

THE ROLE OF SOCIAL AND PSYCHOLOGICAL INFLUENCES ON THE PROCESS OF FORMATION AND OPTIMISATION OF THE SYSTEM OF STUDENT YOUTH VALUES IN CONDITIONS OF EDUCATIONAL ENVIRONMENT



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Abstract. Main social-psychological and psychological characteristics of the student youth as well as the tasks it faces put forward the topical issue of formation, development, and optimisation of the system of student youth values in a higher educational institution. The aim of the paper is to research the role of social-psychological and psychological influences on the process

of formation and optimisation of the value system of the student youth in the educational environment. Theoretical methods have been used: the secondary analysis of sources on the study to systematise and generalise the available data, to determine the nature of basic concepts of the study, to identify the current state of the problem under consideration. The research results: (i) the role of social-psychological and psychological influences on the process of formation and optimisation of the value system of the student youth in the educational environment has been analysed; (ii) the concept of «influence» as a complex social-psychological formation and the forms of its displays have been considered; (iii) three groups of methods of psychological influence and the main methods of influence on values that are the regulators of displays of an individual activity have been characterised; (iiii) methods of conditions optimisation of actualisation of semantic and target attitudes of an individual have been revealed; (iiiii) problems of social influence, its two types and means have been considered; (iiiii) the specificity of functional-role influence have been revealed; (iiiii) social and psychological mechanisms of influence, their groups and the necessity of their application have been determined. Much attention has been focused on the forms of social influence: punishment and coercion, remuneration, expert assessment, reference group, authority and law. An attempt has been made to define the concept of «value influence» as a kind of social and psychological influence in conditions of which the transfer of individual or social values takes place.

Key words: *social and psychological influence, psychological influence, system of values, the student youth, educational environment, value influence, social values, individual values.*

Introduction

Modern social transformations influence the process of values acquisition by the student youth as well as the formation of a stable system of values or the value core of an individual. At the same time, social, economic, political, legal, cultural, and organisational context acquire greater importance as the process of values acquisition and the formation of a stable system of values or the value core of an individual takes place within it. This leads to the development of certain value destructions as well as to the formation of value orientations of the youth based on subcultural principles.

In this context, researchers support the view that higher educational institutions are subordinated to the values and laws of market survival, to the norms of entrepreneurship. Higher educational institutions are forced to adapt to the requirements of authorities and sometimes fall back from the true goals and values of higher education, thus laying the foundation for social conflicts in the

university environment. At the same time, value conflicts become more complicated and difficult to overcome than resource or role ones, become the basis of large-scale social disasters [9].

The student age falls on the so-called phase of monosubjectivity. Z. Karpenko, developing the axiological concept of personality, puts forward the claim that the monosubject is characterised by: the animation as the disclosure of own subjectivity; individualistic character of morality; egocentrism of moral position; manipulative and standardised communication levels; consumer lifestyle; accumulation character; extraversion as an adaptive-relevant mental attitude of substantive activity subject; adaptation as a typical strategy for the responding to a conflict; identification as a way of mastering of certain activities; neurosis of catchy states or mystical neuroses with frustrated identity [6, p.224]. In addition, the scientist identifies this period as cognition by an individual of own needs, abilities and interests, with acts of professional, family, social self-determination being carried out, allowing to assess own capabilities and to make adjustments to the achieved goals [6, p.227].

Analysis of recent researches and publications on the problem under consideration

Processes of an individual entry into the world of human values, the formation of the system of value orientations have become caused much debate in modern psychological science (B. Ananiev, G. Ball, A. Bandura, I. Bekh, M. Boryshevsky, L. Vygotsky, N. Garkavets, Z. Karpenko, G. Kostiuik, D. Leontiev, O. Leontiev, S. Maksymenko, A. Maslow, G. Olport, D. Olshansky, N. Povyakel, M. Rokych, S. Rubinstein, V. Frankl, E. Fromm, S. Schwartz, V. Yadov, and others).

The gathered data suggest that the peculiarities of values functioning in the student groups have been covered fragmentarily and discretely, have not been studied as an independent phenomenon, have been analysed in the context of other problems. Here we point to the defining of specific parameters of group cohesion of members of the student group, group activities, group norms, etc. (O. Dontsov, Y. Kolomynskyi, R. Krychevskiy, T. Stefanenko, H. Tajfel, J. Turner, J. Tibo, etc.). At the same time, the holistic view of this problem remains beyond the attention of researchers.

The **aim of the paper** is to research the role of social-psychological and psychological influences on the process of formation and optimisation of the value system of the student youth in the educational environment. The following theoretical **methods** have been used: the secondary analysis of sources on the study to systematise and generalise the available data, to determine the nature of basic concepts of the study, to identify the current state of the problem under consideration.

Discussion

The process of formation of the value system of the student youth in modern conditions is a rather complex and multifaceted process in which the main role is assigned to social-psychological and psychological influences. At the same time, the very «influence» is to be regarded as a complex social-psychological formation, which appears as a polymodal phenomenon in terms of phenomenology. Along similar lines researchers argue that influence has several forms of displays (G. Diligenskiy [2] ; D. Olshanskiy [9]; J. Turner [17]; Y. Sherkovin [12]): direct and indirect; motivated and unmotivated; deep and shallow; effective and indistinct; implicit and explicit; individual and frontal; constructive and destructive; intentional and unintentional; expected and unexpected; constant and variable; direct and indirect; strong and weak; sporadic and systematic; perceived and unconscious, etc. Influence is also differentiated by: authorship (my, your, our); sphere (internal, external); vector of action (efferent, afferent); criterion of freedom (releasing, limiting); content (natural, social); character (original, traditional); significance (substantial, insignificant); time (timely, untimely); level (high, low), etc. [5; 16; 18].

In general, influence is defined as a process as a result of which an individual while interacting changes the behaviour of another individual, his/her attitudes, intentions, ideas, and evaluations. At the same time various mechanisms are used in different forms of influence: it is a conviction with an intentional influence; it is a suggestion with an unintentional influence [18, p. 276].

Depending on the method and purpose of application different means are used in influencing both an individual and a group of people in order to change certain displays of

their activity. At the same time, a set of means, united by a certain application algorithm and aimed at solving the local problem, «forms a specific method of psychological influence, and a set of techniques that implement the action, form the method of influence» [13, p. 205].

In this case, all methods of psychological influence, regardless of the scope of their application, can be referred to one of three groups of methods: (i) methods of influencing the sources of activity; (ii) methods of action on factors regulating the displays of activity; (iii) methods of action at the background of mental states. Techniques of psychological influence, implementing the correspondent methods, are conditioned and oriented on the criterion of expected psychological phenomena, the main purpose of influence. Thus, depending on the role of psychic phenomena in this process, they are referred to one of three groups of phenomena: (i) phenomena that play the role of triggers, or the origins of human activity and underlie the motivation of its activities (needs, interests, inclinations, ideals); (ii) phenomena that regulate the displays of activity (self-esteem, fielddependence / fieldindependence, interiorised norms-values and the attitudes of the reference group towards specific displays of activity, previously formed fixed attitudes of an individual); (iii) phenomena of mental states that determine the dynamic characteristics of realisation of activity or certain qualitative indicators [13, p. 206-209].

On the basis of the evidence currently available, it seems fair to suggest that values and value orientations of an individual constitute the fourth level of the highest disposition hierarchy [19], which are formed on the basis of the highest social needs of an individual in socially concrete, historically determined forms of life. They always correspond to the way of life of a society and a social group an individual identifies oneself with. Consequently, «methods of influence on values, which are the regulators of displays of an individual's activity, are: the change of semantic and target attitude of an individual; establishing of optimal conditions for the formation of semantic and target attitudes of an individual; formation or change of operational attitudes; establishing of optimal conditions for the formation or change of operational attitudes; actualisation of necessary attitudes; change of the regulating

function of group values; change in the content of group values; change in the level of self-esteem of an individual» [19, p. 208].

V. Yadov shares an important premise: there is a significant number of techniques in the society practice that optimise the conditions for the actualisation of semantic and target attitudes of an individual: «method of orienting situations», «personal example», «the unity of requirements», «method of red pairs» (one of the options of mentorship), as well as techniques based on appeals to the thought of the majority, operational informing on issues the public opinion has not yet developed the stereotype assessment [19, p. 208].

V. Moskalenko, while considering the problems of social influence, notes that these are the problems of changes, occurring in the human psyche due to: – the influence on it by other people; – the ways and particular mechanisms these changes take place. «Social influence is the pressure on the human being by / with the agent of influence, which is carried out without any violent actions, without limitation of physical freedom of action, without any threat (direct or indirect) to the life or health of the object of influence, since the latter freely, voluntarily accepts the system of values of the subject of influence» [8, p. 14].

V. Moskalenko differentiates two types of social influence: social influence in the specially established environment of persuasion and social influence in the environment established by the media [8]. The first type of social influence is a widespread variant, since it is embodied in the direct contact of the communicator with the audience in typical social situations. TV and radio networks, the Internet, print media make the second type of influence having an impact on millions of people around the world. V. Moskalenko points out that: «They are united by the fact that they are intended for the general public and are filled with sense for many people, are transmitted not directly, but indirectly, that is, the author of the messages has never been physically involved in the communicative process and is not clearly identified by any person or group» [8, p. 24]. Persuasion, suggestion, imitation and mental infection are defined as the means of social influence. The restructuring of the system of social settings, attitudes, ideas, relations,

behaviour of an individual or a group are the result of social-psychological influence.

L. Orban-Lembryk, while disclosing features of functional-role influence, puts forward the view that the functional-role influence belongs to the type of influence which nature, direction and intensity is determined not by the personal qualities of partners, but by the role positions of interaction participants [10, 11]. Her main arguments support the idea that people are oriented primarily on the conformity of their and others' actions to certain norms and rules, which are regulated by the role allocation of forces.

V. Tatenko distinguishes between social-psychological mechanisms of influence and mechanisms, means and methods of influence [14]. The scientist notes that any social-psychological mechanisms of influence, except the latter ones, cannot be positive or negative, they either exist or not. He refers persuasion, suggestion, coercion, extortion, sanction, imitation, mental contagion, etc. to the social-psychological mechanisms of influence. However, the scientist differentiates two groups of the entire set of social-psychological mechanisms of influence. The first group includes prescriptive social-psychological mechanisms of influence (commitment, extortion, sanction, etc.). The need to apply these social-psychological mechanisms of influence is explained by the dialectics of freedom and necessity, because in order to get the desired, a person is forced to do the necessary. The second group is the so-called propositional social-psychological mechanisms of influence (persuasion (proofing, clarification), suggestion (recommendation, exhortation, authoritative advice, and proposal), demonstration (providing examples, demonstration of examples, and exposure of standards)).

The main content of such influences is the proposal of subject A to subject B (supported by arguments, authority, example or fact) to think and act in a way that does not restrict

the latter in his / her freedom of choice or subject freedom.

In addition, the behaviour of a person, which consequently changes the behaviour of another person as well as what he / she feels or thinks in relation to some stimulus, is considered to be the social influence. Any socially significant problem, product, action can be the stimulus [15].

All mechanisms of social influence are combined into six categories, each of which corresponds to one of the fundamental psychological principles as the basis of human behaviour: mutual exchange, compulsory and consistency, social proof, affection, authority and deficit. According to the rule of mutual exchange, an individual has the right to expect from the others the same kind of acts he /she has made towards them. Obligation and consistency is displayed in the fact that a person seeks to be consistent in own words, thoughts and actions. Social evidence is the incentive for a person to obey to particular requirement, based on the fact that supposedly many other people have already agreed to these requirements. Affection is a factor that greatly affects the opinions of others, because people mostly agree with individuals they know and accept. Authority is a tendency to obey those who have certain levers of influence or symbols that are identified by others as such. The deficit, as influence, is displayed in the sense that people are more likely to appreciate something that is the least accessible [7].

Attention is focused on forms of social influence: punishment and coercion, remuneration, expert assessment, reference group, authority and law [1]. Punishment, coercion and reward is a widespread form of social influence, the effectiveness of which is explained by the behavioural principle of «stimulus – reaction». An expert assessment is a social pressure that people make with special knowledge, skills, and abilities. The reference group influences on the basis of identification and imitation mechanisms.

Conclusions

Thus, on the basis of the above mentioned, we can try to define the notion of «value influence», that is proposed to be considered as a kind of social-psychological influence, within which the transfer of individual or social values takes place as information or certain values, from social environment or other people to an individual, with the aim to ensure its existence at the level of group and social compliance, which, in turn, creates the appropriate conditions for the satisfying of its needs to exist and develop [3,4].

Consequently, the process of formation and optimisation of the system of values of an individual is based on possibilities of using the social-psychological and psychological influences as they can be used quite effectively in the process of psychotherapeutic and psycho-correction work.

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