

SUMMARY

Subject of the thesis: Influence of motivation affiliation on the development of multi-level properties of integrated individuality of students.

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Relevance of the research issue: Interpersonal contacts play an important role in the modern world, the ability to intelligently, quickly and effectively with a variety of people. As a result, in recent years intensified attention to methodological, theoretical, experimental and applied problems of the psychology of communication.

The structure of the individuality motivation occupies a leading position, as it is one of the basic concepts that are used to explain the driving forces of communication and activity. The motive of affiliation is not a simple concept: this includes the need to communicate and interact with others, to be a member of the group, to receive and provide assistance.

Objective: Studying of the influence of the motivation affiliation for the development of multi-level properties of integrated individuality of students.

The object of study: the properties of different levels of integrated individuality of students with high and low levels of affiliation.

Subject of research: specific properties of different levels of integrated individuality of students with different levels of affiliation.

The hypothesis of the study: properties of multilevel integrated individuality of students vary depending on the level of affiliation.

Tasks:

1. make the theoretical analysis of the problems of motivation of affiliation and influence the motivation to personal development;

2. make a program of psychological research of motivation affiliation and different levels of properties of integrated individuality of students;
3. carry out empirical research affiliation as a factor of the development of multi-level properties of integrated individuality of students;
4. identify groups of students with different levels of affiliation and implement a program of diagnosis of three levels of integrated individuality;
5. compare the properties of different levels of integrated individuality of students with high and low levels of affiliation;
6. to reveal specifics of multi-level properties of integrated individuality of students with low and high levels of affiliation by means elementwise and system analysis;
7. to develop a program for the development of multi-level properties of integrated individuality of students with low motivation of affiliation.

The theoretical significance of the research: the results extend and complement understanding of the influence of the motivation affiliation for the development of multi-level properties of integrated individuality of students.

The practical significance of the research:

The resulting research conclusions can serve as a basis for the development of integrated programs of psychological management to optimize the development of structures of integrated individuality of students with low motivation of affiliation.

Stage 1

In the first phase, we have identified the motivation affiliation of students with the help of test questionnaire by A. Mehrabian. The use of this technique allowed us to divide the students into two groups: high-level decision-addiction, expressed desire for affiliation and low motivation of affiliation, express motive of "fear of rejection".

Stage 2

In the second stage, we have identified the specifics of multi-level properties of the integrated individuality with the following research methods: theoretical analysis, psychodynamic level is determined by using the technique of studying the

structure of temperament by V.M.Rusalov; to identify the level of personal property used: methods of diagnosis of personality characteristics of 16-factor questionnaire by R. Cattell, as well as research methodology of personal anxiety BH Spielberg; socio-psychological level of integrated individuality was investigated by using a valuation technique of behavior in conflict K. Thomas.

The results of the pilot study were processed using mathematical and statistical methods: t-Student's test and correlation and factor analysis. We proceed to consider the results.

Results: Statistical Comparison of multi-level properties of integrated individuality of students' of psychodynamic, personal, and social-psychological levels was conducted by Student t-test. It was revealed that statistically significant differences in certain indicators of properties of four levels of integrated individuality of the study groups is 22.5%. In other words, specific in structure of integrated individuality of students made up 22.5% of the total - 77.4%.

With the inter-layer correlation analysis of integrated individuality of students in a group with a high level of affiliation found 111 inter-layer correlation communications constituting 38.4% of the theoretically expected results. In the group of students with a low level of affiliation number of inter-level correlation connections is 39, accounting for 13.4% of the theoretically expected. Subjects with high levels of affiliation densest relationship established between the personal and the socio-psychological level, in the group of respondents with a low level of affiliation - between psychodynamic and personal levels.

Thus, the level of affiliation affects the specificity of multi-level properties of the integrated individuality, defining the uniqueness of the structure of study. The desire to take others, interacting with them, care manifested in flexible polymorphic properties of the individual links and meta-individuality.

The application of factor analysis allowed to determine the originality of structures of integrated individuality of students. Clarification of the nature of the factor structure between levels allows to make a conclusion about the prevalence of flexible dependencies in the group with high levels of affiliation (13) over the

amount flexible dependencies in the group with low levels of affiliation (9). In the group of respondents expressed a desire to take the number of orthogonal surrounding dependencies slightly prevails over the number of orthogonal dependencies in the group of students, which are characterized by fear of rejection (17 and 16).

Thus, the structure of integrated individuality of students with a high level of interaction is characterized psychodynamic and personal level with the leading role of meta-individuality; in structure of integrated individuality of students with low levels of affiliation there is a relative balance between lower and higher levels.

The study found out that the properties of the different levels of integrated individuality of students vary depending on the level of affiliation, which confirms our hypothesis.