



## Psychodiagnosics Of Personality Behavior Dispositions

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### ABSTRACT

This article is devoted to the problem of personality disposition. Dispositions manifest themselves everywhere in various spheres of human life. Their manifestation in the educational environment has a certain specificity, which largely determines the characteristics of behavior and the quality of educational activities. The article presents the results of the study.

### Keywords:

personality, disposition, activity, educational activity, incentive, study, choice, conflict, goal, formation, situation

**Introduction.** Personality disposition is the predisposition of a person to a certain behavior in specific conditions, the ability to make a choice of activity. Disposition is an inescapable striving for a goal state, stimulating, directing, and conditioning. The possibility of getting pleasure from this or that "stimulus" situation is presented to a person as a goal. He is not always aware of it. Disposition is formed in the situation of behavior itself in the interaction of needs, fixed dispositions formed earlier on its basis, and those personal potentials (skills, abilities, abilities, etc.) that can be realized in a given situation.

**Literature and Methodology.** A disposition of behavior is a stable predisposition of a person to act in a certain way under stressful environmental conditions. Dispositions are manifested everywhere in various spheres of human life. Their manifestation in the conditions of the educational environment has a certain specificity, which largely determines the features of behavior and the quality of educational activities. The problem is not well understood. Yurkova I.G. in her dissertation works states that Personality dispositions (perception of the life path in time and labor

orientations) are quite stable and change little at the first stages of professionalization and career growth, which allows us to consider them as primary in relation to the change in official status. Davydova L.V. considers the semantic dispositions of personality as the basis of the strategy of action in a conflict situation. O.S.Windecker considers the dispositional motivation of achievement as a multidimensional phenomenon that includes at least two components in its structure: the motivation of adaptation and the motivation of transcendence. Based on the results of the empirical study, it is concluded that the motivation of achievement is associated with existential fulfillment on the part of its transcendental component

**Outcomes.** Experience in developing a methodology for diagnosing dispositions of defensive and coping behavior already exists, but its current tool is aimed at identifying the construct under study exclusively in situations of the urban environment and is not suitable for use in the conditions of an educational organization. We offer to your attention the author's methodology that diagnoses the manifestations of dispositions of protective and

coping behavior of students in the educational environment, which can be applied to both high school students and students.

In order to solve these problems, we undertook a psychometric project study based on the general technology of test development, adapted to the task and including the following procedures: 1) theoretical and methodological analysis of the phenomenological field of definitions (i.e., definitions of concepts) of the phenomena of defensive and coping behavior, where, when clarifying the data, the most optimal theoretical classification of defensive and coping behavior was found. coping behavior to create a psychodiagnostic toolkit based on the description of dispositions of defensive and coping behavior; 2) design and verification of the personality questionnaire.

In total, 62 students were involved in the process of designing and testing the methodology. 1. Stage of selection of questionnaire items. Respondents were asked to answer the following questions in a free form: "In what situations did you have to defend yourself in the learning process?"; "What causes you tension in the educational environment?" Informants, in compliance with the principle of anonymity, were asked to provide examples of real situations illustrating their answers. All answers and examples were processed by the method of content analysis (qualitative and quantitative analysis of the content of texts in order to identify or measure various facts and trends reflected in these texts), as a result of which 37 most typical situations were selected, on the basis of which the items of the initial version of the questionnaire were formulated. 2. Peer review stage.

**Discussion.** The selected stressful situations served as the basis for the creation of a questionnaire, in which experts were asked to assess the real intensity of the educational process on a five-point scale (from 0 to 4). The obtained numerous correlations reflect the features of the dispositions of defensive and coping behavior and indicate a high criterion competitive validity (a characteristic of the

methodology reflecting the correspondence of the diagnostic results to the predictions of the respondent's behavior). Thus, it can be stated that the proposed questionnaire for diagnosing dispositions of defensive and coping behavior in educational environment has sufficient external validity.

By blocking information, the student tries not to stand out from others, often ignores and does not assimilate the educational material. A student who prefers to exercise the disposition of "Control" is characterized by high discipline, responsibility and organizational skills. A student with the dominance of the "Transformation" disposition is characterized by active self-realization in educational and creative activities, he differs from others in high motivation for learning. One of the most destructive dispositions for the student and the educational environment are the change

of distance. Its danger lies in the fact that the student is highly ready for an aggressive reaction (directed outside or at himself) to any stressful situation that has arisen in the educational environment.

**Findings.** In the process of psychometric design, we have developed a methodology designed to diagnose the dispositions of defensive and coping behavior in the educational environment of students. Students of various courses of study took part in different stages of the questionnaire design. The questionnaire can be widely used in the educational process. Based on the above, it can be said that with the growth of future specialists, not only new qualities, skills, and abilities are found, formed and manifested, but also some deformed qualities and personality characteristics are corrected.

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