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FEATURES OF PSYCHOLOGICAL CORRECTION OF SELF-ESTEEM IN STUDENTS WITH DIFFERENT TYPES OF TEMPERAMENT

There is a connection and differences between the self-esteem of students with different types of temperament, namely, students with high self-esteem have phlegmatic and sanguine types, while students with low levels have choleric and melancholic types of temperament.

Keywords: self-esteem, temperament, student age.

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ОСОБЕННОСТИ ПСИХОЛОГИЧЕСКОЙ КОРРЕКЦИИ САМООЦЕНКИ У СТУДЕНТОВ С РАЗНЫМ ТИПОМ ТЕМПЕРАМЕНТА

Существует связь и различия между самооценкой студентов с разным типом темперамента, а именно студенты с высоким уровнем самооценки обладают флегматическими и сангвиническими типами, тогда как студенты с низким уровнем обладают холерическим и меланхолическим типами темперамента.

Ключевые слова: самооценка, темперамент, студенческий возраст.

One of the most important components in the personality structure is self-esteem, the dominant type of temperament and values, which largely determine what life positions a person adheres to, as well as the level of his claims and the entire system of assessments. Self-esteem affects not only a person's life activity, but also

their behavior style. Thus, self-assessment largely determines the direction of development of any subject and its dynamics of development. Our research is aimed at establishing the relationship between the dominant type of temperament and the level of self-esteem of University respondents [1].

The dominant type of temperament is a set of typological features of a person that are manifested in the dynamics of his psychological processes: in the emotional tone of his life, in the speed and strength of his reaction. The dominant type of human temperament has been studied by many scientists (E. Kretschmer and W. Sheldon, V.D. Nebylitsin, I.P. Pavlov, V.M. Rusalov, B.M. Teplov, and others) [2].

V.D. Nebylitsin attributed General mental activity, emotionality, and motor skills to the dominant type of temperament.

W. James, A.N. Leontiev, M.I. Lisina, K.K. Platonov, K. Rogers, V.V. Stolin, E. Erikson – define self-esteem as a complex structured education that has a significant impact on the formation of personality, its activities, communication, and mental health [4].

In the works of Russian psychologists, such as B.G. Ananyev, S.L. Rubinstein, B.C. Mukhina, and others, self-esteem is interpreted as the core of the process of self-consciousness, its integrating principle; it is a personal aspect that is organically included in self-consciousness, an indicator of the individual level of its development [3].

The following scientists were engaged in self-esteem psychotherapy: A. Beck, A. Ellis, N. Pezeshkian, K. Steiner, S. Cartman, and others. They came to the conclusion that self – esteem is one of the most important aspects in the practice of psychological assistance to the individual. Self-esteem problems, one way or another, are faced by most clients of counseling and psychotherapy, it is at the heart of most other psychological problems of the individual. It has different levels and degrees of complexity and can be solved using various methods and techniques [5].

Also To. Rogers, V.N. Druzhinin, L. hell, K.S. Sidorov, and others concluded that the goal of life is to realize all your innate potential, to be a «fully functioning

person», i.e. a person who uses all his abilities and talents, realizes his potential and moves towards full knowledge of himself, his experiences, following his true nature.

The study was conducted on the basis of the national research University «BelSU» in Belgorod. The study involved respondents from the faculty of psychology. The total number of subjects was 35 people. We used the following methods: test-questionnaire «Determining the level of self-esteem» by S. V. Kovalev; Kuhn's test «Who am I?»; G. Eysenck's temperament test.

In the course of processing data on the temperament test Of G. Eysenck, the following data were obtained, presented in Figure 1.

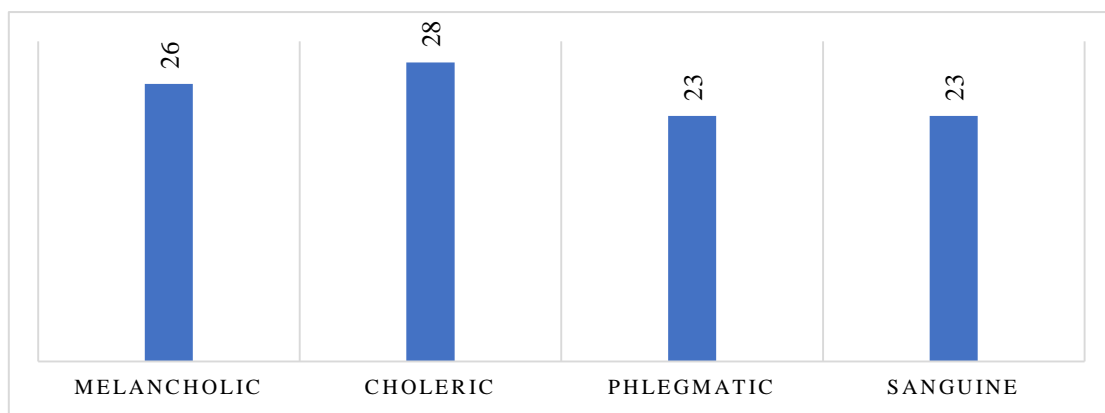


Figure 1 – Expression of temperament types in the sample of students (%)

It can be noted that the majority of students 28% (10%) of the subjects are dominated by the type of temperament choleric. The student is characterized by increased excitability, actions are intermittent. It is characterized by sharpness and swiftness of movements, strength, impulsiveness, and a vivid expression of emotional experiences. As a result of unbalance, being carried away by the business, he is inclined to act with all his might, to exhaust himself more than he should.

In 26% (9 people) of the subjects, the melancholic type of temperament prevails. The reaction of the student often does not correspond to the strength of the stimulus, there is a depth and stability of feelings with weak expression. It is difficult for him to focus on something for a long time. Strong influences often cause a melancholic to have a prolonged inhibitory reaction (hands drop).

In 23% (8 people) of the subjects, the phlegmatic type of temperament prevails. The student is characterized by a relatively low level of active behavior, new forms of

which are developed slowly, but are persistent. It has slowness and calmness in actions, facial expressions and speech, evenness, constancy, depth of feelings and moods.

Also, 23% (8 people) of the subjects have a sanguine temperament type. The student quickly adapts to new conditions, quickly converges with people, and is sociable. Feelings are easy to arise and change, emotional experiences are usually shallow. Facial expressions are rich, mobile, and expressive. Somewhat restless, needs new impressions, does not regulate his impulses enough, does not know how to strictly adhere to the developed schedule, life, system in work.

In the course of the study, we conducted another test-questionnaire «Determining the level of self-esteem» by S.V. Kovalev, which we can use to analyze the distribution of students by levels of self-esteem (Fig. 2).

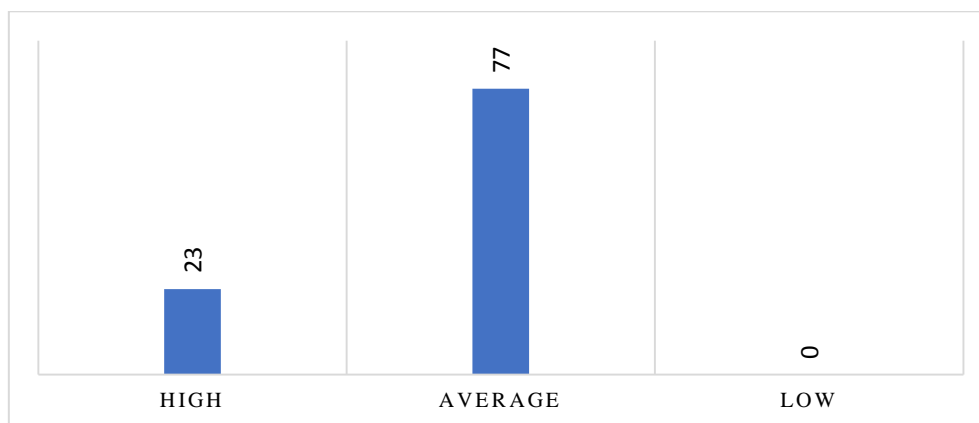


Figure 2 – Distribution of students by level of self-esteem

It can be noted that the majority of students 77% (27%) of the subjects have an average level of self-esteem. A student with an average level of self-esteem very rarely begins to suffer from an «inferiority complex» only from time to time tries to adapt to the opinions of other people.

23% (8%) of the subjects have high self-esteem. A student with high self-esteem will really evaluate their abilities and capabilities, and at the same time they are soberly aware of their advantages and disadvantages. This student is more likely to be sociable, optimistic and energetic.

During the calculation of the results, no subjects were identified with a low level of self-esteem.

Thus, the majority of respondents had an average level of self-esteem.

We also conducted the Kuhn test «Who am I?». According to which, we can also analyze the % ratio of self-esteem levels (Fig. 3).

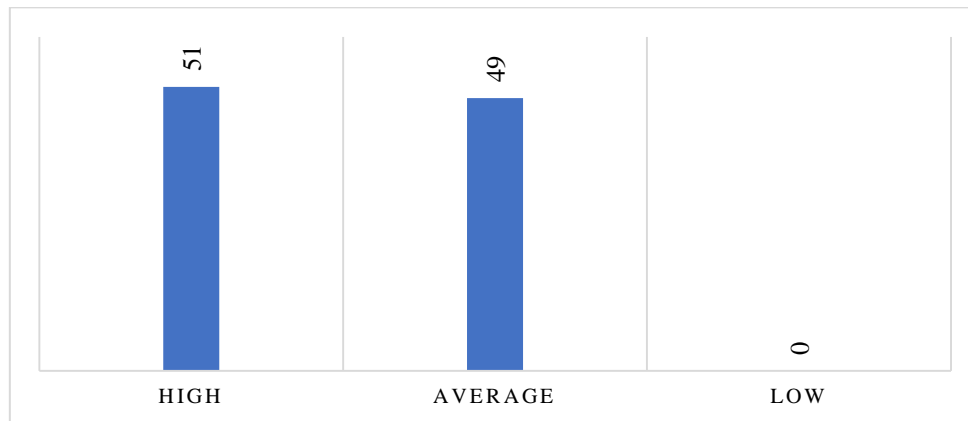


Figure 3 – The distribution of students by level of self-esteem

It can be noted that the majority of students, 51% (18) of the subjects, have inadequately inflated self-esteem. This indicates that students who have high self-esteem, hypertrophied evaluate their advantages, overestimate and attribute them, but also underestimate and exclude their shortcomings. He sets high goals for himself, but not those that he can actually achieve. It also has a high level of claims, which does not correspond to their real capabilities.

49% (17) of the subjects have adequate self-esteem. Students with such self-esteem are characterized as follows: the student takes responsibility for all their failures, which are characterized by arrogant attitudes towards other people, has conflicts, the student is constantly dissatisfied with their achievements, self-centered, causes excessive self-confidence.

During the calculation of the results, no subjects were identified with an adequately low self-esteem.

Thus, the majority of respondents were found to have an inadequately inflated self-esteem.

From Fig. 4, we can observe the severity of extraversion / introversion with neuroticism in students with different self-esteem (average value).

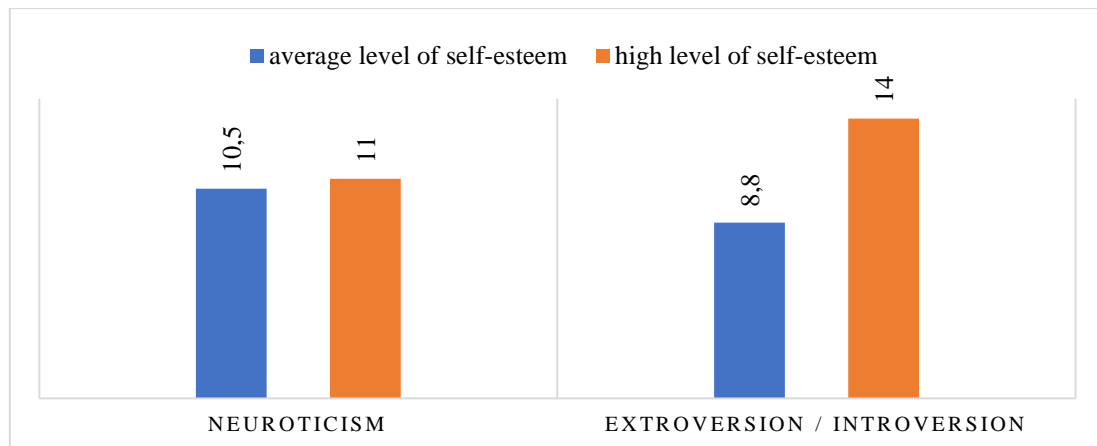


Figure 4 – The Severity of extraversion/introversion with neuroticism in students with different self-esteem (average value)

Students with a high level of self-esteem tend to be highly extroverted, which indicates that students have the following types of temperament sanguine and choleric. Sanguine students quickly adapt to new conditions, quickly converge with people, sociable. Feelings are easy to arise and change, emotional experiences are usually shallow. Choleric patients are characterized by increased excitability, actions are intermittent. It is characterized by sharpness and swiftness of movements, strength, impulsiveness, and a vivid expression of emotional experiences.

Students with an average level of self-esteem tend to have low introversion, which indicates that students have a melancholic and phlegmatic type of temperament. Have students present the melancholic depth and stability of the weak feelings in their expression. It is difficult for him to concentrate on something for a long time, and phlegmatic students are dominated by slowness and calmness in actions, facial expressions and speech, evenness, constancy, depth of feelings and moods. Persistent and persistent «worker of life», he rarely loses his temper, is not inclined to affect, calculating his strength, brings the matter to the end, is even in relationships, moderately sociable, does not like to talk in vain. All data are confirmed by qualitative research.

To confirm the study, we used the Kruskal-Wallis H-test. The data is presented in Table 1.

Table 1

	Type of temperament				H _{emp.}
	phlegmatic	sanguine	choleric	melancholic	
The level of self-esteem	20	18	13	9	25,910 (p < 0,05)

Table 1 shows that there are differences in the severity of self-esteem levels, namely, students of the phlegmatic type of temperament have a high level of self-esteem, and students of the choleric type of temperament have a low level of self-esteem.

A correlation analysis was performed to identify the relationship between self-esteem and temperament characteristics. The results of the study can be seen in Fig. 5.

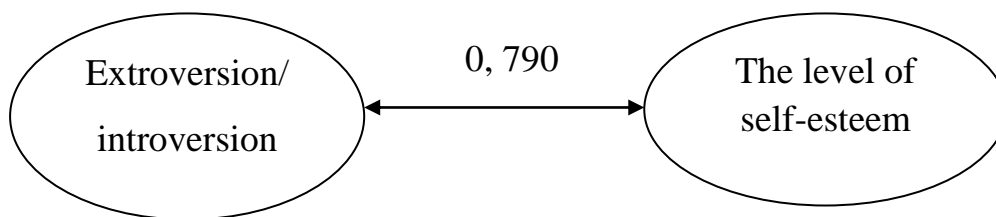


Figure 5 – Correlation pleiad

The results showed a positive correlation between extroversion/introversion and students' self-esteem ($r = 0.790$; $p > 0.01$). This means that the higher the level of self-esteem, the higher the indicators of extraversion, which directly depend on self-esteem.

Consequently, a high level of self-esteem is characterized by a sanguine and phlegmatic type of temperament, while a low level of self-esteem is characterized by a choleric and melancholic type of temperament.

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