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### **Svitlana Gutsol**

#### **THE ROLE OF MYTH IN THE PROCESS OF PERSONALITY'S SELF-DESIGN**

*The article analyzes the role and importance of myth in the process of personality's self-design within post-non-classical methodology. Self-design is considered as a set of social and psychological practices in constructing and reproduction of personality's own identities, based on subject's assignment of strategies and self-organization rules given by culture and society. Basis of the author's concept is the thesis that condition of new meanings generation in the process of self-design is generalizations of empirical individual experience of a personality as well as internalized "completed" sociocultural concepts of mythological nature. The author shows that the place of myth in the process of self-design is determined by its basic psychological functions, which allow to create and maintain the integrity of the world's picture in the subjective space of personality's life, set ideals and patterns of behavior, "interrupt" causality's dependence of life events, "remove" the problem of motivation and search for a meaning. It is emphasized that the intrinsic value of myth is an important factor of design, providing the project itself with its intrinsic value. Through primary symbolization of expanding living space myth in the process of self-design becomes a basis for creating of a new semantic universe of personality. Initially self-design is "launched" by directing a dream as goal's prototype (to the past and / or to the future) in intentional personal experiences. Directing of a dream to the past is caused by epistemological "advantage" of a myth, that is in an integrity of world's picture, which it generates (I.V. Melik-Haykazyan); directing to the future actualizes its kenotypical component (M.N. Epstein). The author determines that mythological resources of self-design are based on a human ability to perceive the world through symbolic forms.*

**Keywords:** *myth, of myth, myth-building, design, self-designing.*

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### **Svitlana Kuzikova**

A. S. MakarenkoSumyState Pedagogical University, Sumy  
kuzikova\_svetlana@ukr.net

#### **MODEL OF PSYCHOLOGICAL CORRECTION OF CRISIS OF ADOLESCENCE**

*In the article highlights the main views on the nature of the internal contradictions in adolescence. The necessity of activation of the processes of a personal self-development and*

*strengthening of subjectivity of adolescents as a condition of an overcoming conflicts. Author's model of a psychological correction of adolescent crisis is given. Objectives, content and features of psychological correction in younger and older teens are highlights. Progressive of correction of self-concept and actualization of the needs for self development in adolescents is grounded. It is postulated the efficiency and effectiveness of a psychological correction determined by the degree of the individual subject activity of the personality. Possibility of a purposeful formation of a self-development subject by teaching teens methods of self-knowledge, self-awareness, self-regulation are analyzed. The conditions of the system corrective actions required for the formation in adolescent capacity for self-correction, transformation correction into a self-correction are considered.*

**Keywords:** *psychological correction, conflict, internal contradictions, self-awareness, self-concept, self-cognition, self-esteem, self-regulation, self-development, the subject of self-development, training of personal self-development.*

**Settingproblems.** The most important task of practical psychology is personal assistance in achieving of inner world harmony, in developing his capacity for self-realization. This task is especially actual in teenage. It is known, that adolescence is seen as a period during which the contradictions of development are particularly acute. It has been caused by specific phenomenon that indicate the transition from childhood to adulthood, which accompanies a quality restructuring of all aspects of personal development (L. I. Bozhovich, M. I. Boryshevskyy, T. V. Dragunova, D. B. El'konin, I. S. Cohn, D. F. Nikolenko, L. M. Prokoliyenko, P. R. Chamata etc.). It is in this period child begins to be aware of his own individuality and his attitude to the world, to oneself, to others changes, restructuring of needs and motivations, behavior carries out. At the same time demands of society for a teenager change. Considering this teenager has to coordinate this needs with the expectations of the environment and the requirements of social norms. The need for such coordination is often associated with considerable difficulties, which are the cause of the contradictions in the development of a teenager. These contradictions can occur in acute form, causing severe emotional distress, violation of the behavior of teenagers in their relationships with adults and peers.

**Purpose of the article** is a justification of the proposed ways to prevent escalation of contradictions into internal conflicts that can slow down or distort the process of identity; of need of updating and intensifying self-development of teenagers, of transfer correction into self-correction.

**Presenting of main material.** Psychologists who developed the problem of mental development in adolescence showed, that central tumors of teenager's personality has been connected to a qualitative change in the development of identity in the form of occurrence of image of oneself not as a child.

An effective side of idea is the desire to be and to be considered as an adult. If the ratio of an adult to teen does not meet that new perception of himself, teenager tries to establish himself as an independent subject in all available means, who is capable to be independent in behavior, in some actions. This protest and disobedience of teenagers are the mean by which the teenager wants to change the type of previous relationship with an adult on a new, which is characterized an adult communication. Consequently, conflicts in relationships of adult and adolescent arise from the

divergence of their ideas about the nature and degree of autonomy rights of adolescents.

An important issue in the problem of adolescent conflict is the features of development of self-consciousness at this age since becoming of holistic attitude towards oneself, is a centraltumor of this age (L. I. Bozhovic, M. I. Boryshevskyy, S. D. Maksimenko, P. R. Chamata, I. I. Chesnokova). To understand the possible causes of internal psychological conflicts in adolescents great value has a structure of self-consciousness, a measure of harmony of its components. The measure of the adequacy of component of self-consciousness influences the harmony of person's inner world, mental health, while the inconsistency and inadequacy of the components of self-consciousness leads to internal and external conflict (L. V. Dolinska, O. I. Savonko, I. A. Slobodyanyuk, T. B. Homulenko, N. V. Chepyelyeva).

Materials of many researches have shown that in adolescence interest in the inner world of others and their own significantly increases. Self-knowledge, introspection, self-regulation of behavior and activity for the first time become one of the essential needs of the individual [5]. However, the mechanisms of self-knowledge is too imperfect, resulting in unstable adolescent self-esteem, contains random and contradictory conclusions, depend on external ratings. Thus, the teenager often overestimates or underestimates himself, and level of harassment often corresponds to the actual achievements. If the behavior based on such inadequate self-esteem, the conflict between the teenager and the environment becomes imminent.

Although signs of conflict are very typical for this age, but they are often situational and can gradually pass. However, under unfavorable circumstances, lack of timely psychological help can become resistant personal formation. Therefore psychologist should to help teenagers to overcome the difficulties of transition. It is clear that such assistance provides the appropriate specialist work on the correction of self-concept, behavior, guidance and attitudes of adolescents.

It should be emphasized that only the external manifestations of psychocorrection of conflict is ineffective because conflict behavior is the result of the aggravation of internal contradictions. Only the correction, which aims to harmonize self-perception and self-esteem of a teenager, his attitude toward himself and his capabilities, is able to effectively remove the acuteness of the crisis. So one of the ways to assist adolescents in solving their personal problems might be changing their self-concept in a positive direction and teaching methods of self-regulation and self-development [4].

In modern psychology, self-concept is regarded as relatively stable, to some extent understood, is that experienced as a unique system of ideas of the individual about himself, on which he builds his relationships with others and accordingly refers to himself. Self-concept is a complete, although not without internal contradictions image of the self that appears as attitude toward oneself and contains components: cognitive – self-knowledge, emotional – self-esteem, evaluative and volitional – striving to increase self-esteem, gain the respect of others (I. S. Cohn, V. V. Stolin, T. Titarenko, Robert Burns, William James, Carl Rogers, James Staines, G. Shibutani).

The peculiarity of self-concept as a system of attitudes is that the object itself is a carrier of these attitudes, but it makes all the emotions, estimates related with the self-image to be very strong and stable. Based on their own ideas human builds not only his behavior, but also the interpretation of individual experience. Self-image serves as the basis of person's choice of conducting line, the basis for the emergence of personal instruction, which is manifested in human willingness to behave a certain way. Therefore, changing the perception of oneself, lifting height and the level of adequacy of individual's self-esteem, bringing into line the individual claims with one's capabilities, ie harmonizing one's self-concept, we can influence the person's admonition and one's willingness to behave in a certain way, that change leading line of conduct.

Currently, actual is the creation of a variety of psychological programs of personal development. However, processed in modern psychological practice methods of correction and corrective programs aimed mainly at overcoming the existing difficulties of specific character and behavior of adolescents. In our view (S. K.), it is important not only to overcome the present difficulties, but to create conditions under which the occurrence of such problems is blocked, warned that implemented the principle of "zone of proximal development" (L. S. Vygotsky). Achieving of this goal involves cooperation teen with adults in the context of self-awareness, personal self-organization and self-control, personal reflection. It is necessary to draw attention to formation of parties' activity of the individual and planning of corrective work with adolescents [3].

It should be noted that the leading role of the correction still belongs to psychologist, while the local capacity of the teenager is used not quite enough, which is not conducive to the development of the adolescents' responsibility for their own behavior [4], as a teenager consciousness increasingly begins to be included in the management of behavior (M. I. Boryshevskyy, Y. A. Myslavskyy, A. K. Osnytskiy, I. A. Slobodyanyuk et al.). In generalized form, personal self-regulation can be presented as individual's conscious activity aimed to bringing internal reserves in compliance with the environmental conditions for the successful achievement of meaningful goals. Self-esteem, harassment, psychosocial expectations and self-image as an integrated form of consciousness that is holistic view of the individual to himself, and evaluative attitude toward others are actively involved in the process of personal self-regulation. The ability of the individual to adapt to different situations (choosing a certain style of behavior, way of response) is predetermined by sufficiently stable and adequate knowledge of oneself, which enables constantly "trying on" one's real capabilities to the requirements of the situation, to match his behavior with the expectations of others, providing enough high level of personal reflection.

Thus, teenage crisis is accompanied by actualization of self-perception as independent subject, by increasing the need for self-knowledge and self-regulation. It can be assumed that creation of favorable conditions for these needs, learning self-knowledge and self-regulation that harmonizes teenagers' self-concept, will soften the last course of the crisis, will reduce internal and external conflicts.

We emphasize that it is important to intensify the process of personal self-

development in early adolescence to avoid possible complications, aggravation of conflict trends among middle and older teens. For this purpose, it is necessary to intensify the process of self-knowledge among junior teenagers by providing them with means of the self-knowledge, to generate their skills of self-control of their own emotional states and behavior, to strengthen the filling of self-esteem, self-confidence and thus help to overcome the state of internal conflict that affects the teen's behavior and attitudes.

It is important to mention, that corrective work, which aims to personal changes of participants, should be much more effective due to organization of a group process. The group dynamics is a natural way of development and self-development of identity - through mutual stimulation of interpersonal and intrapersonal processes, through interpenetration of content of human experience with interpersonal space into the space of the individual (law of development of higher mental functions). Any knowledge about oneself is only knowledge, that changes nothing inside Me and does not perform internal work, if this knowledge will be tested in interpersonal interaction (in our case – a group work) [5].

Therefore, in the training group of personal growth psychologist must build work to cause interest, desire, desire for self-knowledge and self-regulation among adolescents that is to actualize and increase their need for self-development, and to perceive adolescents as the subject of self-development.

Let us call the conditions of organization and conducting of training of personal development needed in our view, to create teen's ability to self-development.

First, it is a special way of introduction to the subject of training – through genetically original concept, which potentially contains the whole system of concepts describing the proposed subject (theory of educational activity V. V. Davydov and D. B. Elkonin). In that way the whole can be given before it will be offered parts that allow a teenager not familiar with the whole, put forward the hypothesis according to its content. This, in turn, activates a separate search activity of adolescent. The initial concept of psychological training for adolescents aimed at developing the ability to put and solve objectives of their own development can become category "I".

Secondly, they are features of organization of group of training, aimed at activation of the process of personal self-development. Work with young people in these groups should be built between the two "poles": individual – common (direct experience – reflection). In the classical groups of personal growth we are dealing only with the individual. The work bases on experience and creation of unique, individual experience of the "here and now" in the interpersonal area of the group and its reflection. Within such organization of group process, i.e. at work only with the individual, the teenager will not be able to seize the means of conscious goals setting of self-development. To master these tools it is necessary to show teens (at the available level to them) patterns of experiences and emotional state emergence, its interaction with others, to find out the possible causes of personal problems and conflicts in communication. Nevertheless, we cannot let the psychological information ("common pole") to provoke escaping of

adolescents in abstract considerations not related to their specific personal problems. In this case, we cannot help a teenager in his real self-development. Overcoming of this contradiction possible by asking questions like: "What should I do, inside what situation should I put myself, to change something specific (for example, mood)?" Pay attention of adolescent that these questions can exist and can relate to himself – this is the way to set the goal of self-transformation.

Thirdly, it is special, nonproductive way to interact with members of the group with psychologist-manager from whom the teenager does not expect ready-made solutions and designs, but can initiate cooperation, indicating what kind of help he needs. In groups of personal development cannot be transmission of knowledge from leading to the participants as far as personal knowledge can only "work out", "to take", "to extract" from experience, not someone else. There can be no standard of personal knowledge – each has his own, not more or less correct, better or worse. In the group of personal teen's self-development, nobody corrects him, he is given freedom of choice, he decides what to do with himself. This group helps participants to understand their emotional state, feelings, actions without evaluating them, allows a teenager to see good (strong) side, as well as drawbacks. Moreover, this is not simply a rational conclusion, because it is supported by direct experience. Thus, one of the effects of group of personal self-development is strengthening of self-awareness of behavior and taking responsibility for it [5].

Fourthly, this is particular style of interaction with peers, which is provided by such organization of teenagers' teamwork in the group, in which the partners are allocated by different perspective on the problem. The group task is to coordinate these points of view (on the leading role of the psychologist-manager).

Fifth, it is a special type of interaction of teenager with himself changing during psychological training. One of the main tasks of a psychologist is to equip adolescents by means of introspection and self-regulation. However, as a result, the character of the teenager's acceptance of himself is fundamentally changing. Now acceptance of self depends not only on attitudes to teenage by others, but also on the teenager's confidence about his ability to change something inside or create something new, that is adoption himself as "editable by my own "I".

Sixth, it is to provide psychological security of correctional work through compulsory introduction of no-reflexive procedures, along with reflexive, controversial procedures in which partners' standpoint are formulated and contrasted. No-reflexive procedures work to establish a sense of community, trust, security, support, understanding, sensitivity. Construction of compatibility should occur in two ways. Compatibility is based, first, on the level of conscious agreement about the norms of cooperation, and secondly – the nonverbal and unconscious levels of physical and emotional confidence. Adolescents' feeling of psychological comfort in a group is essential for their personal self-development, because a constructive work of the participants of the training can be done only in close-knit group that develops psychologically, with positive active communication.

The above conditions of correctional process in group of personal

development ensure teen's transition from objective to subjective conduct, but correction – into a self-correction, self-development and self-improvement.

Equally effective means of developing of positive self-concept is targeted training teenagers of constructive behaviors. Since adolescents do not have enough experience of solving different situations, their behaviors are often of conflicting character, being ineffective in this situation.

The essence of constructivemodes of behavior is that they allow you to master difficult situations and overcome the obstacles, being active actions, conscious and adequate regarding both the objective conditions of the situation and own inner possibilities. Thus, depending on the circumstances, efforts can be directed on changing conditions of the situation (if, according to the subject, they can be changed), or on the activation and development of own skills and capabilities (if conditions of the situation cannot be changed). Disruptive modes of behavior allow to move for some time solving of the problem without eliminating the causes of it, or lead to the disruption of activities. Obviously, mastering of constructive or non-constructive ways to solve different life situations differently affect the further development of the individuality of young person. The presence of constructive ways enhances person's positive potential, promotes self-confidence, a sense of competence and self-worth, leading to the formation of important volitional qualities – self-control and self-regulation. Therefore, during the correction of self-concept among adolescents psychologist should specifically teach them effective ways of behavior in different situations.

The next challenge for correction of self-concept is the development of realistic representations of teenagers about themselves, their abilities and opportunities (“I am real me”), which will allow them adequately to assess themselves and their behavior. In the course of psychological training it is achieved in two ways – by providing the teenage group members by feedback on personal characteristics and mastering role behavior. The function of these techniques is to reduce child's egocentrism, to create an ability to see oneself and the world through the eyes of others.

Equally important is the formation among adolescents ideas about their ideal (“whom I want to be”). The value of an idea of the Me-ideal is, according to Robert Burns, to help children to “control their spontaneous impulses”, to build their behavior guided by this ideal [1]. Inconsistencies between real and ideal representation of themselves at special psychological correction work can be a positive incentive and source of motivation for teenagers' self-development.

Thus, the development of correctional program, we proceeded from the following considerations. Because the process of the correction of self-concept involves adolescents develop skills to analyze their own feelings and behavior, they can gradually raise awareness of their own personality traits, emotional states, understanding the causes of certain emotions, feelings. Consequently, the teenager begins to understand himself more deeply and more consciously for himself, which in turn contributes to self-confidence, self-esteem. Such positive changes in self-perception of teenager can actualize his ability and the need for proper acceptance of others, which is fertile ground for the development of skills of self-control of their

own emotional states and experiences, to form adequate proper behavior to the reality. Furthermore, during the correction of adolescent's self-concept, he studies to manage independently with his own mental states, feelings gradually releases from internal and external conflict, which has a positive impact on his actual behavior [3].

We have developed psychological training for correction of teenager's self-concept, it has an integrative character, placing various elements of psychotherapy and psychological techniques [2; 5].

The purpose of the program is harmonization of self-conception, ideas about oneself and self-attitude; updating and activation of processes of personal self-development; formation of skills of self-regulation of emotional states and behavior.

Tasks of the program: 1) development of skills of reflection; provide adolescents by means of self-knowledge; 2) increasing the level of self-acceptance, strengthen of self-esteem, self-confidence; 3) reduction of intrapersonal contradictions and emotional stress; formation of adequate self-esteem; 4) teaching methods of effective behavior in different life situations; 5) formation of self-motivation and self-development; learning methods of internal self-control.

When working with young teenagers the program provides functions of forming the set of psychological characteristics and qualities. Among older teens, early adolescence it decides correctional and developmental, educational and improving task.

The proposed version of the program contains 20 sessions lasting 1.5 hours, which are held once a week. The number of participants in one group – 12-16 people. Each lesson contains such things as a reflection of the previous step, analysis of homework of self-knowledge and self-development, formation of immediate objective, search and mastering the means to achieve it, stimulation of group cohesion, which should contribute to self-revelation of group-members, their trusted contact, the emergence of a sense of security of each group member. Following methods and techniques are used in the program: leader's introductory and final words, discussion, group discussion, role-playing, analyzing of situations, effective behavior training, projective drawing elements psycho-gymnastic, psychodrama, physical therapy, music therapy, relaxation techniques, self-discovery task.

We emphasize that in the group of personal self-development training psychologist has to build his work to arouse among adolescents interest to self-knowledge and self-regulation, to actualize their need for self-development, which is essential for the formation of subjectivity. The effectiveness of correctional impact will be determined by the measure of inclusion of teen in the process of correction, due to what the latter develops into a self-correction [4]. Many years of experience of the training clearly shows, that correction of self-conception enhances the understanding by adolescents their psychological characteristics; teens learn to analyze their behavior and emotions; increases their self-esteem, self-confidence; reduced level of anxiety, nervous and mental instability, aggression adolescents; the trainees acquire the skills of emotional and behavioral self-regulation.

**Conclusion.** Thus, the foregoing confirms the possibility of reducing or overcoming teenagers' internal and external conflict by correcting of self-concept, forming their skills of self-knowledge and self-regulation. The use of group

psychological training to update and enhance the processes of personal self-development of adolescents increases subjective teenager's attitude to himself and to the world, providing teens by ways of solving internal conflicts, harmonize their personality, that makes the transition of correction into self-correction, self-development and self-improvement.

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#### Світлана Кузікова

#### МОДЕЛЬ ПСИХОЛОГІЧНОЇ КОРЕКЦІЇ КРИЗИ ПІДЛІТКОВОГО ВІКУ

У статті висвітлюються основні погляди на природу внутрішніх суперечностей в підлітковому віці. Доводиться необхідність активізації процесів особистісного саморозвитку та посилення суб'єктності підлітків як умов подолання їх конфліктності. Подано авторську модель психологічної корекції підліткової кризи. Висвітлюються завдання, зміст і особливості психологічної корекції суперечностей розвитку в молодшому і старшому підлітковому віці. Обґрунтовується прогресивність корекції Я-концепції та актуалізації потреби в саморозвитку у підлітків. Постулюється, що ефективність і результативність психокорекції визначається мірою суб'єктної активності самої особистості. З'ясовуються можливості цілеспрямованого формування суб'єкта саморозвитку шляхом навчання підлітків методів самопізнання, самоаналізу, саморегуляції. Розглядаються умови організації системи корекційних впливів,

необхідних для формування в підлітків здатності до саморозвитку, переведення корекції в самокорекцію.

**Ключові слова:** психологічна корекція, конфлікт, внутрішні суперечності, самосвідомість, Я-концепція, самопізнання, самооцінка, почуття власної гідності, саморегуляція, саморозвиток, суб'єкт саморозвитку, тренінг особистісного саморозвитку.

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**Леонид Левит**

Центр психологического здоровья и образования (Минск, Беларусь)

leolev44@tut.by

### **ЭВДЕМОНИЗМ ПРОТИВ ЭКЗИСТЕНЦИАЛИЗМА: ЕЩЕ РАЗ О ЦЕННОСТЯХ И СМЫСЛЕ ЖИЗНИ**

*В статье рассматриваются сходство и различия в подходах к обретению смысла жизни со стороны экзистенциализма В. Франкла и эвдемонизма. Для иллюстрации положений последнего используется «Личностно-ориентированная концепция счастья», разработанная автором. Показано, что придание В. Франклом статуса ценностей приятным переживаниям служит парадоксальным доказательством гедонистической направленности логотерапии. Представление о ценностях отношения как «высших» никак не подтверждается эмпирически и может оказаться антитерапевтическим в консультативной работе психолога.*

**Ключевые слова:** экзистенциализм, ценности, эвдемонизм, самореализация, счастье, эгоизм, личностная уникальность.

**Введение.** В настоящей статье мы хотели бы провести сопоставление некоторых понятий экзистенциального направления, возглавляемого Виктором Франклом, с основными принципами эвдемонизма – течения древнегреческой философии и современной позитивной психологии, занятого изучением уникального человеческого потенциала и его реализации [2; 8]. Необходимость сравнительного анализа диктуется не только определенным сходством обеих научных традиций, но и важными различиями, которые никогда ранее не акцентировались – в том числе и в связи с малой представленностью русскоязычному читателю исследований эвдемонии как образа жизни, а также позитивной психологии в целом. Обсуждение будет проводиться с использованием категориального аппарата авторской теоретической концепции.

**Личностно-ориентированная концепция счастья: краткое описание.** В 2006-2012 гг. нами была разработана «Личностно-ориентированная концепция счастья» (ЛОКС), в которой самореализация индивида, достижение им осмысленной, полноценной жизни описываются через взаимодействие двух систем – «Личностной Уникальности» (ЛУ) и «Эгоизма» (ЭГ). Каждая система состоит из 4-х уровней, соответствующих (снизу вверх) «организму», «индивиду», «личности» и «индивидуальности». Одновременно с этим, каждый уровень представляет собой определенный