

UDK 159.923.2

orcid.org/0000-0002-7779-2232

AXIOLOGICAL SPHERE STRUCTURE OF PERSONALITY OF STUDENTS WITH DIFFERENT SELF-ATTITUDE PROFILES

Hanna I. Mednikova,

H.S. Skovoroda Kharkiv National Pedagogical University, Ukraine

E-mail: yuriymuv@gmail.com

Relevance of the problem. Problem statement presented in the work is conditioned by a social demand for the specialists characterized by high level of the professional competence, able to face important life challenges supported by their own personal senses and self-realization value orientations. The given work reveals results of the empirical research directed to definition of specificity of the axiological sphere structure of students' personality with different self-attitude profiles. It is provided that self-attitude is dialectically connected with specific features of personality's axiological sphere given that both of the personal entities provide with processes of personal self-realization and develop in these processes.

Researches have been conducted by means of «Method of value orientations research» by M. Rokich adopted by D.O. Leontiev, questionnaires «Method of self-attitude research» by S.R. Pantileev and «Test of life-purpose orientations» by D.O. Leontiev.

Results. Distinctions of axiological sphere structure of the students with different self-attitude profiles have been found in terms of quantity of terminal values groups and their content; opposition of values of different groups that is important for stress maintenance providing a personality system with opportunity to exist and be formed; instrumental provision of terminal values groups; availability of instrumental values characterized by a conflict sense as for values realization of different groups; availability of polyvalent instrumental values; availability and bond character of values with components of life purpose. It has been established that axiological sphere of the students with self-attitude profiles that are characterized by a low level of self-abasement and relatively high level of self-respect and auto-affection, has more developed and established structure.

Key words: self-attitude profiles, axiological sphere of personality, value orientations, terminal values, instrumental values, life-purpose orientations, conflict sense, polyvalent values, students.

Структура ціннісно-сміслової сфери особистості студентів із різною будовою ставлення до себе

Ганна І. Меднікова

Харківський національний педагогічний університет імені

Г.С. Сковороди, Україна

Актуальність дослідження. представлено в статті, обумовлена суспільним запитом на фахівців, що характеризуються високим рівнем

професійної компетентності, здатні вирішувати важливі життєві завдання з опорою на власні особистісні смисли та ціннісні орієнтири самореалізації. Стаття розкриває результати емпіричного дослідження, спрямованого на визначення специфіки структури ціннісно-сислової сфери особистості студентів із різними профілями ставлення до себе. Передбачається, що ставлення до себе діалектично взаємопов'язане із особливостями ціннісно-сислової сфери особистості, оскільки обидва особистісні утворення забезпечують процеси самореалізації особистості й розвиваються у цих процесах.

Методи. Дослідження проводилось із використанням «Методики вивчення ціннісних орієнтацій» М. Рокіча в адаптації Д.О. Леонтьєва, опитувальників «Методика дослідження ставлення до себе» С.Р. Пантілеєва та «Тест смисложиттєвих орієнтацій» Д.О. Леонтьєва.

Результати. Визначено відмінності структури ціннісно-сислової сфери студентів із різними профілями ставлення до себе за такими показниками: кількість груп термінальних цінностей та їх змістовне наповнення; протистояння цінностей різних груп, що є необхідним для підтримки напруження, яке забезпечує системі особистості саму можливість її існування і становлення; інструментальне забезпечення груп термінальних цінностей; наявність інструментальних цінностей, що характеризуються конфліктним смислом щодо реалізації цінностей різних груп; наявність полівалентних інструментальних цінностей; наявність та характер зв'язку цінностей зі складовими смислу життя. Встановлено, що більш розвинутою та сформованою структурою відрізняється ціннісно-сислова сфера студентів із профілями ставлення до себе, що характеризуються низьким рівнем самоприниження та відносно високими показниками самоповаги і аутосимпатії.

Ключові слова: профілі ставлення до себе, ціннісно-сислова сфера особистості, ціннісні орієнтації, термінальні цінності, інструментальні цінності, смисложиттєві орієнтації, конфліктний смисл, полівалентні цінності, студенти.

Introduction. The problem of axiological sphere is considered as one of the key ones while studying of determination of formation and development of personality in many psychological theories. The current issue in the modern authors' researches is the one about formation and development of axiological sphere of personality of the modern student youth. Moreover, inability of the modern high school to create the adequate educational conditions for development of the inner processes of actualization of the students' subject-axiological potential (Radchuk, 2014). The modern professional education system aimed to formation of the students' professional competences, is not always oriented to the personal development of the future specialists, mature personality formation that is

characterized by sense of purpose and productivity of professional activity and life activity in general. In this case, in the quality of the overall index of a student's personality development we can consider the level of his axiological sphere development and its individual features.

Formation of the integral axiological sphere of personality is connected with processes of its differentiation and integration in the course of which the structuring of borders of significant for personality is carried out as well as orienting points of its self-realization are clarified (Deeva, 2005).

Differentiation of personality's axiological sphere, in our opinion, provides for definition and understanding of the basic specific values that stipulate formation of life purposes as concretization of the generalized sense of life. Specific values (family, job, friends, health) define zones of the possible self-realization success of which provides capacity for self-regulation of behavior and activity subject to life purposes, revealing and development of personality's features and being a means of their achieving. Concretization and understanding of the basic life directions of self-realization provides a person with stability of his or her life attitudes, the mastered structured life space, dives opportunity to feel one's existence as reality and to feel oneself as a center of this reality.

Extension of the students' life space connected with entering the new social communities, necessity of gaining the new types of activity, first of all the leading one for the given age – scientifically professional, is accompanied by interiorization of the new values which form connections of different signs with already existing in personality's interior space values or values groups, stipulating arising of those challenges which are necessary to maintain stress providing personality's system with possibility of his or her existence and formation. Challenges arising between various values groups presenting different self-realization directions within life purposes, may be solved via completing the conflict sense task allowing personality to define the priority life self-realization spheres according to their entering the process of life sense realization. In case of the same attraction of the values groups entering the challenge, it may be solved by means of changing of personality's life in such a way that both values groups could be realized leading to actualization or development of the necessary personal qualities needed for that. Such qualities being at the same time the means of various values groups realization, stipulate their integration with possible transformations.

Formation of values groups may be considered in the context of the world formation concept that submits to the law of interaction cooperation (Klochko, Galazhynsky, 1999). Terminal values formed into groups and those personal qualities acting as personal instruments of their realization,

take part in the process of revealing the showings of values in this or that life situation. In this case, connection of values with sense of life determines their oriental function: definition in personality's life space, his or her subjective-objective world of zones realization in which stipulates or prevents from realization of life sense as the highest sense of personality. It appears that the more mature personality is, the zones of principal self-realization and zones preventing from it are more clearly defined.

Personality's qualities opening for him or her as self-realization instruments are the forms of crystallization of the personal self-sense. This sense may be positive, negative or conflict depending on whether a specific quality is a condition stipulating, preventing from self-realization in some life sphere or is simultaneously a condition of self-realization in one sphere and a barrier to self-realization in another one (Stolin, 1983). Personal senses given to personality's qualities, are integrated into his or her self-attitude and define its generalized positive or negative emotional coloring. Negative self-attitude increase may be perceived by personality as a signal to make some changes but not in self-attitude but in one's life, in relations with the world (Leontiev, 1997). Personality's ability to review one's sense-making orientations is monumentally determined by self-attitude features formed during previous stages of development and is still being formed.

To check the mentioned statements the hypothesis has been formed that self-attitude is dialectically interrelated with specific features of axiological sphere of students' personality.

Aim of the article lies in the specific character of the axiological sphere structure of students' personality with different self-attitude construction.

Methodology of Research. In the empirical research, «Methodology of the value orientations study» by M. Rokich adopted by D.O. Leontiev has been used as well as the questionnaires «Methodology of self-attitude study» by S.R. Pantileev and «Test of life-purpose orientations» by D.O. Leontiev. The research has involved 138 students of the fifth year of Kharkiv State Pedagogical University named after G. Skovoroda, Ukrainian Engineering and Pedagogical Academy, KRI NAPA under the President of Ukraine, *National University «Yaroslav the Wise Law Academy of Ukraine»*". While mathematical and statistical data processing the cluster analysis by means of k-averages, correlation analysis and Pirson's method have been used.

Analysis of the students' value orientations structure has been conducted in terms of: the number of terminal values groups and their subject matter; opposition of values of different groups which are necessary for stress maintaining providing personality's system with opportunity of his or her

existence and formation; instrumental provision of terminal values groups; availability of the instrumental values which are simultaneously a means of realization of terminal values of one group and a barrier for realization of values of another group considered by us as a conflict sense factor; availability of the instrumental values which simultaneously stipulate realization of values of different groups, namely polyvalent values; availability and character of values connections with life sense components.

Results. Definition of groups of students with close showings in terms of all modalities of self-attitude components has been conducted within clusterization procedure using k-averages of the data obtained by means of the questionnaire by S.R. Pantileev. For each of the groups self-attitude profiles have been constructed (fig. 1).

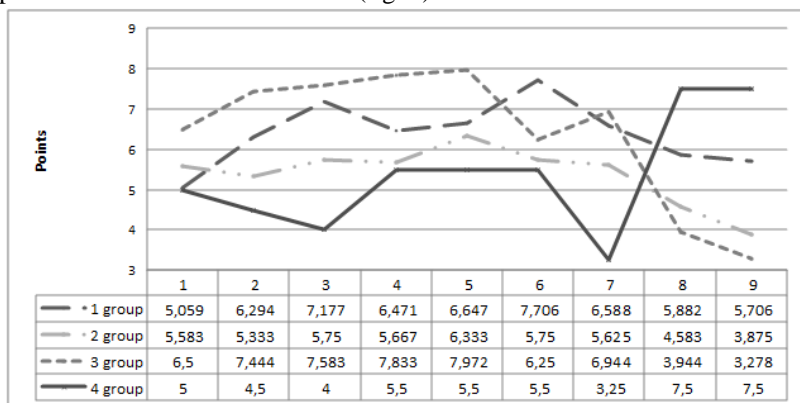


Fig. 1. Profiles of the students' self-attitude.

Note: 1 – openness, 2 – self-confidence, 3 – self-management, 4 – reflected attitude, 5 – inherent value, 6 – self-acceptance, 7 – self-affection, 8 – inherent conflict, 9 – self-accusation.

On the basis of self-attitude profiles configuration they have been named in the following: axiological positive (42,03 % of students) characterized by relatively high showings according to the axiological self-attitude component (self-respect) and inherent value, decrease according to self-abasement scale; smoothed positive (26,09 %) characterized by balance of the axiological and emotionally axiological self-attitude components, decrease according to self-abasement scale; «self-acceptance – self-management» (20,29 %) characterized by increase on the relevant scales and relatively high showings of inherent conflict and self-accusation which are included into self-abasement factor; «self-dissatisfied» (11,59 %) with dominating self-abasement factor scale.

The most presented group among the students has turned to be the one with axiological positive self-attitude profile. According to the correlation analysis, the given group includes four groups of terminal values within which the values are connected by positive correlative relationships. The first group includes the values of love, health, happy family life, the second group composes the values of entertainment and creativity, the third one – the values of cognition, interesting job, happiness of others, the fourth one – the values of development and life wisdom. Negative correlative relationships between terminal values of the first group (love, health, happy family life) and value of cognition entering the third group ($r = -0,383$, $p \leq 0,01$, $r = -0,416$, $p \leq 0,01$, $r = -0,425$, $p \leq 0,01$ accordingly) have been defined, the value of health also negatively correlates with the value of development of the fourth group ($r = -0,302$, $p \leq 0,05$). Negative correlative relationships are also defined between the values of entertainment and creativity (the second group) and the value of life wisdom of the fourth group ($r = -0,447$, $p \leq 0,01$, $r = -0,37$, $p \leq 0,01$). There is no connection between terminal values of the second group with values of the first and third groups, and values of the third group are not connected with values of the fourth group.

Moreover, negative correlative relationships of the values entering the defined groups and other terminal values have been determined. In the first group the value of love is inversely connected with the value of freedom ($r = -0,338$, $p \leq 0,01$), the values of happy life and health – with the value of beauty of nature and art ($r = -0,312$, $p \leq 0,05$, $r = -0,289$, $p \leq 0,05$ accordingly), which in its turn has negative correlations with the value of productive life ($r = -0,264$, $p \leq 0,05$) that is also negatively connected with the value of self-confidence ($r = -0,368$, $p \leq 0,01$). In the third group the values of cognition and interesting job are inversely connected with the value of good and faithful friends ($r = -0,348$, $p \leq 0,01$, $r = -0,393$, $p \leq 0,01$ accordingly). In its turn the values of friends has negative correlation with the values of active life ($r = -0,310$, $p \leq 0,05$) and material security of life ($r = -0,45$, $p \leq 0,01$), which are also negatively interconnected ($r = -0,277$, $p \leq 0,05$). In general, the values of the given students' group are connected by 40 correlation relationships 24 of which connect terminal values with instrumental ones. All four groups of terminal values are instrumentally provided approximately to the same extent.

Instrumental values characterized by conflict sense have been defined. Thus, open-mindedness correlates directly with the value of creativity ($r = 0,260$, $p \leq 0,05$), and it has inverse correlation with the value of health ($r = -0,327$, $p \leq 0,01$); education correlates directly with the values of

development and interesting job ($r = 0,317, p \leq 0,05, r = 0,402, p \leq 0,01$ accordingly) and has inverse correlation with the value of entertainment ($r = -0,399, p \leq 0,01$); irreconcilability with one's and others' disadvantages is directly connected with the value of life wisdom ($r = 0,267, p \leq 0,05$), and has inverse correlation with happy family life ($r = -0,247, p \leq 0,05$).

Moreover, instrumental values characterized by polyvalence have been defined. As mentioned above, education correlates directly with the value of interesting job of the third group and the value of development of the fourth group. Effectiveness in activities correlates directly with the value of development of the fourth group ($r = 0,316, p \leq 0,05$), and also with the values of cognition and interesting job of the third group ($r = 0,325, p \leq 0,01, r = 0,37, p \leq 0,01$ accordingly). Honesty is directly connected with the value of health of the first group and the value of life wisdom of the fourth group ($r = 0,258, p \leq 0,05; r = 0,245, p \leq 0,05$ accordingly). Responsibility correlates directly with the value of happy family life of the first group and the value of interesting job of the third group ($r = 0,408, p \leq 0,001; r = 0,263, p \leq 0,05$ accordingly), and inflexible will - with the value of health of the first group and interesting job of the third group ($r = 0,342, p \leq 0,01; r = 0,361, p \leq 0,01$ accordingly).

Life-purpose orientations of the students with axiological positive self-attitude profile is connected with terminal values entering three groups defined by us: the value of health and happy family life (the first group), the value of entertainment (the second group), the value of interesting job (the third group) (table 1).

Table 1

Significant correlative relationships of value and life-purpose orientations within the group of students with axiological positive self-attitude profile

Values	Life-purpose components			
	Goals	Process	Result	Locus control-life
Health	,389**			,277*
Interesting job	,211*		,336**	,398**
Good and faithful friends		-,298*		
Entertainment	-,242*			-,310*
Happy family life	,338**		,347**	,379**
Irreconcilability with one's disadvantages	-,233*		-,292*	-,270*

Note: * – level of statistical significance $p \leq 0,05$, ** – $p \leq 0,01$

The values of happy family life and interesting job with life-purpose orientations correlate positively and the values of entertainment and good

and faithful friends have negative correlation. Among instrumental values only irreconcilability with one's and others' disadvantages correlates inversely with life sense components.

Students with smoothed positive self-attitude profile have the most branching structure of relationships between the values (46 correlative relationships), the majority of which (32) are the relationships between terminal and instrumental values.

Three groups of terminal values have been defined. The first group includes the values of happy family life, good and faithful friends, freedom, the second group includes the values of entertainment, development and creativity, the third one – the values of beauty of nature and art, cognition, active life. The values of the second group are inversely connected with the values of self-confidence (with entertainment), health (with development) and interesting job (with creativity). The value of happiness of others and the values of public recognition and life wisdom inversely connected with it have not entered any of the groups (table 2). We consider negative correlative relationships between the values of the first and third groups, namely: the value of beauty of nature and art and the values of happy family life and freedom, the value of cognition and happy family life. Terminal values of the second group are not connected with the values of two other groups.

Table 2

Significant correlative relationships of terminal values within the group of students with smoothed positive self-attitude profile

Terminal values	Terminal values									
	1	2	3	4	5	6	7	8	9	10
Life wisdom								-.467**		
Interesting job									-.487**	
Beauty of nature and art	.477**			.325*		-.354*	-.448**			
Public recognition								-.393*		
Cognition							-.436**			
Development		-.313*			.337*				.457**	
Entertainment										-.384*
Family life			.332*			.385*				

Note: 1 – active life, 2 – health, 3 – friends, 4 – cognition, 5 – entertainment, 6 – freedom, 7 – family life, 8 – happiness of others, 9 – creativity, 10 – self-confidence

Conflict sense for students with smoothed positive self-attitude profile have instrumental values of manner, independence, education,

irreconcilability with one's and others' disadvantages, courage. Thus, manner correlates directly with the values of beauty of nature and art, active life, health ($r = 0,335$, $p \leq 0,05$; $r = 0,324$, $p \leq 0,05$; $r = 0,325$, $p \leq 0,05$ accordingly), and inversely – with the values of entertainment and development ($r = -0,352$, $p \leq 0,05$; $r = -0,353$, $p \leq 0,05$ accordingly). Independence is directly connected with the values of happy family life and entertainment ($r = 0,377$, $p \leq 0,05$; $r = 0,343$, $p \leq 0,05$ accordingly), and inversely - with the value of beauty of nature and art ($r = -0,361$, $p \leq 0,05$). Education correlates directly with the value of creativity ($r = 0,352$, $p \leq 0,05$) and inversely – with the values of self-confidence and happy family life ($r = -0,324$, $p \leq 0,05$; $r = -0,336$, $p \leq 0,05$ accordingly). Irreconcilability is positively connected with happiness of others and negatively – with freedom ($r = 0,331$, $p \leq 0,05$; $r = -0,460$, $p \leq 0,01$ accordingly). Courage negatively correlates with the value of cognition ($r = -0,283$, $p \leq 0,05$), and positively – with the values of freedom and development ($r = 0,325$, $p \leq 0,05$; $r = 0,423$, $p \leq 0,01$ accordingly).

Instrumental values of joy of life, self-control, effectiveness in activity are characterized by polyvalence in the given group of students. Joy of life positively correlates with the values of development, creativity and happiness of others ($r = 0,348$, $p \leq 0,05$; $r = 0,330$, $p \leq 0,05$; $r = 0,335$, $p \leq 0,05$ accordingly). Self-control positively correlates with the values of cognition and good and faithful friends ($r = 0,349$, $p \leq 0,05$; $r = 0,371$, $p \leq 0,05$ accordingly), and effectiveness in activity – with the values of development and happy family life ($r = 0,452$, $p \leq 0,01$; $r = 0,334$, $p \leq 0,05$ accordingly).

Other instrumental values are connected only with one terminal value or with two values entering one group. Thus, sensibility, rationalism and patience are positively connected with the value of life wisdom, high demands – negatively with the value of freedom, inflexible will – with the values of cognition and beauty of nature and art, carefulness – negatively with the values of entertainment and development. Therefore, all the defined groups of terminal values has appeared to be instrumentally provided but the most quantity of correlative relationships has been defined between instrumental values and the values of entertainment, development and creativity (the second group) and the values joined to them.

Life-purpose orientations of students with smoothed positive self-attitude profile are connected with terminal values of life wisdom and interesting job (table 3). None of them has entered the mentioned groups though the value of interesting job has inverse relationships with the value of creativity of the second group.

Table 3

Significant correlative relationships of value and life-purpose orientations within the group of the students with smoothed positive self-attitude profile

Values	Life-purpose components				
	Goals	Process	Result	Locus control - Self	Locus control - life
Life wisdom				,392*	
Interesting job				,349*	
Responsibility	,492**	,447**	,453**		,440**
Effectiveness	,473**				,449**
Sensibility	-,360*	-,342*		-,339*	

Note: * – level of statistical significance $p \leq 0,05$, ** – $p \leq 0,01$

Also, we have defined correlative relationships of life-purpose orientations and instrumental values whereof effectiveness in activity is characterized by polyvalence, sensibility positively correlates with terminal value of entertainment of the second group. The value of responsibility is directly connected with all the components of sense of life and locus control –life but there are no correlative relationships with any terminal value.

According to the group of students with «self-acceptance – self-management» self-attitude profile, the values are connected by 22 correlative relationships of which 13 fall to relationships of terminal and instrumental values.

Three groups of terminal values have been defined. The first group includes the values of happy family life and love, the second one – the values of beauty of nature and art and active life, the third one – the values of material security and interesting job. Moreover, interesting job negatively correlates with the values of self-confidence and freedom, and beauty of nature and art – with the value of productive life. The value of health and the values of development and cognition inversely connected with it have not entered the described groups (table 4).

Negative correlative relationships have been determined between the values of happy family life and active life relating to the first and second groups. The values of the third group are not connected with the values of the first and second groups but these values and terminal values having negative relationships with them, have appeared to be the most instrumentally provided.

Table 4

Significant correlative relationships of terminal values within the group of students with «self-acceptance – self-management» self-attitude profile

Terminal values	Terminal values							
	1	2	3	4	5	6	7	8
Active life	.362*						-.354**	
Life wisdom								
Health			-.416*		-.442*			
Interesting job		.424**				-.366*		-.551**
Beauty of nature and art				-.360*				
Love							.361*	

Note: 1 – beauty of nature and art, 2 – material security, 3 – cognition, 4 – productive life, 5 – development, 6 – freedom, 7 – family life, 8 – self-confidence

Instrumental value of high demands has conflict sense as for realization of terminal values of interesting job and freedom, the value of responsibility has conflict sense as for realization of the values of active and materially secured life, the value of courage in asserting one's thoughts and views – as for realization the values of love and development, the value of effectiveness in activity – as for realization of the value of interesting job, material security and self-confidence (table 5).

Table 5

Significant correlative relationships of terminal and instrumental values within the group of students with «self-acceptance – self-management» self-attitude profile

Terminal values	Instrumental values							
	1	2	3	4	5	6	7	8
Active life					-.458*			
Health		-.336*						
Interesting job	.398*							-.514**
Love						-.396*		
Material security					.410*			-.527**
Development			-.559**			.329*		
Freedom	-.324**							
Self-confidence				.458*			.551**	.473*

Note: 1 – high demands, 2 – joy of life, 3 – carefulness, 4 – education, 5 – responsibility, 6 – courage, 7 – rationalism, 8 – effectiveness

No polyvalent instrumental values have been found in the given group.

Life-purpose orientations, namely locus control-self in the given students' group is connected only with one terminal value of creativity but this relationship is inverse. Also, we have defined that the more interesting and emotionally full students perceive the process of their life, the more they value patience and less high demands; the more actively they advance goals for future, the more they value honesty (table 6).

Table 6

Significant correlative relationships of value and life-purpose orientations within the group of students with “self-acceptance – self-management” self-attitude profile

Values	Life-purpose components		
	Goals	Process	Locus control - Self
Creativity			-,303*
High demands		-,372*	
Tolerance		,475**	
Honesty	,544**		

Note: * – level of statistical significance $p \leq 0,05$, ** – $p \leq 0,01$

In the group of students with dissatisfied self-attitude profile we have determined three groups of terminal values. The first group has involved the values of happy family life, entertainment and active life, the second group – the values of health and interesting job, the third one – the values of cognition, productive life, beauty of nature and art.

The first group has the value of development which correlates negatively with the value of happy family life, and the third group involves the value of good and faithful friends having negative correlation with all the values of the given group. The following couples of intercorrelating values haven't entered any of the group: happiness of others and life wisdom, freedom and materially secured life. The value of health of the second group inversely correlates with all the values of the third group. Terminal values of the first group have no relationships with the values of two other groups (table 7).

In general, in the given group of students the values are united by 33 correlative relationships whereof 17 unite terminal values with instrumental but none of terminal values of the first group is connected with instrumental values. Honesty acts as a means of realization of the values of health and interesting job. Realization of the value of interesting job is also provided by sensibility and joy of life. The values of high demands and open-mindedness have appeared to be the obstacles to realization of the values of the second group.

Table 7

Significant correlative relationships of terminal values within the group of students with self-chastising self-attitude profile

Terminal values	Terminal values								
	1	2	3	4	5	6	7	8	9
Active life							,474*	,596**	
Life wisdom									-,556*
Health	,470*	-,584*		-,587*	-,481*				
Beauty of nature and art				,592**	,498**				
Friends		-,482*		-,474*	-,472*				
Cognition					,482*				
Freedom			-,483*						
Family life						-,556*	,477*		

Note: 1 – interesting job, 2 – beauty of nature and art, 3 – material security, 4 – cognition, 5 – productive life, 6 – development, 7 – entertainment, 8 – family life, 9 – happiness of others

Realization of terminal values of the third group is provided by such instrumental values as courage and high demands. Moreover, high demands and courage become the obstacle to realization of the value of good and faithful friends, and rationalism – to realization of the value of cognition. The value of high demands has conflict sense as for realization of terminal values of health, beauty of nature and art, good and faithful friends, cognition and productive life, the value of courage in asserting one’s thoughts and views has conflict sense as for realization of the values of beauty of nature and art, good and faithful friends. No polyvalent instrumental values have been found in the given group (table 8).

Table 8

Significant correlative relationships of terminal and instrumental values within the group of students with self-chastising self-attitude profile

Terminal values	Instrumental values								
	1	2	3	4	5	6	7	8	9
Life wisdom				,594**					
Health		-,494**					-,464*	,471*	
Interesting job			,596**				-,597**	,598**	,472*
Beauty of nature and art		,595**				,458*			
Friends		-,467*				-,592**			
Cognition		,598**			-,466*	,462*			
Productive life		,489*							
Happiness of others	,475*								

Note: 1 – manner, 2 – high demands, 3 – joy of life, 4 – irreconcilability, 5 – rationalism, 6 – courage, 7 – open-mindedness, 8 – honesty, 9 – sensibility

In the given group of students, we have discovered the specificity reflecting negative relationships of life purposes and locus control-life with socially recognized traditional values. Thus, life purposes have inverse correlation with the values of health, interesting job, productive life, joy of life, honesty, sensibility, and locus control-life – with the values of love and responsibility (table 9).

Table 9

Significant correlative relationships of value and life-purpose orientations within the group of students with self-chastising self-attitude profile

Values	Life-purpose components	
	Goals	Locus control - life
Health	-,479*	
Interesting job	-,495*	
Love		-,592**
Public recognition		,482*
Productive life	-,452*	
High demands	,455*	
Joy of life	-,484*	
Responsibility		-,486*
Open-mindedness	,598**	
Honesty	-,492*	
Sensibility	-,480*	

Note: * – level of statistical significance $p \leq 0,05$, ** – $p \leq 0,01$

It should be noted that the values of health and interesting job form a group in the values structure of students of the given group, and the value of productive life also enters the group defined in the values structure together with the values of cognition and beauty of nature and art. Direct relationships has been discovered between goals in life the values of high demands, open-mindedness; between locus control-life and public recognition. Taking into account the absence of correlation of the values with process, result and locus control-self, it is possible to conclude that the values having positive relationships with concepts of possibility of life control and goals in life, have no real support in the past and present of students of the given group.

Discussion. According to the correlation analysis results the structure of value orientations of students with different self-attitude profiles comprises the groups of terminal values including specific values as well as the groups including exceptionally abstract values. All the values have appeared to be instrumentally provided except of one group in the structure of students

with dissatisfied self-attitude profile. The analysis of students' values structure has revealed the variants of opposition between different values groups that may reflect those inherent contradictions acting as leading power of development of values sphere and personality in general.

Instrumental values characterized by conflict sense, are defined in all groups of students but most of them have been found in the groups of students with smoothed positive and axiological positive self-attitude profile. Polyvalent instrumental values have been defined in the values structure of students with dissatisfied profile and self-acceptance – self-management profile.

V.K. Vilunas (1990) points at polyvalence of the majority of instrumental values analyzing researches of V.S. Magun. Moreover, according to meta-analysis results of relationships between personal qualities and values conducted by L. Parks-Leduc, G. Feldman, A. Bardi (2015), it has been discovered that the given relationships are limited enough. Personality's cognitive qualities in this case have appeared to be more connected with the values against emotionally oriented qualities. The presence of polyvalent instrumental values of representatives of the limited number of groups, in our opinion, may speak for a defect of sequence in demonstration of personal qualities of majority of students during realization of values significant for them that points to a very serious problem connected with authenticity formation as personality's features appearing in his or her courage to be oneself, ability to believe oneself, other people and the world in general.

While matching of the results obtained during studying of interrelations of life-purpose and value orientations with structural features of the last ones it has been revealed that only in the groups of students with axiological positive and dissatisfied self-attitude profiles the significant correlative relationships unite components of life meaningfulness and terminal values entering the groups defined in the research. In this case, in the group of students with axiological positive self-attitude profile these relationships are positive and in the group of students with dissatisfied profile – negative.

Besides that, the groups of students differ by the number of terminal and instrumental values positively or negatively connected with meaningfulness of life but have not entered the values structure defined during the research. If in other groups such relationships are occasional, in the group of students with dissatisfied self-attitude profile there are the majority of them (8 out of 11). Presence of the values connected with sense of life but not included into the established structure of value orientations, may be considered as resource of development of axiological sphere, however the majority of them in the absence of instrumental values connected with sense of life

providing realization of already existing groups of terminal values, indicates dissatisfaction with self-realization, wish of changes direction of which is not specified. The given result in general corresponds to characteristics of self-attitude profile of representatives of the given group as well as results of the research previously conducted by us directed to identification of self-actualization characteristics of students with different self-attitude profiles (Mednikova, 2013). In the group of students with dissatisfied self-attitude profile we have discovered the lowest, if to compare with three other groups of students, showings according to all self-actualization characteristics. In the group with smoothed positive profile, the highest have appeared to be the showings of time competence, behavior flexibility, in-touch capabilities. Students with «self-acceptance-self-management» profile differ by the highest showing of aggression acceptance and students with axiological positive profile – the highest showings of autonomy, value orientations, spontaneity, self-respect, self-acceptance, concept of human being's nature.

Conclusions. According to the results of the conducted research we have proved the presence of differences of the structure of axiological sphere of students' personality with different self-attitude profiles. It has been discovered that axiological sphere of students with self-attitude profiles characterized by low level of self-abasement differs by more developed and formed structure. In particular these groups we have defined the most branching structure of axiological sphere, the most number of instrumental values characterized by conflict sense, polyvalent instrumental values which are not discovered in values structure of students with more negative self-attitude, the most number of positive relationships between the values and life sense components. The structure of axiological sphere of students with self-attitude characterized by domination of self-acceptance and self-management at relatively high showings of negative self-attitude, has appeared to be the least branching. The structure revealed in the group of students with domination of self-abasement in their self-attitude, meets the criteria of axiological sphere formation discovered in the research least of all. Specific features of axiological sphere structure in the given students' group are found in presence of instrumentally unsecured group of terminal values as well as the largest number of negative relationships between terminal and instrumental values and life sense components among which only goals in life and locus control-life are connected with the values.

References

Viliunas V.K. (1990). Psikhologicheskie mekhanizmy motivatsii cheloveka [Psychological mechanisms of human's motivation]. M.: Izd-vo Mosk. un-ta [in Russian].

Deeva N.A. (2005). Refleksivnye mekhanizmy perezhivaniia krizisa i izmenenie tsennostno-smyslovoi sfery [Reflexive mechanisms of crisis experience and axiological sphere changes]. Omsk: GOU VPO, OGPU [in Russian].

Klochko V.E., Galazhinskii E.V. (1999). Samorealizatsiia lichnosti: sistemnyi vzgliad [Personality's self-realization: system view]. Tomsk: Izd-vo Tomsk. un-ta [in Russian].

Leontev D.A. (1997). Ocherk psikhologii lichnosti [Sketch of personality psychology]. M.: Smysl [in Russian].

Mednikova H.I. (2013). Kharakterystyky samoaktualizatsii studentiv z riznymi variantamy struktury stavlennia do sebe [Self-actualization characteristics of students with different variants of self-attitude structure]. *Scientific bulletin of the Mykolayiv National University named after V. Sukhomlinsky. T.2. Vyp. 10 (91)*. 200-205 [in Ukrainian].

Radchuk H.K. (2014). Aksiopsykholohiia vyshchoi shkoly: monohrafiia [Axiopsychology of higher education: monograph]. Ternopil: Ternopil V. Hnatiuk NPU [in Ukrainian].

Parks-Leduc L, Feldman G., Bardi A. (2015). Personality Traits and Personal Values: A Meta-Analysis. *Personality and Social Psychology Review. № 19 (1)*. 3-29.

Original manuscript received September, 25 2018

Revised manuscript accepted October, 8, 2018