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PSYCHOLOGICAL ANALYSIS OF THE PHENOMENON OF INDIVIDUAL' SOCIAL ACTIVITY IN FOREIGN THEORIES AND CONCEPTS

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The article is devoted to the theoretical analysis of the phenomenon of social activity. Since activity affects various aspects of an individual's life and the functioning of society as a whole, is an indicator of social adaptation and integration of an individual into society, the study of this problem is very relevant.

The paper analyses foreign theories and concepts that raised the problems of studying the factors, conditions and factors that influence the social activity of an individual, determine its emergence and development. In particular, the scientific works of S. Freud, A. Adler, C. Jung, E. Erikson, K. Levin, A. Maslow, C. Rogers, C. Horney and others representing psychodynamic, behaviourist, humanistic, cognitive trends in psychology are studied.

It is proved that the phenomenon of social activity is a complex personal formation, which is determined and regulated by a set of attitudes, ideas, beliefs, habits, behavioural stereotypes that are implemented in the process of interaction in the social sphere, are related to activities in society and allow the individual to successfully adapt and make transformations, the level of formation of which determines the self-actualisation and social behaviour of the individual for the purpose of self-realisation.

The value of the theoretical analysis is that it is based on the study of primary sources of psychologists, representatives of foreign theories and concepts.

The paper outlines the prospects for further research of the problem, which is to study social activity in different socio-cultural, ethnic and historical contexts and to identify age and gender differences, factors that determine it.

Key words: *activity, social activity, socialisation, self-actualisation.*

ПСИХОЛОГІЧНИЙ АНАЛІЗ ФЕНОМЕНА СОЦІАЛЬНОЇ АКТИВНОСТІ ОСОБИСТОСТІ В ЗАРУБІЖНИХ ТЕОРІЯХ І КОНЦЕПЦІЯХ

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Стаття присвячена теоретичному аналізу феномена соціальної активності. Оскільки активність впливає на різні аспекти життя особистості і функціонування суспільства загалом, є показником соціальної адаптації та інтеграції індивіда в суспільство, вивчення означеної проблеми дуже актуальне.

Проаналізовані зарубіжні теорії і концепції, в яких порушувалися проблеми вивчення чинників, умов і факторів, що впливають на соціальну активність особистості, зумовлюють її виникнення і розвиток. Зокрема, вивчено наукові праці З. Фрейда, А. Адлера, К. Юнга, Е. Еріксона, К. Левіна, А. Маслоу, К. Роджерса, К. Хорні та ін., які представляють психодинамічний, біхевіористський, гуманістичний, когнітивний напрямки у психології.

Доведено, що феномен соціальної активності є складним особистісним утворенням, яке визначається й регулюється комплексом установок, уявлень, переконань, звичок, стереотипів поведінки, які реалізуються в процесі

взаємодії в соціальній сфері, пов'язані з діяльністю в соціумі та дозволяють особистості успішно адаптуватися і здійснювати перетворення, рівень сформованості яких визначає самоактуалізацію та соціальну поведінку особистості з метою самореалізації.

Цінністю теоретичного аналізу стало те, що він зроблений на основі вивчення періоджерел психологів, представників зарубіжних теорій і концепцій.

Означено перспективи подальшого дослідження проблеми, які полягають у вивченні соціальної активності в різних соціокультурних, етнічних та історичних контекстах та визначенні вікових і гендерних відмінностей, факторів, що її зумовлюють.

Ключові слова: *активність, соціальна активність, соціалізація, самоактуалізація.*

Statement of the problem. Modern society is marked by a number of important and complex transformations in virtually all its spheres. These transformations are determined by such key factors as rapid technical and technological development, globalisation, demographic changes, environmental problems, as well as political and economic transformations. All these aspects affect the role and functions of the individual in the modern world. In this regard, the problem of social activity of the individual acquires a special significance.

Social engagement is a complex phenomenon that reflects an individual's ability and willingness to interact with communities, societies, organisations, societies, etc., to actively participate in various activities and processes, including civil and political activities, volunteering, participation in social and cultural initiatives, as well as interaction with other members of society through various forms of communication. This activity affects various aspects of an individual's life and the functioning of society as a whole, because: first, it is an indicator of social adaptation and integration of an individual into society. A person who demonstrates a high level of social activity is able to adapt more effectively to social norms, values and requirements determined by the social environment. Secondly, social activity contributes to the psychological well-being and stability of the individual. Interaction with other people, participation in social events and volunteer work contribute to the formation of self-esteem and other personality traits, as well as the development of emotional and volitional sphere, beliefs, motives, civ-

ic position, etc. Thirdly, social activity is fundamental to the development of civil society and responsibility towards it. Participation in public activities and contributing to solving social problems foster a sense of civic belonging and responsibility for the well-being of their society, their country, and the global universe.

In general, social activity is a key aspect of the functioning of a modern individual in society and affects their social, psychological and cultural integration, as well as the development of civil society and responsibility towards it.

Analysis of recent research and publications. Identifying the aspects of the general problem to which this article is devoted that have not been previously identified. The problem of social activity is a research topic for many scholars. It has been raised in the works of A. Adler, B. Bandura, J. Piaget, F. Zimbardo, E. Erikson, K. Levin, A. Maslow, S. Milgram, K. Rogers, and others. Domestic scholars O. Bilash, D. Bandurka, Y. Gladka, M. Karamushka, S. Kovbas, A. Levytskyi, V. Liashko, M. Popov, S. Stashenko, O. Stepanenko, and others also devoted their research to it. However, in our view, the definition of theoretical foundations and analysis of social activity as a psychological phenomenon has not been sufficiently developed, which is the purpose of our work.

The aim of the article is to clarify the essence and content of social activity of a personality as a psychological phenomenon based on the analysis of foreign psychological theories and scientific concepts.

Various scientific approaches exist to the study of the problem of social activity of an individual, but this paper will focus on the psychological one, according to which social activity is understood as a state, a quality based on the needs and interests of an individual, and exists as an internal readiness for action aimed at transforming various spheres of activity and the subjects involved. Thus, social activity exists in two manifestations - as a personal quality and a form of activity.

Considering the concept of social activity and its components, it should be noted that it is closely interconnected with such definitions as «activity», «communication», «social re-

sponsibility», «life position», «social duty», «social adaptation», «socialisation».

Before we proceed, it is important to make a small digression, drawing attention to the psychoanalysis of Sigmund Freud, the originality of certain psychological judgements and justifications, attention to the biological and sexual emphasis in the development of personality and its existence, which became the socially active impetus that contributed to the further, more advanced development of the social perspective of the personality's mental world, the social activity of its subjective sphere, and the basis of theoretical positions of the development of modern personality psychology. (Freud S., 1917) Thus, in his theory of personality, S. Freud distinguished three components: «Id», «Ego» and «Super-Ego». The «Id» is the most primitive aspect of the psyche, associated with immediate desires and needs. The «Ego» is responsible for rational thinking and regulating the desires of the «Id». The «Super-Ego» represents the norms, values and moral standards that an individual sees in society. This part of the personality can influence social activity through internal moral conflicts and a sense of responsibility to society.

From the point of view of theoretical substantiation of the phenomenon of social activity, the concepts of «social interest», «lifestyle» and «creative self» proposed by A. Adler seem useful to us. (Adler A., 1956) He stated that individual psychology considers and studies the individual as an individual included in society. It is impossible to consider and study a person in isolation from it. (Adler A., 1964) A. Adler stated that society and the individual should not be in confrontation (as in Freud), but in harmony of unification, interaction, and cooperation. «We can only succeed if we have a sincere interest in the other» (Adler A., 1929; p.340).

The idea of a person's active pursuit of perfection within his or her life is optimistic and consistent with philosophical traditions, in particular the historically confirmed fact of consistent complication and improvement of the organisation of life. In this context, life is interpreted as a continuous process

of growth and development, where activity is seen as one of the forms of existence of matter and social function of a person. Creative manifestations, such as creative activity, are seen as the highest level of individual human activity.

This position is supported not only by philosophical considerations, but also by scientific observations that show how individuals, relying on their abilities and knowledge, constantly strive to reach new heights and improve their capabilities. In this context, social activity and creativity are seen as manifestations of this relentless movement towards improvement in various spheres of life and society.

The theory of Carl Jung draws attention to the «psychological types» and the archetype «persona» (Jung C., 1968) identified by the author. According to these concepts, social activity is viewed as a system of roles that an individual takes on in accordance with social expectations. However, this activity is not focused on concealing one's true self, but rather on creating a community with others and establishing interaction. Thus, social activity is seen as a means of positive interaction between the individual and the social environment. It helps a person to express their individuality in the process of interaction with society. C. Jung wrote: «The way that is supported by experience will be your own, that is, the true expression of your individuality». (Jung C., 1968; p.83)

From this perspective, social activity is seen as a creative means of guiding the development of individuality. This process takes place in the context of Carl Jung's identification of the importance of such mental functions as thinking, feeling and intuition.

The general social aspect of the formation of the phenomenon of social activity can be traced to some extent in the sociocultural theory of personality by K. Horney. (Horney K., 1950) Despite the fact that her theory is based on a biological basis, among many provisions, the author emphasises the crucial importance of the social environment and interpersonal relations between the individual and the environment (satisfaction of the

need for security, etc.) as the main factors of mental development of the individual.

Based on the theoretical positions put forward by K. Horney, we can state the following: if we foster confidence, purposefulness, perseverance of the individual from childhood, thanks to a favourable social environment, positive interpersonal interaction (emotional support), we can form social activity, which will later determine the life strategy that enables the self-realisation of the «real me» and, accordingly, the «potential me».

Following Carl Jung, Erik Erikson develops approaches to personality research that take into account the importance of the influence of the social environment on the development and formation of the personality. Erik Erikson's great contribution is the theory of psychosocial stages of personality development. (Erikson E., 1959)

E. Erikson's research highlights the idea that from childhood it is necessary to direct the development of positive modalities and personality traits through the influence of the social environment. This environment acts as a basis for the formation of the internal map of the personality's world, determines the formation of its basic life principles and strategies, determines the active or passive nature and, in general, is a manifestation of the personality's social activity.

This approach suggests that interaction with the world around us plays an important role in the formation of a personality and its social activity.

The theory of «social learning» by A. Bandura, which is based on learning through observation of models, is important for understanding the essence of the phenomenon of social activity of a person. This theoretical position of A. Bandura is multicomponent and combines elements of learning theory and cognitive theories of motivation. The concept of learning in the context of this theory refers not only to the process of acquiring knowledge, but also to education, as it includes the creation of individual experience in the terms of behavioural regulation. (Bandura A., 1989)

According to A. Bandura, behaviour is determined by the desire for results that can be predicted. These results include not only positive references from other people, but also internal self-reinforcement, which depends on the personal norms, principles, and values that guide the individual's behaviour. Thus, this approach indicates that a person's social activity is largely determined by their ability to observe others and reproduce certain types of behaviour based on observations. Internal motives and standards play an important role in regulating this social activity (Bandura A., 1989).

Addressing the problem of social activity in the context of personal integrity is an important aspect, in particular in reflecting the strategic focus of Gestalt psychology, which includes the observations and ideas of prominent representatives of this school, such as M. Wertheimer, K. Koffka, W. Keller, K. Levin and others.

This psychological paradigm is remarkable in the sense that it considers personality as a holistic system in which all components are interconnected and interdependent. According to K. Koffka, «the whole cannot be split into separate elements, because in this case it ceases to exist». (Koffka K., 1909, p. 23) Thus, Gestalt psychology considers the personality as a single integral system, where social activity is one of the aspects of personal integrity.

Interesting are the studies of K. Levin, who proceeded from the assumption that intention and need form the basis of human activity in its various manifestations. The direction of a person's activity is determined by the resolution of the internal contradiction between different needs. Within his theory, known as the «theory of dynamic personality», he tried to resolve this internal conflict with the help of the concept of «psychological field», which he considered as a necessary aspect in situations where this confrontation becomes relevant. It should be noted that within this concept, each object is analysed not in terms of its physical properties, but in terms of its relation to the subject's needs.

As we can see, expressing the unity of the individual with the environment in the concept of «living space» as an expectation of dreams about the future and the past, which in general constitutes the present, K. Levin emphasises that «living space» is a determining factor in the emergence of human social activity. (Levin K., 1951)

The problem of forming social activity is most inherent in the positions of the ideas and provisions put forward by representatives of humanistic psychology, including C. Rogers, A. Maslow, G. Allport, S. Buller and others. In terms of considering the essence of social activity, we believe that the following concepts are appropriate and theoretically justified: the concept of the hierarchy of needs and motivation of the individual by A. Maslow (Maslow A.H., 1968), the fully functioning person by C. Rogers (Rogers C.R., 1961) and, to some extent, the proprium by G. Allport (Allport G.W., 1968).

According to A. Maslow's theory of self-actualisation, it is necessary to satisfy the dominant needs at a particular stage of personality development as a guarantee of awareness of higher-order needs, their participation in the motivation of the individual and their further development and self-realisation.

A similar concept is that of G. Allport, who emphasises that proprium is a positive and creative characteristic that encourages self-development and personal growth. (Allport, G., 1937) It is a property of human nature that unites all aspects of personality development and promotes inner unity. However, it is important to keep in mind that only the consistent development of the seven aspects of proprium leads to the highest stage – self-awareness and the formation of the personal «I».

Following the theory of C. Rogers, one of the leading psychologists and psychotherapists of the twentieth century, a person has a certain inner need for self-actualisation that determines the behaviour and development of the individual. The term «self-actualisation» refers to the process by which a person strives to maximise their potential and become the «best version of themselves». The main idea of C. Rogers is that each person has internal resources and potential for self-realisation,

but it is important to create a favourable environment, appropriate conditions where this potential can be revealed. One of the key conditions is the awareness and expression of one's inner feelings and experiences. The concept of «full functioning» in this context means that a person should be active, take initiative, be creative in their activities and choices of behaviour. This also includes the ability to listen to one's inner feelings and intuition, to use them as an important factor in making decisions and achieving one's goals.

Thus, from the point of view of Carl Rogers, the tendency towards self-actualisation includes the desire to live a rich and fulfilling life, being active and creative, taking into account inner feelings, intuition, etc. as important factors in decision-making and building one's own life scenario.

Thus, the desire of foreign psychologists to explore the full personal potential of a person, to promote his or her full, rich life-creativity, with full awareness of who a person can become through their own activity, was obvious.

Conclusion. The phenomenon of social activity is a complex personal formation, which is determined and regulated by a set of attitudes, ideas, beliefs, habits, stereotypes of behaviour that are implemented in the process of interaction in the social sphere, are related to activities in society and allow the individual to successfully adapt and make transformations, the level of formation of that determines the self-actualisation and social behaviour of the individual with the aim of self-realisation.

We consider the study of social activity in different socio-cultural, ethnic and historical contexts to be a promising way to investigate this issue. This will help to understand how social activity is expressed and developed in different groups and communities. It may be of interest to study age and gender differences in social engagement and the factors that determine it.

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