

психофизиологического дифференциального подхода к определению стрессоустойчивости личности представителей различных социальных групп.

Ключевые слова: механизмы психосоциального стресса, факторы психоэмоционального стресса, стрессоустойчивость личности, индивидуальная адаптивность в условиях хронического психоэмоционального стресса.

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PSYCHOSOCIAL STRESS: FACTORS AND PERSONALITY DETERMINANTS

The paper describes physiological mechanisms of initiation of psychosocial stress and its main factors, also it highlights the key determinants of emotional stress in the concept of individual typological characteristics of personality. Personality psychological stress-resistance is determined by the individual's adaptive capacity, which depends on the nature and consequences of the general adaptation syndrome, adaptability or disadaptability of personality. The authors emphasize the feasibility of further development of diagnostic tools to determine the psychological individual and typological features of stress-reactivity of the person in the conditions of acute and chronic psychosocial stress among representatives of various social groups in accordance with the existing stressful situations and specific professional activity. The original authors' methods of psychological expertise for determining the individual characteristics of adaptability in conditions of chronic psychosocial stress were presented. The authors justify feasibility of using psychophysical differentiated approach to the definition of stress-resistance of personality of different social groups representatives.

Keywords: mechanisms of psychosocial stress, emotional stress factors, personality stress-resistance, individual adaptability in conditions of chronic emotional stress.

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CONCEPTUAL PECULIARITIES OF THE FACILITATIVE POTENTIAL THEORY

The article touches upon main approaches to the facilitative ability study. The key provisions of the facilitative potential theory through the prism of the systematic approach have been examined. It has been proved that the working out of the facilitative potential conception allows integrating existing scientific views on the issues of the facilitative ability into a single system that contains potential and actualizing features.

Key words: facilitative ability, facilitation, facilitative potential of a person, the facilitative potential conception.

Nowadays the rapid changes in the social development of society aggravated the problem of the facilitative ability, which is one of the leading ones in humanization of human activity. An analysis of studies has proved that problems of the facilitative ability are the subject of cognition of psychology, pedagogy, philosophy, physiology and other sciences (P. Adair, O. S. Andreev, T. Bentley, M. Berry, V. M. Bekhterev, I. T. Bogdan, O. G. Vrublyovska, S. Downing, P. V. Lushin, J. Mill, V. Strobe, R.V. Ovcharova, T. O. Fil, D. Hunter, R. Schwartz.). However, there is a lack of researches de-

voted to existing conceptual approaches to this phenomenon, as well as to a complex definition and evaluation of the facilitative potential as a systemic characteristic of a person.

A special scientific interest in problems of the facilitative potential is based on its versatility, interdisciplinary status, significant social request, search for the facilitation direction in solving different problems. A high actuality of the facilitative potential cognition is determined by: studies on the psychological characteristics of people as a reflection of social processes

in the world community, which are in constant dynamic self-motion and development (G. O. Ball, O. F. Bondarenko, J. P. Virna, S. D. Maksymenko, T. M. Tytarenko, et al.); disclosure of multi aspects of human resources which are a prerequisite for identification of certain psychological qualities that can provide deep and multipronged transformations of personal and social character (G. M. Brevde, Yu. O. Vlasenko, D. O. Leontiev, A. G. Maklakov, I. P. Manoha, V. M. Markov, V. M. Poholsha, G. L. Tulchynskyi, et al.); recognition of the importance of facilitation in education (R. S. Dimuhametov, O. I. Dimova, O. V. Kozina, O. O. Mayer, G. V. Mezhyzna, S. Ya. Romashina, T. N. Sorochan, L. I. Timonina, and others), psychological help (I. M. Avdyeyeva, O. F. Bondarenko, P. V. Lushyn, R. V. Ovcharova, K. Rogers, et al.), social and psychological support in the formation of group interaction (K. Hogan, E. Shtoyer, S. Downing, S. Choice), etc.

The relevance of the research issues is reliably determined by the presence of certain interconnected and interrelated contradictions: between a growing social demand for professionals with a developed facilitative ability (especially in socio-economic professions) and the lack of its provision by educational institutions; between the accumulated knowledge on various aspects of the implementation of the facilitative influence and the degree of scrutiny of human potential needed for its realization; between the need to create a model of the facilitative potential of a person and the lack of theoretical and empirical development of this problem; between a pressing need to identify specific areas of formation and development of facilitative qualities of a human and insufficient scientific and practical abilities of this field.

Overall, an analysis of scientific papers on the given problem shows that despite a growing number of studies on the facilitative ability there is still a lack of certainty of conceptual approaches to the cognition of its content, contradictions in understanding peculiarities of the corresponding potential. Thus, the purpose of the study is a synthesis and analysis of existing data on the facilitative ability, their relationships with the conceptual provisions of the facilitative potential theory.

The literature analysis has shown that the facilitative ability directly or indirectly (in terms of various aspects of help, behavior, morality, communication, etc.) is being studied in many sciences. For example, in psychology the information regarding facilitation is present in various fields, particularly in social (R. Zayons, D. Mayers, D. Michaels, W. Mede, M. M. Obozov, F. Allport, N. Triplet, P. Hunt, D. Hillerri, et al.), general, educational and age (O. G. Vrublyovska, O. O. Kondrashyhina, O. O. Levchenko, T. M. Udina, T. O. Fil, et al.), psychotherapy and psychological counseling (M. Bowen, F. Burnard, K. Rogers, N. Rogers, et al.). Facilitation is especially widely studied in pedagogy (O. I. Dimova, R. S. Dimuhametov, O. V. Kozina, O. O. Mayer, G. V. Mezhyzna, I. Ya. Pundyk, S. Ya. Romashyna,

L. I. Timonina, et al.) and more concretely in teaching certain subjects: foreign languages (S. S. Butko, V. Ye. Sumina, G. O. Shotska, O. P. Shevchenko, et al.), physical culture (N. A. Aksyonova, N. A. Glushkova, T. V. Kolevatova), in correctional pedagogy (M. M. Smirnova), in postgraduate education (O. O. Samsonova, T. M. Sorochan) or at the intersection of various sciences, such as philosophy, psychology and pedagogy (O. M. Poddyakov), etc.

Basically the facilitative ability was studied as a capability or its part, manifested in a particular activity (M. O. Aminov, O. I. Vlasova, O. G. Vrublyovska, O. I. Dimova, O. O. Kondrashyhina, M. V. Molokanov, et al.), specific activity (I. M. Avdyeyeva, R. S. Dimuhametov, I. V. Kovaliova, O. O. Levchenko, O. O. Maslova, N. V. Nosova, O. V. Pushkina, G. S. Savolainen, V. Ye. Sumina, et al.), personal (professional and personal) trait, quality and property of the individual (L. Yu. Volkova, I. V. Zhyzhyna, K. Rogers, et al.), specific communication, a form of interaction (S. O. Borysiuk, O. G. Vrublyovska, G. V. Dubovska, A. I. Karyaka, L. B. Polosova, V. P. Tremiasova, et al.). Ascertained characteristics of the facilitative ability and features of the process of facilitation (V. V. Abramov, G. V. Dubovska, M. M. Smirnova, V. P. Tremiasova, T. M. Udina), specificity of formation (development) of the facilitative ability (S. O. Borysiuk, L. Yu. Volkova, O. I. Dimova, I. V. Zhyzhyna, O. O. Kondrashyhina, O. O. Levchenko, O. O. Maslova, O. V. Pushkina, et al.) etc. were also focused on.

The analysis of views on the facilitative ability enables to establish the main trends in its cognition. The facilitative ability was considered as a phenomenon of relations, in particular, humane ones between a teacher and a pupil (G. V. Dubovska, I. M. Lytvyn, V. P. Tremiasova, A. V. Khomenko, et al.), a facilitative interaction, a type of educational interaction (I. M. Avdieieva, S. O. Borysiuk, O. O. Levchenko, et al.); as a personal feature that determines the presence of certain characteristics, in particular, the facilitative orientation (O. O. Maslova), facilitative competence (O. O. Levchenko, O. Yu. Parunova, T. M. Sorochan, S. G. Stepanov). The facilitative ability was studied as a power of influence on the object, supporting style of social relations (M. O. Aminov, M. V. Molokanov); as a specific phenomenon that occurs and is manifested in communication: a particular style of communication, its specific function (S. S. Butko, V. Ye. Sumina, I. Ya. Pundyk, O. V. Pushkina, et al.); as a characteristic of the occupational status, effectiveness, readiness: the facilitative ability was analyzed as a part of personal preparedness syndrome for practical psychologists-professionals (I. T. Bogdan, B. P. Yakovliev), the willingness of a teacher to realize a facilitative activity (N. V. Nosova, T. O. Fil); as a phenomenon that contributes to human development, encourages it: it is a motivating and stimulating power of personal

development (I. Ya. Pundyk,) promotes development of all participants of facilitation (D. Byudzhenal, R. May, K. Rogers, V. Frankl et al.). Certain facilitating conditions (K. Rogers, N. Rogers, V. Ye. Sumina, et al.), psychological peculiarities of a facilitator (F. Verihey, A. Kaiser, K. Rogers, V. Taylor, D. Hunter, R. Schwartz, et al.) were also investigated. It should be noted that there is a limited amount of works, in which the opposite quality, i.e. the inhibiting ability is examined (M. O. Aminov, O. M. Poddyakov, L. B. Polosova, et al.).

A generalized analysis of these and other studies indicates the diversity of interpretations of the phenomenon of facilitative ability. In the definition of «facilitative ability» the focus is put on different issues – on creating the right conditions, the presence of the facilitator's specific qualities, the process of developing interaction itself and so on. Despite contradictions in the analyzed definitions, a common feature is emphasis on the character of impact on another person, the latter gives reason to understand under the facilitative ability promotion, help in personal development.

According to the review of theoretical and methodological foundations of the phenomenon of facilitative ability some basic approaches which are relevant for the author's research have been distinguished. First of all, the humanistic or existential-humanistic approach should be mentioned (D. Byudzhenal, D. Espi, R. May, F. Roebuck, K. Rogers). The activity approach prevails in the works of psycho-pedagogical orientation (O. I. Vlasova, O. I. Dimova, R. S. Dimuhametov, I. V. Zhyzhyna, I. V. Kovalyova, O. O. Maslova, N. V. Nosova, O. V. Pushkina, G. S. Savolaynen, M. M. Smyrnova). The interactional approach is particularly noticeable in the works, the subject of which includes certain aspects of social psychology (S. O. Borysiuk, G. V. Dubovska, V. P. Tremiasova, et al.). The personal-oriented (V. Ye. Sumina, A. I. Kariaka, et al.), subjective (I. M. Avdieieva, O. O. Levchenko, et al.) approaches are also used. However, there are single works devoted to the facilitative ability study, which are grounded on certain concepts – for example, transactional analysis (Frantses and Roland Bee) and others.

In the given study the facilitative potential is examined from the viewpoint of the systematic approach (V. O. Barabanschikov, V. O. Hansen, B. F. Lomov, E. G. Yudin, et al.) that enables integration of data, obtained by using different scientific approaches in a single system, cognition of those aspects that have never been studied before, determination of general ways of corresponding theoretical, empirical and practical work.

The investigations on the facilitative ability have proved that there are certain kinds of facilitation depending on the areas of manifestation, involvement in activities, specificity of personality changes of a facilitator and a person being facilitated, the process of facilitation itself. In particular, there are pedagogical (social and pedagogical) facilitation (S. O. Borysiuk, O. A. Halitsan, A. I. Karyaka, V. M. Kvass,

O. O. Levchenko, I. Ya. Pundyk, O. V. Pushkina, G. S. Savolaynen, L. I. Timonina), extreme (S. Hays), therapeutic (M. Bowen), psychological (R.V. Ovcharova), ecological (P. V. Lushyn), rehabilitation (M. M. Smyrnova) and others. According to the nature of activity and orientation of facilitative influences there are basic, developing (V. V. Abramov, S. Downing, C. Crumpecker), passive (active) self-facilitation (A. Bailey, D. Hunter, B. Taylor) and so on. Some authors (S. O. Borysiuk, A. V. Guryanova, O. O. Maslova, O. M. Poddyakov, L. B. Polosova, et al.) use the term «facilitation» without specifying «social» or «socio-psychological». In psychology the facilitative ability is always studied as a quality that characterizes a human in the social environment (O. S. Andriev, O. G. Vrubliovska, O. O. Kondrashykhina, K. Rogers, N. Rogers, G. S. Savolaynen, et al.). Due to the scientific facts mentioned above it is possible to use the term «facilitative ability» and its derivatives without specifying «social» or «socio-psychological».

A facilitative impact is impossible without the presence of individual resources, the ability to implement it. On this occasion, K. Rogers noticed that humans have the ability and tendency, if not explicit, but the potential, to move forward to promote another. In the positive psychological climate this tendency is released and becomes not a potential, but actual. The relevance of studying the facilitative potential of a person is obvious, though this issue is not paid a proper attention to in modern psychology. Conducted researches have indicated that it is the facilitative potential that enables to accumulate a characteristic feature of a person which determines the measure of such an impact on others; system of values, intentions, senses, based on which the facilitative activity is performed and regulated; complex of personal abilities, capabilities that allow to change techniques of actions optimally according to the change of conditions, gain new knowledge and skills of facilitative interaction; a system of personal characteristics that contribute to the implementation of the facilitative influence.

It should be noted that within the research of potential abilities of a person different scientists studied certain types of their potential: personal (G. M. Brevde, L. M. Habdullina, D. O. Leontiev, A. Maslow, G. L. Tulchynsky,) adaptive (A. M. Bogomolov, A. G. Maklakov), creative (D. B. Bohoyavlenska, O. G. Stepanova, Ye. L. Yakovlieva, et al.), intellectual (J. A. Balakshyna, V. M. Druzhynin, Ye. F. Rybalko), managerial (T. R. Grebenyuk, G. A. Soloveitchik, A. G. Shmelyov, et al.), behavioral (Ya. Ye. Kalba), leadership (T. V. Medvedieva), self-actualizing (S. O. Nalichayeva), innovative (Yu. O. Vlasenko), communicative (V. M. Poholsha, I. V. Riabets, K. Yu. Savchenko, S. V. Tereshchuk), corporal (A. Yu. Rozhdestvenskiy), social (O. I. Vlasova), existential (I. P. Manoha) and others. Some data on different kinds of certain groups and communities' potential are available, too – for example, the spiritual-creative potential of the

students (V. Verbets), the cultural potential of the collective (A. A. Kudrina), the educational potential of families (T. V. Kravchenko) and so on.

A comparative analysis of major trends in the facilitative ability structuring and its manifestations, views on potential characteristics of a human and their content characteristics, information on the complex nature of determination and procedure of the process of facilitation became the basis for development of the concept of the facilitative potential of a person, that is an integral unity of actualizing and resourceful constituents. The actualizing one includes value-sense, need-motivational and behavioural components. Accordingly, they set indicates that improvements are another value for the individual, the meaning of life is seen not only in their own pleasures, but also in developing the impact on others, a need to promote their active help in personal growth and more. This approach is actualizing component responsible for the deployment, display component resources towards promoting the other. This also applies to the aggregate resources of emotional, cognitive and volitional characteristics that occur in capacity, the ability to influence another person. This conceptual vision allows you to know this as a manifestation of psychological quality of the facilitative potential of the individual. This quality is different from the features, less resistant properties, as updated during the conscious, purposeful fasylyatynnoi activities. It can be «rolled up» to become latent - a potential move in periods when there is a request to the service of others. The same can be noted on the inhibiting ability, which is the reverse side of the facilitative ability, that influence the opposite direction. The facilitative ability and fact and may be in the inhibiting ability potential and actualized state, because they can be regarded as a potential and quality.

It should also be mentioned that facilitation is a mutual process, people who support others get the most support (K. Rogers). The analysis of the conducted studies has shown that facilitation is: an area of everybody's potential formation on condition of mutual development (O. Mayer, G.V. Mezhyina, S.Ya. Romashyna), a two-facet process of mutual interaction of communication subjects (O.M. Shakhmatova), it is characterized by a focus on a group / a member and on one's own development (R. and F. Bee), including oneself, the others or the activity process (O. O. Maslova). The postulate concerning the two-facet, bilateral direction of facilitation can also be found in manifestations of its overall function. Accordingly, contribution to another person's development - the facilitation (focus on the another) manifests itself in the development of the very facilitator as well, i.e. it is directed at itself (mutual facilitation effect). This statement is fair also for the opposite side of this phenomenon – the inhibiting ability.

An analysis of existing studies helped to find out that production center of the facilitative and inhibiting abilities is the potential manifestations of these phenomena, which

consists of resourceful and actualizing components. The resourceful component is a zone of intersection, because the ability to influence on another person's abilities which contribute to this process are predominantly the same. It is only the actualizing component that differentiates the facilitative and inhibitive potentials, i.e. individual's values, senses, needs. Such a vision of the correlation of the facilitative / inhibiting ability can be found also in the works of O.M. Poddiakov who pointing out that the contribution and counteraction on many parameters are opposite to each other, stresses out the features they have in common: "Both effective support and effective counteraction to development require fluent (artistic, creative) mastery of the area in which they are carried out, along with a high level of social creative thinking. Both counteracting and support assume the ability to consider (although together with other objectives) needs, interests and goals of another person, his individual characteristics and strategies that he uses" [1].

Analyzing the facilitative or inhibiting ability it is important to consider not only the result but also the mechanisms, factors and goal interaction. In particular, the impact is often facilitative for goals, but the result failed. In this case, it is not inhibiting impact, and the facilitation which not only achieved its goal but also caused negative side effects. The benefits that a person can feel afterwards can be explained not so much the effect of facilitation as the ability of the individual to process his experiences, to judge, to acquire certain knowledge and eventually turn them to their advantage, that is actually talking about autofacilitation how to help yourself in development. Such our position to some extent consistent with the results of individual studies of O.G. Vrubbyovska, L.A. Kaskyeyeva, O.M. Poddiakov, L.B. Polosova et al. After all, if the result is injury facilitation, which must «heal» over the years, the facilitative activities can not be considered successful. On this occasion, R.S. Dimuhametov introduced the term «negative facilitation» – as such that causes a person psychological barriers, facilities and so on. Based on the consideration ratio of the facilitative and inhibiting ability not appropriate to consider introducing a special term for the result of a failed activity.

We considered only the conscious aspects of facilitation and inhibition, although it does not mean leveling significance of the unconscious constituent, especially noticeable in actions aimed at creating obstacles to personal development. Thus, an inhibiting action always creates obstacles in the development of another person consciously and purposefully, and a facilitative influence is a conscious and purposeful promotion of personal development. The result (success) depends on the specific of the facilitative or inhibiting influence and mental characteristics of the object of influence. The importance of consciousness in the process of facilitation is emphasized by various researchers. D. Hunter, A. Bailey, B. Taylor even used the metaphor of dance: «... Facilitation is like a dance, if you dance unconsciously, you can falter on the tune and fall» [3].

Generalization of existing information on the manifestation areas of the facilitative potential has allowed to

distinguish an open list of areas in which people can exercise such an influence. From the practical point of view, the most highly demanded areas are: training and education, psychotherapy and counseling, family, professional, friendly relations and outrole contacts. Conditionality of the selected areas of the facilitative ability means a possibility of simultaneous realization of the facilitative potential with a certain predominance in several of them. Researchers of the facilitative ability, including C. Hogan (2002), share a similar view, noting that facilitation is manifested in many organizations, education, therapeutic and social work, development of rural communities, feminist movement and movements for peace, mediator practices, methods of restorative justice, fields of research, management, etc. In addition, it has been found that areas of the facilitative ability differ according to the level of formalization of relations between a facilitator and subjects that significantly affects the process of developing interaction [2].

Based on the analysis of existing models of the facilitative ability some basic approaches to the disclosure of their constituents and principles of action have been established. In the foreign psychology the proposed models are of an applied nature. There are constructs in which facilitation is mainly based on skills (available qualification) and template by its style (I. Bens, E. Steuer, L. Hart, et al.), or grounded on theories and provided by solutions for specific cases (T. Bentley, J. Heron, R. Schwarz, et al.). However, there are also concepts, which stress the specific relationships, qualities and the presence of the facilitator (M. Berry, C. Rogers, N. Rogers, et al.). Except emphasizing the presence of humanistic qualities of a facilitator the severity of certain leadership characteristics is indicated as well (Lois B. Hart, R. Schwarz, J. Van Maurik, F. Warihay, et al.). Scientific schools, created on the territory of former Soviet states, offer multi-vector models of the facilitative ability based on activity (R.S. Dimuhametov, O.V. Pushkina), humanistic (O.O. Mayer, S.Ya. Romashina), subjective (I.M. Avdyeyeva) paradigms, etc. An expressive feature of

the vast majority of available models is the identification and detailed study of stages of the facilitation procedure (V.V. Abramov, S.Ya. Romashina, A. Bailey, D. Hunter, B. Taylor, D. Wardale, F. Warihay, et al.).

A theoretical and methodological analysis of the literature and the author's own elaborations have given an opportunity to define the place of the facilitative potential conception in the context of existing theoretical and empirical researches and ground its consideration as an integral personal characteristic that determines the specific developmental impact on others. It has been established that the facilitative potential is characterized by a systemic integrity, relative structural and functional independence with its core – the sense-value element. The facilitative and inhibiting abilities can be both in potential and actualizing states, so they can be considered as a potential and quality. The facilitative potential of a human has got difficult interrelations with their inhibiting side, the actualizing constituent is what distinguishes them.

The facilitative ability is shown to be an integral psychological quality of a person which declares itself in promotion, help in human development and is a manifestation of the facilitative potential as a totality of individual and psychological characteristics that make the process of facilitation effective. The facilitative ability is actualized in the period of conscious activity and can «roll up», become the latent quality, and transform into the potential in those periods when there is no request for assistance in the development of another. A facilitative action always supposes a conscious and deliberate promotion of the individual development and an inhibiting one – creating obstacles to development. The result (success) depends on the specific of the facilitative or inhibiting influence and mental characteristics of the object of influence (the ability to learn from every experience and resist impact, sustainability to traumatic, frustrating or other factors, etc.). Development the facilitative potential conception allows integrating existing scientific views on the issues of the facilitative ability into a single system that contains potential and actualizing features.

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КОНЦЕПТУАЛЬНІ ОСОБЛИВОСТІ ТЕОРІЇ ФАСИЛЯТИВНОГО ПОТЕНЦІАЛУ ОСОБИСТОСТІ

У статті показано різноманітність існуючих поглядів на проблематику фасилітації в психології, педагогії, філософії, фізіології, психотерапії. Встановлено, що вивчення потенційних можливостей людини в основному відбувалося шляхом дослідження певних видів потенціалу особистості (творчий, інтелектуальний, особистіс-

ний, адаптаційний, інноваційний, самоактуалізаційний та ін.). Відповідно, дослідженню фасиліативності як потенційної латентної характеристики в палітрі потенційних характеристик особистості належної уваги не приділялося. Проводився також розгляд певних видів фасилітації (психологічна, педагогічна, терапевтична, реабілітаційна, екологічна, негативна та ін.), етапів і специфіки протікання процесу фасилітації в умовах певної діяльності. Фасиліативність ж розглядалася як властивість особистості, здатність, професійна або особистісна якість, феномен взаємодії, спілкування, стиль соціальних відносин, характеристика спрямованості особи тощо. У дослідженні феномен фасиліативності представлений через розгляд основних положень створеної концепції фасиліативності потенціалу особистості. У статті висвітлено теоретичні та методологічні питання концептуалізації та емпіричного вивчення фасиліативності потенціалу особистості як інтегральної єдності актуалізаційної та ресурсної складових, які в сукупності характеризуються ступенем вираженості ціннісно-смыслового, потребностно-мотиваційного, поведінкового, емоційного, когнітивного та волевого компонентів. Саме така інтегральна єдність структурних складових забезпечує ефективність фасиліативності впливу, що включає також конкретну сферу його реалізації, задіяння особистісних механізмів, облік і оцінку ситуаційних чинників, що мають безпосереднє значення в прогнозуванні процесу фасилітації. Фасиліативність як прояв відповідного потенціалу особистості актуалізується в період усвідомленої діяльності і може «згоратися», ставати латентною якістю, переходити в потенціал у ті періоди, коли немає запиту на допомогу в розвитку іншого. Фактично і фасиліативність, і протилежна їй якість – інгібітність, можуть перебувати в потенційному і актуалізованому стані, тому їх доцільно розглядати і у вигляді потенціалу, і у вигляді якості особистості. Показано, що серед наукових підходів наразі найбільш значимими, помітними є екзистенційно-гуманістичний, особистісно-орієнтований, діяльнісний, інтеракціоністський, системний, суб'єктний. Розглянуто переваги системного підходу, що дозволяє інтегрувати відомості, отримані за допомогою різних наукових підходів, в єдину систему. Доведено, що розробка концепції фасиліативності потенціалу особистості дозволяє інтегрувати існуючі наукові погляди щодо проблематики фасиліативності в єдину систему, що містить як потенційні характеристики, та і актуалізовані.

Ключові слова: фасиліативність, фасилітація, фасиліативний потенціал особистості, концепція фасиліативності.

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КОНЦЕПТУАЛЬНЫЕ ОСОБЕННОСТИ ТЕОРИИ ФАСИЛИАТИВНОГО ПОТЕНЦИАЛА ЛИЧНОСТИ

В статье показано разнообразие существующих воззрений на проблематику фасилитации в психологии, педагогике, философии, физиологии, психотерапии. Установлено, что изучение потенциальных возможностей человека в основном происходило путем исследования определенных видов потенциала личности (творческий, интеллектуальный, личностный, адаптационный, инновационный, самоактуализационный и пр.). Соответственно, исследованию фасилитивности как потенциальной, латентной характеристике в палитре потенциальных характеристик личности должного внимания не уделялось. Проводились также рассмотрение определенных видов фасилитации (психологическая, педагогическая, терапевтическая, реабилитационная, экологическая, негативная и др.), этапов и специфики протекания процесса фасилитации в условиях определенной деятельности. Фасилитивность же рассматривалась как свойство личности, способность, профессиональное либо личностное качество, феномен взаимодействия, общения, стиль социальных отношений, характеристика направленности личности и пр. В данном исследовании феномен фасилитивности представлен через рассмотрение основных положений созданной концепции фасилитивного потенциала личности. В статье освещены теоретические и методологические вопросы концептуализации и эмпирического изучения фасилитивного потенциала личности как интегрального единства актуализационной и ресурсной составляющих, в совокупности характеризующихся степенью выраженности ценностно-смыслового, потребностно-мотивационного, поведенческого, эмоционального, когнитивного и волевого компонентов. Именно такое интегральное единство структурных составляющих обеспечивает эффективность фасилитивного влияния, включающего также конкретную сферу его реализации, задействование личностных механизмов, учет и оценку ситуационных факторов, имеющих непосредственное значение в прогнозировании процесса фасилитации. Фасилитивность как проявление соответствующего потенциала личности актуализируется в период осознанной деятельности и может «сворачиваться», становиться латентным качеством, переходить в потенциал в те периоды, когда нет запроса на помощь в развитии другого. Фактически и фасилитивность, и противоположное ей качество – ингибитность, могут находиться в потенциальном и актуализированном состоянии, поэтому их целесообразно рассматривать и в виде потенциала, и в виде качества личности. Показано, что среди научных подходов на данный момент наиболее значимыми, заметными являются экзистенциально-гуманистический, личностно-ориентированный, деятельностный, интеракционистский, системный, субъектный. Рассмотрены преимущества системного подхода, позволяющего интегрировать сведения, полученные с помощью разных научных подходов в единую систему. Доказано, что разра-

ботка концепції фасиліативного потенціала особистості дозволяє інтегрувати існуючі наукові погляди стосовно проблематики фасиліативності в єдину систему, що містить як потенціальні характеристики, так і актуалізовані.

Ключевые слова: фасиліативність, фасилітація, фасиліативний потенціал особистості, концепція фасиліативності.

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