

SOCIOPSYCHOLOGICAL CHARACTERISTICS OF STUDENTS' SOCIALIZATION IN ACCORDANCE WITH A DOMINANT LEISURE TYPE

The article deals with an empirical study of sociopsychological peculiarities of adolescence socialization at leisure. The research results reveal that the probationers with different leisure types have certain differences in their value-motivational spheres and self-concepts. The author argues that the overall socialization level correlates with the level of leisure activities, yet the relationship is ambiguous. Sources – 6.

Key words: socialization, adolescence, leisure, leisure type, value-motivational sphere, self-concept.

In domestic tradition socialization of a personality is predominantly limited by researching it as a purposeful process at formal educational institutions. Undoubtedly, its purposeful form has always been and will be significant for both personality and society, but it should be noted that the modern social context actualizes its spontaneous component. Spontaneous tends are primarily supplied by leisure potential that is inherently the least controlled by society. Thus, leisure socialization with its purposeful and spontaneous forms should become the subject of a thorough sociopsychological investigation.

The increasing scientific interest to students' socialization is determined by various factors: a large amount of free time students have; ineffectiveness of coercive socialization in adolescence; leisure potential for self-development and self-actualization; a permanently extending range of leisure activities causing the problem of an optimal model of leisure activities; the revitalization of informal leisure as a consequence of the crisis of traditional socialization institutions which may convert leisure into a high-risk zone. Moreover, resolving adolescents' leisure problem contributes the quality of adults' leisure, social leisure on the whole.

The latest psychological studies on socialization of a personality are primarily devoted to self-performance in society (S. D. Maksymenko, T. M. Tytarenko et al.), the psychology of social influence (V. V. Moskalenko, V. O. Tatenko et al.), the sociopsychological determinants of social choice (T. O. Larina, L. A. Liepikhova et al.), the influence of social transformation on socialization of a personality (G. M. Averianova, N. M. Dembytska et al.), social disadaptation and resocialization in the deviantology paradigm (N. Yu. Maksymova, G. M. Lialiuk et al.), the environmental aspects of socialization under current conditions (A. M. Lovochkina, Yu. M. Shvalb et al.), the age-related characteristics of socialization (N. V. Abdiukova, O. Z. Liutak et al.), socialization in educational space with its formal, non-formal and informal structures (T. V. Tkach et al.) and extracurricular socialization in childhood (L. D. Koniaieva).

Despite the fact that leisure is traditionally confined by its social perspective, it should be emphasized that the problem is interdisciplinary and its socio-psychological component must not be ignored. Having analyzed the latest relevant studies we have revealed the lack of complex psychological researches on socio-psychological peculiarities of students' socialization in leisure activities and possible ways to optimize the process.

We hypothesized that there exists a correlation between psychological peculiarities of socialization and a dominant leisure type. In order to confirm (or reject) the hypothesis we organized and conducted an applied research with a sample group of 213 students of Philological, the Humanities, Natural and Geographical and Arts Departments of Melitopol State Pedagogical University named after B. Khmelnytskyi and Economic Department and Management and Law Department of Melitopol Institute of Public and Municipal Administration of Classic Private University.

In our previous studies [5; 6] we raised a conceptual problem of developing socialization criteria and came to the conclusion: firstly, socialization criteria must maximally consider a wide range of individual socialization models, and, secondly, the socialization problem cannot be solved apart from age-related peculiarities of socialization.

For adolescents a successful transition from dependent to independent existence is determined by psychosocial development. A competent social life, in our opinion, is impossible without two new psychological formations in adolescence: the life concept and the self-concept. The concepts are formed in accordance with the internal guidelines system of an individual. Investigating values and motivations as the core of the system may allow advancing in understanding a personality's life position, which determines behavior in the present and future. Thus, to examine the life concept as a criterion of socialization in adolescence, we singled out the orientation of probationers, namely their value-motivational sphere, core beliefs, and future time perspective. To research self-concepts of our testees, we measured their cognitive (self-images), emotional and evaluative (self-attitude, self-appraisal) and behavioral (self-regulation) elements.

In the first stage of the empirical research we conducted a survey. The questionnaire developed by the author was aimed at studying the content and dominant leisure type of probationers. Realizing the dependence of the research validity on grouping probationers in accordance with a dominant leisure type, we applied an interview in order to get more accurate information about the content and motives of the leisure activities marked in the questionnaires. The survey results show the prepotency of the culture consuming and recreational leisure types, leisure virtualization and domestication. The research also reveals some differences in leisure contents according to sex and academic achievement, whereas leisure structures – according to academic achievement.

On the grounds of leisure inhomogeneity and different representation of its creative, entertaining and recreational elements we grouped our probationers in appliance with their dominant leisure type, distinguishing the creative, culture consuming and recreational leisure types. We guided the following main type-forming measures: frequency and duration of leisure activities chosen in the questionnaires and motives – during the interview. Thus, according to the adopted typology, the recreational leisure type describes the prepotency of different types of recreation and entertainment (tourism, sports, group recreation, computer games, attendance at dance and night clubs, cafes, restaurants etc.), the culture consuming type – the consumption of spiritual values (reading, watching TV programs, going to the cinema and theatre, museums, galleries etc.) and the creative type – the creation and reproduction of material and spiritual values (artistic creativity, scientific and technical creativity, social and political activities, self-education in its narrow sense etc.). Having selected the probationers by the types we had the three groups: the first group (42 students) consists of the representatives of the creative leisure type, the second group (95 students) – the culture consuming type and the third group (76 students) – the recreational type.

In the second stage of the research we studied students' socialization patterns in accordance with a leading leisure type. Having measured the probationers' value orientations by the *Rokeach value survey*, we revealed that certain differences in their value hierarchies are determined by different priority of activity, cognition, creativity, self-realization, and material values. The adolescents who represent the creative leisure type veridically higher, in contrast with the representatives of the culture consuming and recreational types, value cognition ($p_{1,2}$ and $p_{1,3} \leq 0,001$), development ($p_{1,2}$ and $p_{1,3} \leq 0,01$), activity ($p_{1,2} \leq 0,05$ and $p_{1,3} \leq 0,01$) and creativity ($p_{1,2} \leq 0,01$ and $p_{1,3} \leq 0,01$), whereas the probationers with the culture consuming and recreational types are significantly more focused on material comfort ($p_{1,3} \leq 0,01$ and $p_{2,3} \leq 0,05$) and entertainment ($p_{2,3}$ and $p_{1,3} \leq 0,01$), freedom ($p_{1,2} \leq 0,05$ and $p_{1,3} \leq 0,01$) and self-confidence ($p_{2,3}$ and $p_{1,3} \leq 0,01$).

In achieving goals the testees prefer the values of honesty, responsibility, erudition, buoyancy, and independency. The representatives of the creative type, in the contrast with the

representatives of the culture consuming and recreational types, value reliably higher tolerance ($p_{1,2}$ and $p_{1,3} \leq 0,01$), uncompromising attitude to shortcomings ($p_{1,2}$ and $p_{1,3} \leq 0,05$), high demands ($p_{1,2} \leq 0,05$ and $p_{1,3} \leq 0,01$) and, in comparison with the representatives of the recreational type, responsibility ($p_{1,3} \leq 0,05$) and good manners ($p_{1,3} \leq 0,05$); whereas the representatives of the culture consuming type, in comparison with the creative and recreational types, – diligence ($p_{1,2} \leq 0,05$ and $p_{2,3} \leq 0,001$) and, in comparison with the creative type, accuracy ($p_{1,2} \leq 0,05$) and buoyancy ($p_{1,2} \leq 0,05$). The probationers with the recreational type reliably higher value accuracy ($p_{1,3} \leq 0,001$), buoyancy ($p_{1,3} \leq 0,01$), rationalism ($p_{1,3} \leq 0,01$), courage to defend personal opinions ($p_{1,3} \leq 0,01$) and independence ($p_{1,3} \leq 0,05$).

The motivation content of our probationers, measured by the *Nuttin motivational induction method* [2], is predominantly presented by the categories of communication (31%), subject (20,63%), activity (15,82%) and self-realization (13,85%). Communication (interpersonal and intimate) is significantly more observed among the representatives of the recreational type, in the contrast with the representatives of the creative type ($p_{1,3} \leq 0,05$). The subject category has no significant differences among the three groups, which may mean a relatively equal importance of such elements as self-concept, personal autonomy, aptitudes, traits etc. The activity category is reliably more often noted by the representatives of the creative ($p_{1,3} \leq 0,01$) and culture consuming ($p_{1,3} \leq 0,05$) leisure types.

Professional and learning activities have no significant differences among the groups; though there is a reliable discrepancy ($p \leq 0,05$) in the ratio of professional and learning activities among the representatives of the recreational type which may indicate the weakest instrumental relationship between current learning and future professional activities. Self-realization is significantly more often mentioned by the representatives of the creative type ($p_{1,2} \leq 0,05$ and $p_{1,3} \leq 0,001$). In designing and realizing life projects, the probationers often point at professional (getting a job and developing a career) and family (creating and developing a family) spheres. The obtained data (13,85%) is higher in comparison with the corresponding data received by other researchers [2, p. 414, p. 554], which may be explained by the age-related and status characteristics of the sample group: firstly, adolescence is a period of life project planning and the beginning of its realization, and, secondly, students as a specific social group have a relatively higher level of intellectual and creative potential.

The leisure category in the motivation content of the probationers is neither intensively expressed (7,75%) nor reliably different according to a dominant leisure type. It may be explained by either the motivation inductives do not apparently induce testees to express leisure preferences, or satisfied needs or needs which can be easily met are realized rarely. The cognitive element of the leisure category is more often presented in the motivation content of the representatives of the creative type, in the contrast with the representatives of the culture consuming and recreational types ($p_{1,2}$ and $p_{1,3} \leq 0,001$), whereas physical and revitalizing activity and amateur activities are reliably more often expressed by the adolescents with the culture consuming type ($p_{1,2} \leq 0,05$), and sensory and sensual pleasures have significant differences in all the groups ($p_{1,3} \leq 0,001$, $p_{1,2}$ та $p_{2,3} \leq 0,05$).

Despite studying the motivation content is not necessarily accompanied by measuring future time perspective, for our research future perspective acquires a special importance since, firstly, future for our probationers constitutes the largest part of their life space, and, secondly, it is the future image that canalizes activities in adolescence, everything adolescents do in the present is intended for the future.

According to the research results, all the probationers regardless their dominant leisure types locate the majority of motivational objects in the periods of *adult life*, *vocational training – the beginning of adult life*, and *open present*. A quantitative analysis of future time perspective was carried out by integrating all the time categories into the *nearest future* (today – month), the *medium distant future* (a year, over a year and the current time period) and the *distant future* (all the periods beyond the current period and all the objects related to the future on the whole).

The highest percentage of the near (8,06%) and medium distant (40,2%) future is observed among the representatives of the recreational leisure type, whereas the highest percentage of the distant future (38,45%) – among adolescents with the creative type. According to the research results, the near future, which is usually infrequent [2, p. 431-433], has a relatively high percentage. It can be explained by the orientation of young people to achieving short-term goals, on the one hand, and an adverse influence of the variable social situation on forecasting one's own future (near future, in particular), on the other hand. Nowadays a lot of adolescents perceive their future as an uncertainty space, reinforcing, in our opinion, the here-and-now principle, which guides activities of many adolescents.

Near and medium distant future is significantly more often represented in the future perspective structure of the adolescents with the recreational type ($p_{1,3} \leq 0,05$), whereas distant future – in the future perspective structure of the adolescents with the creative and culture consuming types ($p_{2,3} \leq 0,01$ and $p_{1,3} \leq 0,001$). Thus, probationers with the creative and culture consuming types have a longer-term perspective and the representatives of the recreational type – a shorter-term (limited) perspective. This means that the representatives of the creative and culture consuming types have more, in the contrast with the representatives of the creative type, motivational goals in more distant future, which determines long-term behavioral projects and creates a situation of delayed pleasure; the representatives of the recreational type, on the contrary, locate most goals in near and medium distant future, choose to live for today and, design less plans and behavioral projects related to future accordingly.

The core beliefs of the testees were measured with the *Yanov-Bulman scale of core beliefs*. The beliefs in people goodness, world's justice, and self-value are of the same importance for the adolescents regardless their leading leisure types. The representatives of the creative and recreational types have significantly more faith in kindness ($p_{1,2}$ and $p_{2,3} \leq 0,01$) and controllability ($p_{1,2}$ and $p_{2,3} \leq 0,05$) of the world, and the representatives of the creative type – in random ($p_{1,3} \leq 0,001$ and $p_{1,2} \leq 0,01$). The probationers with the recreational type believe in self-control, control over events ($p_{2,3} \leq 0,05$) and luck or fortune ($p_{2,3} \leq 0,05$). On the whole, young people with the creative and recreational types have more optimistic attitude to the world and self and believe in higher meaningfulness of the world.

The cognitive element of the self-concept was measured with the *Kuhn and McPartland test 'Who am I?'* [3]. The empirical findings show a high (13,9 and 12,21 among the representatives of the creative and culture consuming types respectively) and average (7,38 among the representatives of the recreational type) level of self-differentiation. The most presented elements of the self-image of our probationers are reflective (personal) (41,54%), communicative (23,46%), social (13,65%) and activity (10,71%) identities; the least presented – physical (4,67%) and material (1,84%) identities. We found no significant differences in the reflective and social identities of the testees with different leisure types. The communicative identity is more developed among the representatives of the culture consuming and recreational leisure types ($p_{1,3} \leq 0,01$; $p_{1,2} \leq 0,05$). The activity and perspective identities are reliably more often actualized in consciousness of the representatives of the creative and culture consuming types ($p_{1,3} \leq 0,001$; $p_{2,3} \leq 0,01$). The physical and material identities are significantly more often indicated by the representatives of the recreation leisure type ($p_{1,3} \leq 0,05$).

According to the data obtained by the *Budassy method of quantitative measurement of self-appraisal*, 37,09% of the testees have an adequate level of self-appraisal; the rest show an inadequate level: overestimated by the neurotic type ($0,9 > R > 0,6$) – 47,42%, overestimated ($R > 0,9$) – 9,39% and underestimated ($R < 0,4$) – 6,1%. The analysis of the self-appraisal level in accordance with a dominant type reveals that the representatives of the creative type in comparison with the representatives of the recreation type have a significantly more adequate level of self-appraisal ($p_{1,3} \leq 0,05$). It means that the probationers with the creative type have a more adequate ratio between the ideal and real self, more positive self-attitude, self-respect and self-acceptance. Self-appraisal with overestimation tendency is more characteristic for probationers with the recreational and culture consuming types ($p_{1,3}$ and $p_{2,3} \leq 0,05$); the

overestimated level is significantly equal among the representatives of the three groups. The underestimated self-appraisal is reliably more rarely observed among young people with the recreational leisure type ($p_{2,3} \leq 0,01$, $p_{1,3} \leq 0,05$).

The behavioral component of the self-concept obtained by the *Morosanova self-regulation questionnaire* indicates the average level of individual self-regulation of voluntary activity among the representatives of all the groups and the existence of certain significant differences by scales. So, the *planning scale* shows reliably higher data among the representatives of the creative leisure type ($p_{1,3} \leq 0,05$) which testifies the ability to plan activity consciously. The *modeling scale* indicates that the representatives of the culture consuming type have a higher level of modeling ($p_{1,2}$ та $p_{2,3} \leq 0,001$), which points at a higher ratio of objectives and results due to a better developed ability to consider internal conditions and external circumstances. The *programming scale*, aimed at measuring the ability to apply adequate methods to achieve goals, change an activity program if necessary, does not reveal any significant differences. The *evaluation of results scale* demonstrates that the representatives of the creative leisure type have a higher developed ability to evaluate results ($p_{1,2} \leq 0,05$); it includes a more adequate level of self-appraisal, and well formed and stable subjective criteria to assess results.

As to regulatory-personal properties, all the probationers demonstrate the average level of regulatory plasticity and autonomy. According to the *flexibility scale*, the representatives of the recreation type have a better formed ability to respond to rapid changes adequately and adjust and realign their self-regulation systems according to the changes. The *independence scale* does not indicate any significant differences, which means a relatively equal level of regulatory autonomy to organize individual activity, plan activity and behavior, subordinate activity to goal, control intermediary and final outcomes etc.

Having investigated the sociopsychological aspect of students' socialization we revealed that there exists a correlation between a socialization level and a dominant leisure type. The research data indicate certain significant differences in the life concept and self-concept of adolescents in accordance with the leisure type: the world outlook differences are determined by different representation of activity, cognition, creativity, self-realization and meaningfulness of the world; the self-concepts have certain peculiarities in cognitive and emotional and evaluative aspects.

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Шугурова Т. Л.

Соціально-психологічні особливості соціалізації студентської молоді відповідно до провідного типу культурно-дозвілєвої діяльності

У статті наводяться дані емпіричного дослідження соціально-психологічних особливостей соціалізації студентської молоді в культурно-дозвілєвій діяльності. Результати дослідження свідчать про існування певних відмінностей в ціннісно-мотиваційній сфері та структурі Я-концепції юнаків і дівчат з різними типами культурно-дозвілєвої діяльності. Автор доходить висновків, що в цілому рівень соціалізованості молодшої людини корелює з рівнем культурно-дозвілєвої діяльності, втім цей зв'язок не є однозначним. Джерел – 6.

Ключові слова: соціалізація, юнацтво, культурно-дозвілєва діяльність, тип культурно-дозвілєвої діяльності, ціннісно-мотиваційна сфера, Я-концепція.

Шугурова Т. Л.

Социально-психологические особенности социализации студенческой молодежи в соответствии с доминирующим типом культурно-досуговой деятельности

В статье представлены результаты эмпирического исследования социально-психологических особенностей социализации студенческой молодежи в культурно-досуговой деятельности. Результаты исследования указывают на существование отличий в ценностно-мотивационной сфере и структуре Я-концепции испытуемых с разными типами культурно-досуговой деятельности. Автор приходит к выводу, что в целом уровень социализированности юношей и девушек коррелирует с уровнем культурно-досуговой деятельности, но эта связь не есть однозначной. Источников – 6.

Ключевые слова: социализация, юношество, культурно-досуговая деятельность, тип культурно-досуговой деятельности, ценностно-мотивационная сфера, Я-концепция.

Шугурова Т.Л. – аспірантка кафедри практичної психології Класичного приватного університету, м. Запоріжжя