

TO THE PROBLEM OF STUDYING THE ETHICAL CHARACTERISTICS OF THE PERSON

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Abstract

Purposes: The crisis in modern humanitarian science testifies to the need to search for a new approach that goes beyond the boundaries of the natural-science approach, which in its turn involves addressing to the origins of our culture, expanding the categorical apparatus and methodological basis of psychology. In individual consciousness, the spiritual crisis is expressed in the loss of the ideals of life. Therefore, at the present stage of the development of society, the need for a philosophical and psychological analysis of spiritual and moral ideas and their role in the formation of the individual is felt with particular severity.

Methodology: In the framework of the activity approach embodied in the works of S. L. Rubinstein, the main provisions were formulated, which are of special methodological importance for the solution of this problem. In particular, these are provisions on the study of the human psyche through its manifestations in the main types of activity and the influence on the activities of external causes, not directly, but indirectly, through its internal, psychological conditions.

Results: This article is devoted to the description of the results of an empirical study carried out from the position of the activity approach and aimed at revealing the level of ethical behavior of adolescence and youth ages. The urgency of the study is due to the fact that the tendency of the transition from the theoretical-descriptive to the experimental-developing technology of research of ethical characteristics is clearly manifested in the work.

Implications/Applications: This article could be practical in predicting the problems regarding the study of Ethical Characteristics of person and help the audience to broaden their information in this vein.

Novelty/Originality: In one case, the individual in the process of communicating with other people, assimilates universal values, the experience of moral relations, develops beliefs and moral ideals, in the other can under the influence of communication become attached to completely opposite values, degrade morally

Keywords: *Ethic-psychological Characteristics Function, "Good", "Evil", "Humanity", Adolescence, Youth, Training, Discussion, Debate, Dynamics, Scale of Lies.*

INTRODUCTION

Modern domestic psychology is characterized by the convergence of the psychology of personality and ethics, the appeal of researchers to the moral values of behavior, thinking and motivation. Studies do not simply state the existence of certain moral and ethical principles, but also reveal patterns in the resolution of moral problems by a person.

A systematic approach to the study of personality recognizes the multifaceted nature of the mental, the existence of many-valued relationships between the properties and manifestations of the personality in the context of the individual's actual vital activity. These authors consider the personality as included in a broad system of social relations. S.L. Rubinstein defines personality as a subject in the basic relationships - to the world, to other people, to himself ([Rubinstein, 1998](#)).

B.G. Ananiev characterizes the personality as a social individual, through the social situation of his development, status, way of life, socio-psychological conditions. Personality, in this case, acts as an object of social development ([Ananiev, 1969](#)). V.N. Myasishchev considers the personality as a set of relations to the world ([Myasishchev, 1995](#)). A.N. Leontiev as a continuer of L.S. Vygotsky's tradition recognizes the leading role of the social determination of the individual, defining it through activity ([Leontiev, 1997](#)).

This approach is applicable to the study of the moral-ethical sphere of the individual, which should be studied in conjunction with other spheres of the individual, systematically in activity and communication.

Any joint activity is known to be impossible without communication. The latter not only contributes to the organization and development of activities but also to its enrichment, because in the process of communication new relationships and relationships arise that have a certain influence on the formation of various forms of social consciousness, including moral.

Adolescents and youth ages are the most receptive to everything new, the most active and mobile, but also vulnerable to negative impact age category.

The leading activity at this age is communication with peers. Being accepted in your environment by friends and classmates becomes much more important than an adult. The difficult crisis period of adolescence is characterized not

only by the internal conflicts of the child himself but also by the appearance of a huge number of conflicts with the surrounding world.

In this connection, the problem of developing effective methods for diagnosing the ethic-psychological qualities of a person becomes evident. At the same time, studies of the development of ethic-psychological characteristics in adolescent and youthful environments are most relevant, since it is this age that is sensitive in the moral development of the individual.

MATERIALS AND METHODS

As a result of the research, we have identified the leading ethical and psychological characteristics and such a system of them, which are the universal base and the main psychological condition for the maximum realization of the capabilities and abilities of the person in all spheres of his life activity (Ismagilova et al., 2018).

By the function of «Good» were diagnosed with such ethical and psychological characteristics as:

- «superficial» (humility, modesty, dignity, honor, honesty, consideration of the opinions of others, bail for someone);
- «deep» (trust in people, responsibility, blaming themselves for everything, repentance, self-control, tact, patience, self-restraint);
- «core» (selflessness, ability to self-sacrifice, philanthropy, generosity, conscience, self-education, existence).

Ethical and psychological characteristics of the function «Evil» were evaluated when identifying malicious traits:

- «superficial» (vanity, ambition, self-righteousness always, uncompromising, lack of self-criticism, lack of sense of humor, sycophancy, stinginess);
- «deep» (envy, cunning, cynicism, touchiness, jealousy, non-mandatory, unprincipled, the ability to offend another);
- «core» (slander, treachery, demagoguery «passes» to the person in the dispute, rudeness, rudeness).

This approach involved two stages. At the first stage, we created and adapted the «Good-Evil» -2 (Form B) methods as a variant of the modified «Good-Evil» technique (Form A) for students of adolescence and youth ages.

The period of adolescence in psychology is characterized as a crisis period. It has a new formation – «a sense of adulthood», but new meanings, values of adult life, forms of interaction in the adult world are not yet there.

At the second stage, the development program (training): «Ethical Psychology» was developed and experimentally tested, which was aimed at achieving a positive dynamics of the ethical and psychological characteristics of adolescents and young men.

Training «Ethical Psychology» was tested with students of adolescence and youth ages 12 to 17 years.

The content of the training is aimed at the actualization of the ethical and psychological characteristics of the individual according to the function «Good», capable of self-development and self-improvement, effective functioning in society, which will promote ethical self-determination in the functions of «Good», «Evil», «Humanity»; understanding the interests, motives, feelings, and needs of others, the ability to build ethical relationships with others.

The basic principles of the program are:

- The principle of unity of diagnosis and correction reflects the integrity of the process of providing psychological assistance in the development of ethical and psychological characteristics as a special kind of practical activity of a psychologist;
- The principle of normative development means in assessing the compliance of the level of development of ethical and psychological characteristics with the age norm and formulating correction goals, it is necessary to take into account the peculiarities of the type of educational or educational institution, the circle of communication of the child, including peers, adults, family environment;
- The principle of systemic development, which means taking into account the developing technology of preventive and developmental tasks. When determining the goals and objectives of the development of ethical and psychological characteristics, one should not confine oneself to actual problems at present, but it is necessary to proceed from the nearest forecast of development;
- The activity principle, its essence lies in the fact that the general way of developing influence on the ethical and psychological characteristics is the organization of students' activity, during which conditions for orientation in difficult, conflict situations are created, the basis for positive changes in the development of personality in adolescent and youth;

- The principle of continuity, staging in the organization of educational work, which means the existence of clear diagnostic criteria for ethical and psychological characteristics, the sequence of passing stages, stages taking into account the results achieved and the setting of tasks.

The created program was conducted in the form of training with elements of discussion and assumed the following practices of group work:

1. Exercises on group cohesion

Purpose: The creation of a friendly working environment and the removal of psychological barriers in communication.

Exercises for group cohesion at first glance are not related to the topic of the lesson, but they are held at the beginning of each session. Their psychological meaning is to give the group members the opportunity to destroy habitual behavior stereotypes, to weaken psychological defenses, to experience emotions and emotions together with others, which increases the readiness to perceive other people and express their own feelings.

2. Exercises for the actualization of ethical and psychological characteristics

Purpose: To update the experience of the ethical and psychological characteristics studied.

Exercises for the actualization of ethical and psychological characteristics bear the main semantic load on the topic. Their implementation gives participants the opportunity to understand the psychological meaning of the ethical and psychological characteristics studied on the basis of their own actualization experience.

3. Discussion

Purpose: to give the participants an opportunity to express their opinion on the basis of their knowledge and previous experience, expand, deepen it, and sometimes change their ethical ideas.

The scenario of ethical discussions has the following components:

- «voice dialogue», as an opinion on the ethical and psychological characteristics studied.
- «dialogue of images», as the comprehension of artistic, literary, historical images and contemporaries in their ethical context of the characteristics studied.

In the course of the discussion, opposing opinions are formulated; the group begins to see the two extremes that have arisen in the solution of the problem. The discussion can result both in the achievement of consensus (the adoption of an agreed decision) and in the preservation of the participants' points of view. At the same time, it is necessary to draw the attention of the group to opinions and ideas related to the problem of discussion, to gently correct the inaccuracies that arose in the course of the discussion.

4. Debate: «Let's Talk with the Greats»

Goal: Address the origins of ethical thought.

This exercise allows participants:

1) discuss alternative judgments of thinkers with the inclusion of aphorisms, various statements about the ethical and psychological characteristics of the functions of good and evil; 2) compare with the problems of modern life, with the isolation and comprehension of the identity in them.

5. Mini-lecture

Purpose: A concise and laconic presentation of the material in a short time.

To conduct a mini-lecture, you must have basic presentation skills, based on knowledge of the participants' learning features and basic didactic principles. The oral presentation is important to reinforce by visual means, such as recording keywords, posters, charts, slides, etc. To maintain contact with the audience, pre-prepared examples, metaphors illustrating the theory, and jokes to maintain contact with the audience can be used. The duration of interactive mini-lectures is no more than 15 minutes.

6. Demonstration of slides, video materials.

Purpose: To keep the attention of the participants on the content, to promote better assimilation of new information.

Demonstration of slides, video materials can be used in any part of the module and for motivation, and for didactic purposes, and for practicing the skill. In addition, they allow you to enter an entertaining moment in the learning process and stimulate questions, even when working with a large audience.

7. Diary entries «Himself a coach» are exercises that enable participants to use the techniques of successful people of our time: work with mental images, leading systems of perception, verbal formulations, and the timeline).

RESULTS AND DISCUSSION

The diagnostic technique "Good-Evil" - 2 (Form B) was validated and tested for reliability ([Ismagilova et al., 2017a](#)).

Using this questionnaire, students of adolescence and youth were examined at intervals of 1.5 months.

On the reliability of the measuring instrument "Good-Evil" - 2 (Form B), we were judged by the correlation coefficient between the results of the first and the second examinations. The correlation coefficient proved to be reliable and lies in the range from 0.698 to 0.823.

The students of adolescent and youth age received significant differences in ethical and psychological characteristics at a very high level of significance in female and male samples. Both of them have a level of Good above the level of Evil. The function "Evil" has the same level of development in both girls and boys.

Comparisons of sexual dimorphism showed that there are significant differences in favor of girls in the development of the function "Good".

Comparative analysis by age of adolescents and youth showed that there are significant differences in favor of girls (16-17) in the development of the "Good" function.

Further, we assessed the validity of our "Good-Evil" methodology - 2 (Form B).

To calculate the validity coefficient, the results obtained using the «Good-Evil» diagnostic method-2 (Form B) were compared with the data of the «Good –Evil» diagnostic method (Form A), the reliability and validity of which is considered established.

The coefficient of the validity of the ethic-psychological characteristics according to the functions "Good", "Evil" and "Humanity" proved to be reliable and was in the range from 0.763 to 0.983 ([Ismagilova et al., 2017b](#)).

Based on the statistical comparison of the mean values of the studied indices of independent samples (experimental and control groups) using the Student's t-test obtained in the diagnostic sections before and after the training, as well as the F-Fisher test and the pairwise conjugate variant by the G-sign criterion, to draw a conclusion about the positive dynamics of the ethic-psychological characteristics of the function "Good" in students of adolescence and youth in the context of training with elements of discussion.

Thus, the indicator "Good" in the experimental groups was (according to the Fisher criterion) in adolescents aged 12-15 years $F = 6.14$; in students of youth 16-17 years $F = 4.16$. The indicator "Evil" - in adolescents aged 12-15 years $F = 4.16$; in students of youth 16-17 years old $F = 3.14$. In the experimental groups, statistically significant differences in the values of the ethic-psychological characteristics diagnosed before and after the experiment were revealed.

In the control groups, a small age-positive dynamics of integrated assessments of the ethic-psychological characteristics were also found, but in comparison with the data obtained in the experimental groups, the changes that occurred were insignificant - in most cases, they do not reach the level of reliability ([Ismagilova et al., 2017c](#)).

SUMMARY

It has been proved that the diagnostic technique of «Good-Evil»-2 can be considered as a diagnostic tool for measuring ethic-psychological characteristics in adolescents and youth as a variant of the modification of the «Good-Evil» diagnostic method (Form A).

It turned out that the ethical and psychological characteristics that make up the ethical layer of the personality structure are distinguished by their qualitative uniqueness in students of adolescence and youth.

Both of them have a much higher level of «Good» in girls (girls) than boys (boys), while the indicators of the «Evil» function have minor discrepancies. But there are not many differences in the ethical and psychological characteristics of the «Evil» function. It is possible that this is due to the fact that good is estimated more accurately than evil.

The proposed author's technology (training with elements of discussion) that contributes to a dynamic change in the ethic-psychological characteristics and on the whole, the integral indicator «Humanity» in students of adolescence and youth has received positive experimental confirmation.

CONCLUSION

The problem of the spiritual and moral formation of the individual, including young people, has always been the focus of the attention of philosophers and psychologists. In the framework of the activity approach embodied in the works of S.L. Rubinstein, the main provisions were formulated, which are of special methodological importance for the solution of this problem. In particular, this thesis that «the ethical for us in no way reduces to morality in the sense of moralizing in the sense of morality on the part; the problem of the ethical problem of the very essence of man in his relation to other people»

This investigation allowed studying the ambiguity and multilayered ethical characteristics in adolescents and youth.

The experiment using the «Good-Evil» diagnostic method -2 and the testing of the program developed on its basis: «Ethical Psychology» aimed at dynamically changing the ethic-psychological characteristics of adolescents and youth allows us to talk about the possibility of effective practical work with the ethical component in adolescents and youth.

The theoretical and factual material we have obtained obviously requires further development and refinement.

So, in the future, it is necessary to study the questions posed by us with the help of the technique of control questions («scales of lies»). At the next stage of the study of the problem, it is also planned to use the capabilities of the program «Ethical Psychology» in the form of training.

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