitude of a person is a form of expression of personal meaning in the form of a willingness to carry out activities directed in a certain way. Personal meaning is the content of the attitude” (Asmolov, 1990).

G. S. Sukhobskaja, who studies the behavior of meaning in ontogenesis, introduces the concept of semantic formations, which she defines as “... a component of consciousness that directly connects a person with reality and is a derivative of the objective functions of this reality in life and activities of a subject” (Sukhobskaja, 2002, p. 88).

Semantic formations were clearly associated with the deep formations of the personality, delimited by such terms as “Significant experience” (F. V. Bassin), “Meaning” (N. F. Dobrynin). By this time, the desire to develop psychologically sound definitions has found a place in scientific and journalistic discussions, but now the terminology that characterizes the semantic aspects of psychology has been presented.

The theory of psychological systems (V. Ye. Klochko), which considers a person as a multidimensional world, determines that in the process of interaction of a subject with an object, a new reality is born – a supersensible one, that is, it characterizes the entire system as a qualitatively new formation, which is impossible to reduce neither subjectively nor objectively. “The sciences are overflowing with categories that capture objective and subjective phenomena, but there are practically no concepts that adequately capture the reality that opens up when thoughts try to penetrate the space between mind and matter, objective and subjective. Here the opposites coexist in a complex but ordered system unit, based on which it turns out that the “human world” is a part of the person themselves, their continuation, their real body. A characteristic feature of this “humanized” space is its multidimensionality, which is the result of the integration of objective and subjective dimensions into it” (V. Ye. Klochko) (Abakumova, 2003, p. 45).

Reorientation of methodological principles related to the emergence of the theory of psychological systems, changes in theoretical constructions, the search for new principles of construction of experimental and other methods of psychological research,

the development of such principles of psychodiagnostics, corresponding to the new understanding of man as a complex self-organizing system (Ye. V. Halazhynskyi), covered by applied branches of psychology, and first of all its directions, connected with the features of the development and formation of values of individual and group consciousness at a qualitatively new level (Halazhynskyi, p. 25).

Considering sense as a way of connecting meanings with being, with objective reality and objective activity, V. P. Zinchenko analyzes the mechanism of generating meaning, extracting meaning from senses, and the corresponding semantic assessment of the situation. He states that the meaning extracted from the object is not provided to the external observer, but not always to the subject of cognition (nonverbalized meaning – according to V. K. Viljunas; a part that “is not determined by consciousness” – according to A. Yu. Agafonov) (Ignelzi, 2000).

The famous Soviet psychologist F. Ye. Vasylyuk (Abakumova, 2003, p. 45) describes a crisis situation and identifies four key concepts by which modern psychology describes it: the concepts of stress, frustration, conflict, and crisis. Instead of focusing on the first three (each of which requires separate consideration), we will turn to the analysis of the latter.

A crisis situation is caused by a problem that a person faces, which they cannot avoid and cannot solve quickly in the usual way. There are two types of crisis situations, depending on how strongly they affect personal foundations:

- 1) crisis situation of the first type – a serious shock, which, nevertheless, retains some chances of reaching the previous level;
- 2) the situation of the second type crosses life plans and leaves the only way out in the form of revision and change of meaning of life and the person.

The collision of a person with a certain obstacle creates a crisis. F. Ye. Vasylyuk names the process of overcoming this crisis an experience, he understands it as an internal work to restore spiritual balance and fill it with new content of a human activity. He identifies four types of experience:

- hedonistic experience, when a person ignores the fact of the crisis, forms and maintains the illusion of well-being and preservation of the disturbed meaning of life (“nothing terrible happened”);

- realistic experience is subject to the reality principle. A person accepts what is happening and adjusts their interests to a new way and meaning of life (“everything that happened is behind us, now we should look ahead”).
- value experience fully recognizes the existence of a critical situation but rejects the passive acceptance of the blows of fate. This experience creates a new meaning in life, taking into account the losses (for example, a person who has lost someone nearby, builds his life so that it can replace this loss of other people – continues the family business, etc.);
- creative experience is inherent in holistic, strong-willed individuals. In critical situations, they retain the ability to consciously find a way out.

Each crisis offers two solutions: either a person can restore the life interrupted by the crisis, revive it, or a person is reborn and becomes completely different, sets different goals, and finds new ways to achieve them. In this case, the crisis brings a person to a new level of personal development. This is caused by the age crisis, which will be discussed below.

Despite the wide range of crises, each of them can be described as follows (Brynza, 2000):

- the causes of the crisis (what causes it);
- the symptoms, that is, the characteristics of the reflection of experiences manifested in human behavior;
- possible circumstances that may exacerbate the crisis;
- circumstances that may contribute to overcoming the crisis;
- the impact of the crisis on the success of activity;
- forms of “revenge” for the impossibility of overcoming the crisis;
- Characteristics of psychological assistance needed by a person in the crisis.

In the context of a protracted crisis, the question remains of how a person can seek support inside and outside their own personality that would convey a sense of psychological stability in today’s unstable, rapidly changing world.

Thus, the age crisis is a transitional period between the age stages, which a person inevitably experiences at the end of a certain phase of development.

Several researchers consider the “age crisis” to be a normal phenomenon due to the logic of person-

ality development and the need to resolve the contradictions of primary age (Z. Freud, E. Erickson, L. S. Vyhotskii). Others consider crises as a deviant manifestation (S. L. Rubinstein, O. V. Zaporozhets) (Levinson, 1986) Our work is based more on the first point of view since we consider age crises as necessary and natural stages of development that can be associated with negative manifestations and consequences.

During such a crisis, the personality as an open system becomes unstable, it responds with inadequately strong reactions even to weak stimuli, which can lead to unpredictable effects. L. S. Vyhotskii (Carducci, 2009), defining the age crisis as a holistic change in a child’s personality when stable periods change, explained their occurrence by the appearance of neoplasms that destroy the old developmental situation and contribute to the emergence of a new one. The main signs of the crisis included the emergence of stubbornness, negativism, conflict, difficult upbringing, etc. in a child’s behavior. In our opinion, the same signs, only at another level of manifestation, determine developmental crises in later age periods.

R. A. Akhmerov introduced the concept of biographical crises into psychology as a feature of a person’s inner world, manifested in various forms of a person’s experience of the unproductiveness of their life. According to this author, the source of such crises is a non-optimal life program of the person who is the author of it. The risk of biographical crises is higher when a person is rational, strategic, and confident in the probability of significant events.

R. A. Akhmerov identifies three types of biographical crises (Brandist, 1999):

- 1) The crisis of non-realization occurs when a person, for one reason or another, has little idea of the connection between the events of their own life. Then there is a feeling that “life has failed”, “I failed”, etc.
- 2) The crisis of desolation occurs in situations where the subjective picture of life poorly depicts the connections leading from the past to the present and future.
- 3) A crisis of hopelessness occurs when, for one reason or another, projects, plans, and dreams for the future are poorly represented in the mind. And the point here is not in the uncertainty of the future, it can be very specific, but in the experi-

ences that can be defined by the phrase “nothing seems to be ahead”.

An important aspect of the analysis of the crisis of old age is the ways to overcome them. In the study of Lazarus (Kritskaya, Dirks, 2000), it was shown that a person has different types of overcoming behavior in a crisis period.

The first type is problem-solving behavior. The main direction of behavior is an adaptation to the changed conditions. This way out of the crisis is called constructive.

The second type is regression. This type of behavior is based on children’s types of behavior, which allows one to overcome the problem by shifting responsibility to others. One of the types of regressive behavior is alcoholism and drug addiction.

The third type is negation. The perception of reality is so distorted that the problem seems to disappear by itself.

The fourth type is affective reactions. The emergence of a problematic situation in affective people often causes anger, fear, sadness, etc. When an attempt to overcome difficulties fails, emotional reactions deepen the crisis.

The empirical study of the processes and features of meaning-making in adulthood

Research methods and context

1. The survey questionnaire was used to obtain data on the age characteristics of the respondents, the current situation in the marriage and parenting sphere, the level of education, and the average level of family income.
2. The method “The ratio of “value” and “availability” of various life spheres” by E. B. Fantalova was developed to identify the presence of conflicts in a person in the most important life spheres.
3. The multidimensional attitude scale towards the future. Van Cluter developed the multidimensional attitude scale towards the future based on the temporal scale (J. Nuttin, W. Lens).
4. The psychotechnical tool of life choice “Persoplan”, developed by A. H. Shmelov.

5. “The life satisfaction index” developed by A. O. Aleppo, the technique was translated and adapted by N. V. Panina.
6. The questionnaire “Life-meaning crisis” by K. V. Karpinskyi.
7. The method “Personal profile of the past crisis” by A. E. Taras.

Respondents

The study was conducted in 2020-2021. The study involved 30 respondents (15 women and 15 men). Respondents were also divided by marital status: 15 respondents were unmarried without children, 15 respondents were married with children. The age of children in families was from 1 year to 13 years.

Considering the level of education, the sample is fully represented by respondents with higher education, who have an average income of 6,000 UAH (226 USD) per month per family member.

Results of the empirical study

To determine the content of value-semantic, cognitive, and emotional state of the life prospects of unmarried people without children in the transition period in adulthood, we used the method “The ratio of “value” and “availability” of various life spheres” by E. B. Fantalova. We determined that the significant values in this group of respondents are the following scales: health (9.46), happy family life (7.8), freedom as independence in actions and deeds (7.53), love (6.73) since this group of respondents strives to improve their physical health and focuses on creating family relationships with some preservation of the autonomy of their personality.

It was found that the value system of unmarried respondents without children during the crisis of thirty years according to the assessment of their availability is as follows: freedom as independence in actions and deeds, knowledge (7,8), the beauty of nature and art (7,13), the presence of good and faithful friends (6.53), active life position (6.53), self-confidence (6.2), interesting job (5.26), creativity (5), health (4.33), financial security (3.86), love (3.33), and happy family life (1.7).

Thus, the most important are the following values: freedom as independence in deeds and actions (7.8), knowledge (7.8), the beauty of nature and art (7.13), the presence of good and faithful friends (6.53), active life position (6.53). Probably, this may be explained by the fact that due to the absence of a spouse and children, free realization in various spheres of life of the respondents is possible.

Comparing the significance and availability of the presented values, one can find that the values of “health” and “happy family life” possess “internal conflict”, i.e., the degree of importance, the significance of these values is much higher than their availability. And since these values occupy a leading position in the entire system of value orientations, it can be noted that, on the one hand, the respondents in this group need to improve their health, and, on the other hand, they are aimed at creating their own family in the future.

At the same time, in terms of the importance of life orientations, the “beauty of nature and art” and “the internal vacuum” are of low importance. Since this value is not on the list of priorities, there is no interest in enjoying their availability either. This, in turn, may reduce today’s life satisfaction among the respondents in this category

The ratio of the significance and availability of life values (index of the discrepancy of values) in this group of respondents is an indicator of inconsistency, disintegration in the motivational and personal sphere, which indicates the degree of dissatisfaction with the current life situation, blockade of basic needs, internal discomfort, internal conflict, as well as the level of self-realization, internal identity, integration, and harmony. Unmarried women have a high index of the discrepancy of values (45.4). This indicates that their desires to some extent exceed their capabilities.

To determine the cognitive state of life prospects of unmarried respondents in the transition period, the psychotechnical tool of life choice “Persoplan” by A. H. Shmelov was used. According to the statistics obtained, the depth of life planning is as follows: the nearest future (0-1 year) – 2.8, the medium-term future (1-5 years) – 1.93, the distant future (more than 5 years) – 0.2.

Based on these results, one can say that this group of respondents mainly plans only the nearest and me-

dium-term future, which may indicate the fact that respondents in the transition period see their future in the next 5 years of their lives as clearly and meaningfully as possible.

Analyzing the hierarchy of goal setting for unmarried respondents without children in transition, using the method “Persoplan” by A. H. Shmelov, we can see that the goals of the following aspects are of the highest priority: personal development (1.33), professional development (1.13), marital relations (1), material growth (0.8). Physical improvement (0.46), and parent-child relationships (0.2) are of less priority (Fig. 2.4.).

We used the multidimensional scale of attitudes toward the future by Van Cluster to analyze the emotional and evaluative state of life prospects of unmarried respondents without children in the transition period. Thus, the emotional attitude of unmarried respondents without children to their future is as follows: attractive (5.46), complete (5.4), warm (5.13), depends on their efforts and capabilities (5), approximate (4.6) definite (4.46), difficult (4.46), easy (4.33), structured (4.2), slow (4.06), immediate (3.8), problematic (3.53), chaotic (3.53), close (3.46), conflict-free (3.46), personal (2.93), beautiful (2.8), interesting (2.73), precious (2.73), pleasant (2.6), planned by them (2.46), bright (2.46), coming from them (2.4), useful (2.4).

Analyzing the content of the emotional and evaluative state of life prospects of this group of respondents, one can say that for modern unmarried respondents in the transition period without children it is important to see their future filled with events, positively colored, and as the result of their active life position.

Thus, it can be noted that the life prospects of unmarried respondents without children are characterized by an increased conflict of values, filling mostly in the nearest future with goals related to personal and professional development, a positive emotional attitude to the future period of their lives.

Regarding the content of value-semantic, cognitive, and emotional measurements of life prospects of married respondents with children in the transition period, who formed the third group of respondents, we found that the value system of married women with children in terms of their importance in times

of crisis is as follows: happy family life (9.26), health (9.13), love (8.46), financial security (6.53), self-confidence (6.13), freedom as independence in actions and deeds (5.6), the presence of good and faithful friends (4.93), knowledge (4.46), interesting work (4.46), active life (3.4), creativity (2.46), and the beauty of nature and art (0.93).

Probably, the high importance of the values of happy family life (9.26), health (9.13), and love (8.46) is associated with the high relevance of these values for the harmonious upbringing of children and the respondents' own lives.

It was found that the value system of married respondents with children in terms of their availability in the transition period is as follows: love (7.6), happy family life (6.86), the beauty of nature and art (6.5), cognition (6.26), self-confidence (6), creativity (5.46), freedom as independence in actions and deeds (5.2), active life (5.13), presence of good and faithful friends (5.06), health (4.33), interesting job (4), and financial security (3.26).

Thus, the most available values are love (7.6), happy family life (6.86), the beauty of nature and art (6.5), and knowledge (6.26), while less accessible values are health (4.33), interesting job (4), and financial security (3.26).

Comparing the significance and availability of the presented values, one can find that the value of health there is an "an internal conflict", while the value of "the beauty of nature and art" is "an internal vacuum".

This circumstance indicates the concern of the respondents in the field of health, which can be explained by the presence of fatigue due to raising children, also combined with going to work. There are also tendencies towards the formation of an internal conflict over such values as "happy family life" and "financial security". The presence of such conflicts in married respondents who have children may be associated, on the one hand, with crises of their growing children (crisis of one year, three years, seven years, adolescence), which reduces satisfaction with family relationships, on the other hand, the constantly growing material needs require a woman to strive to improve the financial security.

The index of the discrepancy between the significance and availability of life values in this group of respondents is 34.86, which demonstrates a low level

of disintegration in the motivational and personal sphere, which means that their desires are mostly satisfied.

The psychotechnical tool of life choice "Persoplan" by A. H. Shmelov was used to study the content of the cognitive dimension of life prospects of married respondents with children in the transition period.

According to the statistical data obtained, the depth of life planning is as follows: the nearest future (0-1 year) – 3, the medium-term future (1-5 years) – 1.6, the distant future (more than 5 years) – 0.66. These results show that modern married respondents with children plan mainly the nearest and medium-term future.

Analyzing the hierarchy of goal setting for married respondents with children, one can see that the highest priority goals are of material growth (1.4), personal development (1.06), and professional development (1), and less priority goals are physical improvement (0.6), marital relations (0.46), and parent-child relations (0.26)

The data obtained indicate the severity of planning in the nearest future for goals related to material wealth, personal and professional development.

It is important to consider the emotional and evaluative state of life prospects of married respondents with children in the transition period. In our work, it was investigated using the method of the multidimensional attitude scale towards the future by Van Cluster. Thus, the emotional attitude of married respondents with children towards their future is as follows: pleasant (5.66), attractive (5.53), warm (5.4), full of events (5.2), approximate (5.2) depends on their efforts and abilities (4.66), structured (4.66), difficult (3.86), easy (3.86), slow (3.86), attractive (3.8), problematic (3.6), personal (3.33), comes from them (3.33), planned by them (3.26), ordered (3.2), and conflict-free (3.13).

In general, it can be noted that the life prospects of married respondents with children in the transition period are specific and there is a conflict of values related to material wealth, the expressiveness of planning in the nearest future goals related to material wealth, personal and professional development, and contradictory emotional attitude to their future.

4. Conclusions

The system of meaning-making is connected with the educational system, which includes the semantic sphere. The structure of the system of meaning-making is the interaction of objects of social development of ways of thinking, views, and cultural activities.

It is concluded that meaning-making is a way of understanding a person's place in the world and a conscious choice of a life position; the result of mastering cultural experience based on different mechanisms of understanding. The formation of feelings in the process of understanding is expressed in the construction of an image of the world and oneself in the world on the basis of value preferences of an individual, their life interests and motives.

Currently, pedagogical science and practice of the dynamics of the semantic sphere is considered a priority, which includes the processes of semantic formation. Many researchers prefer educational goals focused on spiritual development and value-semantic development of students (A. H. Asmolov, S. L. Bratchenko, V. P. Zinchenko, O. M. Leontev, V. I. Slobodchikov, D. I. Feldstein, Pei and others).

Age largely determines the importance of life values, life spheres for a person, the level of realization of value orientations, the level of motivation and self-actualization of the adult personality.

Analyzing the content of the emotional and evaluative state of life prospects of the first group of respondents, we can say that for modern unmarried respondents without children in transition period, it is important to see their future full, positively colored, as the result of their active life position.

It can be noted that the life prospects of unmarried respondents without children are characterized by an increased conflict of values, filled mainly in the near future with goals related to personal and professional development, a positive emotional attitude to the future.

At the same time, the life prospects of married respondents with children during the transitional period are specific and there is a conflict of values related to material well-being, the expressiveness of planning in the near future goals related to material wealth, personal and professional development, and a contradictory emotional attitude of their own future.

In general, meaning-making in adulthood is associated with material well-being, the preservation of one's own individuality, and active social contacts. The spheres of family, professional, and social life seem to be important. The realization of values at this age reaches a maximum. First of all, the values of material well-being, communication, health, love, rest, and social activity are realized. A personality in this period of life reaches the peak of self-actualization.

The transitional period between the ages, which a person inevitably experiences at the end of a certain phase of development, or age crises, which are natural stages of development, is normative since it accompanies a person throughout life and is not associated with unexpected events.

However, this does not diminish the negative impact on a person's life in the transitional period and the need to study and analyze the possibilities of psychological assistance.

Further research of the development of psychological support of an individual in terms of meaning-making in the transition period is promising, taking into account human activities, which will contribute to the development of components of viability.

References:

1. Abakumova, I. V. (2003). Obuchenie i smysl: smysloobrazovanie v uchebnom protsesse [Education and meaning: meaning-making in the educational process]. Rostov na Donu [in Russian].
2. Ignelzi, M. (2000). Meaning-making in the learning and teaching process. *New directions for teaching and learning*, 82, 5–14.
3. Asmolov, A. H. (1990). Psikhologhiia lichnosti [Psychology of personality]. Moscow [in Russian].
4. Carducci, B. J. (2009). *The psychology of personality: Viewpoints, research, and applications*. John Wiley & Sons.
5. Brandist, C. (1999). Review article: Bakhtinology and ideology. *Dialogism: An International Journal of Bakhtin Studies*, 2, 87–94.
6. Beliakova, E. H. (2009). Smysloobrazovanie v pedagogicheskom vzaimodeistvii [Meaning-making in pedagogical interaction] (Abstract of the dissertation for the degree of doctor of pedagogical sciences, Tiumen, Russia) [in Russian]
7. Kritskaya, O. V., & Dirkx, J. M. (2000). Mediating meaning-making: The process of symbolic action in transform-

- ative pedagogy. In *TITLE AERC 2000: An International Conference. Proceedings of the Annual Adult Education Research Conference (41st, Vancouver)* (p. 231).
8. Brynza, I. V. (2000). Osoblyvosti perezhyvannia profesii-noi kryzy u osib z riznym typom emotsiinosti [Features of experiencing a professional crisis in individuals with different types of emotions] (Abstract of the dissertation for the degree of candidate of psychological sciences: specialty 19.00.01 "General Psychology, History of Psychology", Kyiv, Ukraine) [in Ukrainian].
 9. Budnytska, O. A. (2001). Indyvidualno osobystisni determinanty emotsiinykh perezhyvan u psykhotravmii-uchykh situatsiiakh [Individually personal determinants of emotional experiences in traumatic situations] (Abstract of the dissertation for the degree of candidate of psychological sciences: specialty 19.00.01 "General Psychology, History of Psychology", Kyiv, Ukraine) [in Ukrainian].
 10. Levinson, D. (1986). A conception of adult development. *American psychologist*, 41, 3–13. doi: 10.1037/0003-066X.41.1.3.
 11. Varban EA Psychodiagnostics of strategies for overcoming critical life situations: some approaches and methods / EA Varban // *Scientific Journal of the National Pedagogical University named after MP Drahomanov. Series № 12, Psychological Sciences. K.*, 2007. – № 17 (41), ч. 2. С. 177–182.
 12. Halazhynskyi, Ye. V. Systemna determinatsiia samorealizatsiy osobystosti [Systemic determination of self-realization of personality]. Tomsk: Izd-vo THU [Publishing House of Tomsk State University], 62–72 [in Ukrainian].
 13. Evdokimova, E. H. (2017). Pedahohicheskii kontekst smysloobrazovaniia [Pedagogical context of meaning-making]. *Izvestiia Saratovskoho universiteta. Novaia seriya. Seryia Filosofiia. Psikhohiia. Pedahohika* [Bulletin of the Saratov State University. New series. Philosophy. Psychology. Pedagogy], 4–1 [in Russian].
 14. Leontev, D. A. (2016). Psikhohiia smysla: priroda, stroenie i dinamika smyslovoi realnosti [Psychology of meaning: nature, structure, and dynamics of semantic reality]. Moscow: Smysl [Sense] [in Russian].
 15. Pei, M. & Ramondino, S. (1974). *Dictionary of Foreign Terms (DFT)*. Delacorte, New York.
 16. Sukhobskaja, G. S. (2002). Ponjatie "zrelost social'no-psikhologicheskogo razvitija cheloveka" v kontekste andragogiki [Notion of social-psychological maturity of a person]. *Novye znaniia* [New knowledge], 4, 17–20.