ISSN 2579-2903

ԳԻՏՈՒԹՅՈՒՆՆԵՐԻ ԱԶԳԱՅԻՆ ԱԿԱԴԵՄԻԱ
НАЦИОНАЛЬНАЯ АКАДЕМИЯ НАУК РЕСПУБЛИКИ АРМЕНИЯ
NATIONAL ACADEMY OF SCIENCES OF THE REPUBLIC OF ARMENIA

ԳԻՏԱԿՐԹԱԿԱՆ ՄԻՋԱԶԳԱՅԻՆ ԿԵՆՏՐՈՆ
МЕЖДУНАРОДНЫЙ НАУЧНО-ОБРАЗОВАТЕЛЬНЫЙ ЦЕНТР
INTERNATIONAL SCIENTIFIC-EDUCATIONAL CENTER

ԿԱՉԱՌ

ԳԻՏԱԿԱՆ ՊԱՐԲԵՐԱԿԱՆ

КАЧАР

НАУЧНОЕ ПЕРИОДИЧЕСКОЕ ИЗДАНИЕ

KATCHAR

SCIENTIFIC PERIODICAL

2

ԵՐԵՎԱՆ-2024

ԳԻՏՈՒԹՅՈՒՆՆԵՐԻ ԱԶԳԱՅԻՆ ԱԿԱԴԵՄԻԱ
НАЦИОНАЛЬНАЯ АКАДЕМИЯ НАУК РЕСПУБЛИКИ АРМЕНИЯ
NATIONAL ACADEMY OF SCIENCES OF THE REPUBLIC OF ARMENIA

ԳԻՏԱԿՐԹԱԿԱՆ ՄԻՋԱԶԳԱՅԻՆ ԿԵՆՏՐՈՆ
МЕЖДУНАРОДНЫЙ НАУЧНО-ОБРАЗОВАТЕЛЬНЫЙ ЦЕНТР
INTERNATIONAL SCIENTIFIC-EDUCATIONAL CENTER

ԿԱՉԱՌ
ԳԻՏԱԿԱՆ ՊԱՐԲԵՐԱԿԱՆ

КАЧАР
НАУЧНОЕ ПЕРИОДИЧЕСКОЕ ИЗДАНИЕ

KATCHAR
SCIENTIFIC PERIODICAL

2

ԵՐԵՎԱՆ-2024

Երաշխավորվել է տպագրության ՀՀ գիտությունների ազգային ակադեմիայի գիտակրթական միջազգային կենտրոնի գիտական խորհրդի կողմից

Рекомендовано к печати Ученым советом Международного научно-образовательного центра Национальной Академии наук РА

Recommended by the Scientific Council of the International Scientific-Educational Center of NAS RA

© ՀՀ գիտությունների ազգային ակադեմիա,
Գիտակրթական միջազգային կենտրոն, 2024

ԽՄԲԱԳՐԱԿԱԶՄ
РЕДАКЦИОННАЯ КОЛЛЕГИЯ
EDITORIAL BOARD

Խմբագրական խորհրդի նախագահ
Արմեն Սարգսյան, տնտեսագիտության թեկնածու

Գլխավոր խմբագիր
Նաիրա Հակոբյան, հոգեբանական գիտությունների դոկտոր, պրոֆեսոր

Պատասխանատու քարտուղար
Նարինե Վարդանյան, բանասիրական գիտությունների թեկնածու, դոցենտ

Հայերենի խմբագիր՝ **Նարինե Վարդանյան**
Անգլերենի խմբագիր՝ **Արտավազդ Դաբաղյան**
Ռուսերենի խմբագիր՝ **Լաուրա Մելիքյան**

Տեխնիկական խմբագիր՝ ***Մանանա Ենոքյան***

ԽՄԲԱԳՐԱԿԱՆ ԽՈՐՀՈՒՐԴ՝

Արմեն Սարգսյան՝	տնտեսագիտության թեկնածու
Կարեն Խաչատրյան՝	պատմական գիտությունների դոկտոր, պրոֆեսոր
Հայկ Պետրոսյան՝	մանկավարժական գիտությունների դոկտոր, պրոֆեսոր
Աստղիկ Փեփոյան՝	կենսաբանական գիտությունների դոկտոր, պրոֆեսոր
Աննա Աբաջյան՝	բանասիրական գիտությունների դոկտոր, պրոֆեսոր
Նաիրա Այվազյան՝	կենսաբանական գիտությունների դոկտոր, պրոֆեսոր
Ջոն Սարգսյան՝	բժշկական գիտությունների դոկտոր, պրոֆեսոր
Աշոտ Խաչատրյան՝	իրավաբանական գիտությունների դոկտոր, պրոֆեսոր
Անի Քալաջիան՝	գիտությունների դոկտոր հոգեկան առողջության ոլորտում (ԱՄՆ)
Դավիթ Պիպոյան՝	սննդագիտության դոկտոր (Իտալիա)

Ղազար Գալոյան՝ երկրաբանական գիտությունների թեկնածու, Տիեզերքի մասին գիտությունների դոկտոր (Ֆրանսիա)
Աննա Մարիա Թամմարո՝ տեղեկատվական գիտությունների թեկնածու (Իտալիա)
Նիկոլո Մերենդինո՝ գիտությունների թեկնածու սննդի կենսատեխնոլոգիայի ոլորտում (Իտալիա)
Ջիակոմո Բրանկա՝ գիտությունների թեկնածու գյուղատնտեսության քաղաքականության ոլորտում (Իտալիա)
Ալեսսանդրո Բուֆալինի՝ իրավաբանական գիտությունների թեկնածու (Իտալիա)
Տիգրան Զարգարյան՝ տեխնիկական գիտությունների թեկնածու, դոցենտ
Կարեն Սարգսյան՝ տնտեսագիտության թեկնածու, դոցենտ
Մերի Սարգսյան՝ բանասիրական գիտությունների թեկնածու, դոցենտ
Գոհար Գրիգորյան՝ բանասիրական գիտությունների թեկնածու, դոցենտ
Քսենյա Հակոբյան՝ բանասիրական գիտությունների թեկնածու, դոցենտ
Մարիաննա Ավետիսյան՝ հոգեբանական գիտությունների թեկնածու, դոցենտ
Աննա Խաչատրյան՝ հոգեբանական գիտությունների թեկնածու, դոցենտ
Նաիրա Համբարձումյան՝ բանասիրական գիտությունների թեկնածու, դոցենտ
Կարինե Ավետիսյան՝ քիմիական գիտությունների թեկնածու, դոցենտ
Միրա Անտոնյան՝ սոցիոլոգիական գիտությունների թեկնածու, դոցենտ
Լիլիթ Ղազանչյան՝ իրավաբանական գիտությունների թեկնածու, դոցենտ
Հրաչյա Ասցատրյան՝ տեխնիկական գիտությունների թեկնածու
Լիլիթ Սահակյան՝ աշխարհագրական գիտությունների թեկնածու

Председатель редакционной коллегии
Армен Саргсян, кандидат экономических наук

Главный редактор
Наира Акопян, доктор психологических наук, профессор

Ответственный секретарь
Нарине Варданян, кандидат филологических наук, доцент
Редактор армянского текста **- Нарине Варданян**
Редактор английского текста **- Артавазд Дабагян**
Редактор русского текста – **Лаура Меликян**
Технический редактор ***- Манана Енокян***

РЕДАКЦИОННАЯ КОЛЛЕГИЯ

Армен Саркисян	кандидат экономических наук
Карен Хачатрян	доктор исторических наук, профессор
Гайк Петросян	доктор педагогических наук, профессор
Астхик Пепоян	доктор биологических наук, профессор
Анна Абаджян	доктор филологических наук, профессор
Наира Айвазян	доктор биологических наук, профессор
Джон Саркисян	доктор медицинских наук, профессор
Ашот Хачатрян	доктор юридических наук, профессор
Ани Каладжиан	доктор наук о психологическом здоровье (США)
Давид Пипоян	доктор пищевых наук (Италия)
Казар Галоян	кандидат геологических наук, доктор наук о космосе (Франция)
Анна Мария Таммаро	кандидат наук об информации (Италия)
Николо Мерендино	кандидат наук по пищевым биотехнологиям (Италия)
Джиакомо Бранка	кандидат наук по сельскохозяйственной политике (Италия)
Алессандро Буфалини	кандидат юридических наук (Италия)
Тигран Заргарян	кандидат технических наук, доцент
Карен Саргсян	кандидат экономических наук, доцент
Мери Саргсян	кандидат филологических наук, доцент
Гоар Григорян	кандидат филологических наук, доцент
Ксения Акопян	кандидат филологических наук, доцент
Марианна Аветисян	кандидат психологических наук, доцент
Анна Хачатрян	кандидат психологических наук, доцент
Наира Амбарцумян	кандидат психологических наук, доцент
Каринэ Аветисян	кандидат химических наук, доцент
Мира Антонян	кандидат социологических наук, доцент
Лилит Казанчян	кандидат юридических наук, доцент
Грачья Асцатрян	кандидат технических наук
Лилит Саакян	кандидат географических наук

Chief of the Editorial Board

Armen Sargsyan, PhD in Economics

Editor–in–Chief
Naira Hakobyan, Doctor of Psychology, Professor

Executive Sectretary
Narine Vardanyan, PhD in Philological Sciences, Associate Professor
Armenian Editor **- Narine Vardanyan**
English Editor- **Artavazd Dabaghyan**
Russian Editor **- Laura Melikyan**
*Technical Editor – **Manana Yenokyan***

EDITORIAL BOARD

Armen Sargsyan	PhD in Economics
Karen Khachatryan	Doctor of History, Professor
Hayk Petrosyan	Doctor of Pedagogy, Professor
Astghik Pepoyan	Doctor of Biology, Professor
Anna Abajyan	Doctor of Philology, Professor
Naira Ayvazyan	Doctor of Biology, Professor
John Sarkissian	Doctor of Medical Sciences, Professor
Ashot Khachatryan	Doctor of Law, Professor
Ani Kalayjian	Doctor of Mental Health (USA)
Davit Pipoyan	Doctor of Food Science (Italy)
Ghazar Galoyan	PhD in Geological Sciences, Doctor of Sciences of the Universe (France)
Anna Maria Tammaro	PhD in Information Science (Italy)
Nicolo Merendino	PhD in Food Biotechnology (Italy)
Giacomo Branca	PhD in Agricultural Policy (Italy)
Alessandro Bufalini	PhD in Law (Italy)
Tigran Zargaryan	PhD in Technical Sciences, Associate Professor
Karen Sargsyan	PhD in Economics, Associate Professor
Meri Sargsyan	PhD in Philological Sciences, Associate Professor
Gohar Grigoryan	PhD in Philological Sciences, Associate Professor
Kseniya Hakobyan	PhD in Philological Sciences, Associate Professor
Marianna Avetisyan	PhD in Psychological Sciences, Associate Professor
Anna Khachatryan	PhD in Psychological Sciences, Associate Professor
Naira Hambardzumyan	PhD in Philological Sciences, Associate Professor
Karine Avetisyan	PhD in Chemical Sciences, Associate Professor
Mira Antonyan	PhD in Sociological Sciences, Associate Professor
Lilit Kazanchian	PhD in Juridical Sciences
Hrachya Astsatryan	PhD in Technical Sciences
Lilit Sahakyan	PhD in Geographical Sciences

ԲՈՎԱՆԴԱԿՈՒԹՅՈՒՆ

Հումանիտար և հասարակական գիտություններ

Նաիրա Հակոբյան, Աննա Խաչատրյան
Հետպատերազմական հասարակություն. սոցիալ–հոգեբանական բնութագրումների վերլուծություն 10
Արա Ֆիրյան, Նարինե Դավթյան
Առաջնածին և կրկնածին հղիների մոտ տագնապայնության հոգեկլինիկական բնութագիրը 28
Ռուզաննա Ժամկոցյան
Դեռահասների ինքնավերաբերմունքի և կոնֆլիկտային իրավիճակում վարքի նախընտրելի ոճի ընտրության փոխկապվածությունը 42
Վերոնիկա Գայդա
Սեռական կողմնորոշման ինքնությունը աուտիստիկ սպեկտրի խանգարումով մեծահասակների մոտ 55
Նոնա Գյուլամբարյան
Մոտիվացիայի տեսությունները և դեստրուկտիվության ֆենոմենը 63
Գոհար Գրիգորյան, Լիլիթ Մանվելյան
Համեմատության վարժությունների օգտագործումը միջմշակութային հաղորդակցական կարողություններիզարգացման համար՝ մասնագիտական նպատակներով անգլերեն լեզվի դասավանդման գործընթացում (իրավաբանական անգլերենի օրինակով) 78
Վերա Ադամյան
Մանիպուլյացիոն հնարքները Ֆ. Մ. Դոստոևսկու «Ոճիր և պատիժ» վեպում 88
Ռոբերտ Խաչատրյան, Մարիամ Մակարյան
ՀՀ բուհերում կազմակերպական մշակույթի կառավարման փոխակերպում. կառավարման մոդել 104
Անի Գրիգորյան
Պարտքի, դրա բաղադրիչների և իրացումից հասույթի հարաբերակցությունը Դիագեո ընկերությունում 122
Մխիթար Գասպարյան
Տնօրենի ժամանակավոր պաշտոնակատարի կառավարչական դերը պետական հանրակրթական ուսումնական հաստատության ռազմավարական զարգացման գործընթացում 134
Ռաֆիկ Հարությունյան
ՀՀ բանկային համակարգի կայունությունը և առկա զարգացումները հետքովիդյան շրջանում 147
Բագրատ Բագրատյան
Հայաստանի Հանրապետության Ազգային անվտանգության իրավաքաղաքական հայեցակարգային հիմքերի զարգացումները 160
Ռաֆիկ Պետրոսյան
Խմբային հուսալիությունը սոցիալական նեվրոտիզմի հոգեբանական գնահատման համատեքստում 170
Լևոն Սարգսյան, Հայկ Ավագիմյան, Գարիկ Հովակիմյան, Լիլիթ Ստեփանյան
Պատերազմի մասնակիցների սթրեսակայունության ազդեցությունը մահվան նկատմամբ վերաբերմունքի վրա 184

СОДЕРЖАНИЕ

Общественные и гуманитарные науки

Наира Акопян, Анна Хачатрян
Поствоенное общество: анализ социально-психологических характеристик 10
Ара Фирян, Наринэ Давтян
Психоклиническая характеристика тревожности у первородящих и повторнородящих беременных женщин 28
Рузанна Жамкоцян
Взаимосвязь самоотношения подростков и выбора предпочтительного стиля поведения в конфликтной ситуации 42
Вероника Гайда
Идентичность сексуальной ориентации у взрослых с расстройствами аутического спектра 55
Нона Гюламбарян
Теории мотивации и феномен деструктивности 63
Гоар Григорян, Лилит Манвелян
Применение сравнительных упражнений для развития межкультурной коммуникации в обучении английскому языку для специальных целей (на примере юридического английского) 78
Вера Адамян
Приемы манипуляции в романе Ф. М. Достоевского «Преступление и наказание» 88
Роберт Хачатрян, Мариам Макарян
Трансформация организационной культуры в вузах РА: модель управления 104
Ани Григорян
Соотношение долга, его составляющих и выручки от продаж производителя Diageo 122
Мхитар Гаспарян
Управленческая роль временно исполняющего обязанности директора в процессе стратегического развития государственного общеобразовательного учреждения 134
Рафик Арутюнян
Стабильность и развитие банковской системы Республики Армения в постковидный период 147
Баграт Багратян
Развитие политико-правовых концептуальных основ Национальной безопасности Республики Армения 160
Рафик Петросян
Групповая надежность в контексте психологической диагностики социального невротизма 170
Левон Саргсян, Гайк Авагимян, Гарик Овакимян, Лилит Степанян
Влияние стрессоустойчивости участников войны на отношение к смерти 184

CONTENTS

Social and Humanitarian Sciences

Naira Hakobyan, Anna Khachatryan
Post–War Society: Analysis of the Social–Psychological Characteristics 10
Ara Firyan, Narine Davtyan
Psychological Characteristics of Anxiety in Primiparous and Multiparous Pregnant Women.....28
Ruzanna Zhamkotsyan
The Relationship of Adolescents' Self–Attitude and the Choice of Preferred Behavior Style in a Conflict Situation.....42
Weronika Gajda
Sexual Orientation Identity in Adults with Autism Spectrum Disorder.....55
Nona Gyulambaryan
Motivation Theories and Destructiveness Phenomenon.....63
Gohar Grigoryan, Lilit Manvelyan
Use of Comparison Activities to Enhance Cross–Cultural Communication in ESP (on the Example of Legal English) 78
Vera Adamyan
Manipulation Techniques in the Novel "Crime and Punishment" by F. Dostoevsky 88
Robert Khachatryan, Mariam Makaryan
Transforming Organizational Culture in Higher Education Institutions in the Republic of Armenia: a Management Model..... 104
Ani Grigoryan
The Ratio of Debt, its Components and Sales Revenue of Diageo 122
Mkhitar Gasparyan
The Managerial Role of the Interim Director in the Process of Strategic Development of a State Educational Institution..... 134
Rafik Harutyunyan
Stability and Development of the Banking System of the Republic of Armenia in the Post–Covid Period 147
Bagrat Bagratyan
Development of Legal and Political Conceptual Framework for National Security of the Republic of Armenia 160
Rafik Petrosyan
Group Reliability in the Context of Psychological Diagnostics of Social Neuroticism..... 170
Levon Sargsyan, Hayk Avagimyan, Garik Hovakimyan, Lilit Stepanyan
The Impact of Stress Resilience of War Participants on the Attitude Towards Death 184

POST–WAR SOCIETY: ANALYSIS OF THE SOCIAL–PSYCHOLOGICAL CHARACTERISTICS

NAIRA HAKOBYAN

National Academy of Sciences of the Republic of Armenia
International Scientific–Educational Center
Deputy Director on Research Affairs,
Doctor of Psychology, Professor

naira.hakobyan@isec.am

ANNA KHACHATRYAN

National Academy of Sciences of the Republic of Armenia
International Scientific–Educational Center
Department of Psychology, Lecturer
Ph. D., Associate Professor

anna.khachatryan@isec.am

DOI: 10.54503/2579-2903-2024.2-10

Abstract

The socio–psychological characteristics of the post–war society are summarized in the perceptions of the new post–conflict social space and time. Spatio–temporal perceptions of the post–war period and psychological innovations are expressed in the structure of a person's self–concept and mass socio–psychological phenomena, leading to a new perception and appreciation of the social environment and the Self. From the socio–psychological analysis of post–war realities, it is important to conduct an interdisciplinary study of the social environment, which aims to study the interconnections of a person with nature and society. This will allow us to talk not only about the perception of post–war space and time but also about socio–psychological and cultural aspects of a person's behavior, overcoming its negative potential, and about the new emphasis on the person's value system in post–war society as well. In the post–war environment, the new emphasis on values passes through the prism of the Self. Thus, the psychological processes of retelling the war events, strengthening the essential realities in the historical memory, become more favorable for surviving the war, if they are accompanied by perceptions of a fair public attitude towards one's self. To the extent that individuals and social groups perceive public treatment as fair and true, they tend to behave cooperatively and assertively, which can have great impact on the correct assessment and coping process of the post–war period. To understand the cause–and–effect relationships of the crisis of the value system in the post–war society, it is necessary to distinguish the values that are most characteristic of the post–conflict period and guide individuals and social groups

to overcome the disaster of war and return to normal life. The value requirement of truth is, as a rule, emotionally saturated, which is why the value orientation of telling and retelling different stories about war operations is emphasized in studies of different post–war environments, which is seen not only as a crisis manifestation of the value orientation of truthfulness but also as an important psychological defense mechanism to survive the war. The value orientation at war survival is often expressed through a ritualistic behavioral model; the value slogan "Nothing is forgotten, no one is forgotten" appears, which itself is aimed at the transformation and reconstruction of historical memory in the post–war period. The behavior formed by that slogan implies, on the one hand, the preservation/"freezing" of the most important values revealed during war operations, and on the other hand, the survival/"transfer" of these values to the realm of historical memory.

Keywords and phrases: post–war society, values, historical memory, post–traumatic stress, self–concept.

ПОСТВОЕННОЕ ОБЩЕСТВО: АНАЛИЗ СОЦИАЛЬНО–ПСИХОЛОГИЧЕСКИХ ХАРАКТЕРИСТИК

НАИРА АКОПЯН

Национальная академия наук Республики Армения
Международный научно–образовательный центр,
заместитель директора по научно–исследовательским вопросам,
доктор психологических наук, профессор

naira.hakobyan@isec.am

АННА ХАЧАТРЯН

Национальная академия наук Республики Армения
Международный научно–образовательный центр,
преподаватель кафедры психологии,
кандидат психологических наук, доцент

anna.khachatryan@isec.am

Аннотация

Социально–психологические характеристики поствоенного общества обобщены в представлениях о новом постконфликтном социальном пространстве и времени. Пространственно–временные представления поствоенного периода, новые психологические феномены выражаются как в структуре Я–концепции человека, так и в структуре массовых социально–психологических явлений, приводят к новому восприятию и оценке

социальной среды и самого себя. На основе социально–психологического анализа послевоенных реалий развивается исследование социальной среды, целью которого является исследование основ взаимосвязей личности с природой и обществом. Это позволит говорить не только о восприятии на поствоенном этапе физического пространства или среды, но и о социально–психологических и культурных аспектах поведения человека, а также о преодолении негативного поведенческого потенциала, о новых акцентах в системе ценностей личности в поствоенном обществе. В послевоенной обстановке новый акцент на ценностях проходит через призму Я–концепции. Таким образом, психологические процессы пересказа военных действий, закрепления существенных реалий в исторической памяти, становятся более благоприятными для выживания, если они сопровождаются представлениями о справедливом отношении общества к собственной личности. В той степени, в которой отдельные лица и социальные группы воспринимают общественное отношение к ним как справедливое и правдивое, они склонны проявлять коммуникативное и ассертивное поведение, что может оказать серьезное влияние на правильную оценку и процесс преодоления трудностей в поствоенный период. Чтобы понять причинно–следственные связи кризиса системы ценностей в поствоенном обществе, необходимо выделить ценности, наиболее характерные для постконфликтного периода и ориентирующие личность и социальные группы на преодоление катастрофы войны и возвращения к нормальной жизни. Ценностная потребность в познании истины, как правило, эмоционально насыщена, поэтому в исследованиях различных поствоенных обществ подчеркивается ценностная направленность на рассказывание и пересказ различных историй о военных действиях, которая рассматривается не только как кризисное проявление ценностной ориентации на установление правды, но и как важный механизм психологической защиты, позволяющий пережить войну. Ценностная ориентация на выживание в войне часто выражается через ритуалистическую поведенческую модель; появляется ценностный лозунг «Ничто не забыто, никто не забыт», который сам по себе направлен на трансформацию и реконструкцию исторической памяти в поствоенный период. Формируемое этим лозунгом поведение предполагает, с одной стороны, сохранение/ «замораживание» важнейших ценностей, выявленных в ходе военных действий, а с другой – выживание / «перенос» этих ценностей в область исторической памяти.

Ключевые слова и словосочетания: поствоенное общество, ценности, историческая память, посттравматический стресс, Я–концепция.

ՀԵՏՊԱՏԵՐԱԶՄԱԿԱՆ ՀԱՍԱՐԱԿՈՒԹՅՈՒՆ. ՍՈՑԻԱԼ-ՀՈԳԵԲԱՆԱԿԱՆ ԲՆՈՒԹԱԳՐՈՒՄՆԵՐԻ ՎԵՐԼՈՒԾՈՒԹՅՈՒՆ

ՆԱԻՐԱ ՀԱԿՈԲՅԱՆ

ՀՀ գիտությունների ազգային ակադեմիայի
գիտակրթական միջազգային կենտրոնի
գիտահետազոտական աշխատանքների գծով փոխտնօրեն,
հոգեբանական գիտությունների դոկտոր, պրոֆեսոր

naira.hakobyan@isec.am

ԱՆՆԱ ԽԱՉԱՏՐՅԱՆ

ՀՀ գիտությունների ազգային ակադեմիայի
գիտակրթական միջազգային կենտրոնի
հոգեբանության ամբիոնի դասախոս,
հոգեբանական գիտությունների թեկնածու, դոցենտ

anna.khachatryan@isec.am

Համառոտագիր

Հետպատերազմական հասարակության սոցիալ-հոգեբանական բնութագրումներն ամփոփված են հետկոնֆլիկտային սոցիալական նոր տարածության և ժամանակի ընկալումներում: Հետպատերազմական շրջափուլի տարածաժամանակային ընկալումները, հոգեբանական նորագոյացություններն արտահայտվում են ինչպես անձի Ես-կոնցեպցիայի, այնպես էլ զանգվածային սոցիալ-հոգեբանական երևույթների կառուցվածքում, հանգեցնում են սոցիալական միջավայրի և սեփական անձի նորովի ընկալմանն ու արժևորմանը: Հետպատերազմական իրողությունների սոցիալ-հոգեբանական հետազոտության տեսանկյունից կարևորվում է սոցիալական միջավայրի ուսումնասիրման միջդիսցիպլինար մոտեցումը, որը նպատակ ունի բացահայտելու բնության և սոցիումի հետ անձի հարաբերությունների էական հիմքերը: Դա թույլ կտա խոսել ոչ միայն հետպատերազմական փուլում ֆիզիկական տարածության կամ միջավայրի ընկալման, այլև անձի վարքագծի սոցիալ-հոգեբանական ու մշակութային կողմնորոշման, վարքագծում արտահայտվող բացասական ներուժի հաղթահարման, ինչպես նաև՝ հետպատերազմական հասարակությունում անձի արժեքային համակարգում նոր շեշտադրումների մասին: Հետպատերազմական միջավայրում արժեքների նոր շեշտադրումն անցնում է Ես-ի պրիզմայով: Այսպիսով, պատերազմը վերապատմելու, պատմական հիշողության մեջ էական իրողությունների ամրապնդման գործընթացները դառնում են ավելի բարենպաստ պատերազմը վերապրելու համար, եթե ուղեկցվում են սեփական անձի նկատմամբ հասարակական արդար վերաբերմունքի ընկալումներով: Այնքանով, որքանով

անհատները և սոցիալական խմբերն իրենց նկատմամբ հասարակական վերաբերմունքն ընկալում են որպես արդար և ճշմարիտ, նրանք հակված են համագործակցային և ասերտիվ վարքագիծ դրսևորել, ինչը կարող է մեծ ազդեցություն ունենալ հետպատերազմական շրջանի ճիշտ գնահատման և հաղթահարման գործընթացի վրա: Հետպատերազմական հասարակության մեջ արժեհամակարգի ճգնաժամի պատճառահետևանքային հարաբերությունները հասկանալու համար անհրաժեշտ է առանձնացնել այն արժեքները, որոնք առավել բնորոշ են հետկոնֆլիկտային ժամանակահատվածին, և ուղղորդել անհատներին ու սոցիալական խմբերին հաղթահարելու պատերազմի աղետը և վերադառնալու բնականոն կյանք: Ճշմարտության արժեքային պահանջը, որպես կանոն, հուզականորեն հագեցած է, ահա թե ինչու հետպատերազմական տարբեր միջավայրերի ուսումնասիրություններում ընդգծվում է պատերազմական գործողությունների մասին տարբեր պատմություններ պատմելու և վերապատմելու արժեքային կողմնորոշումը, որը դիտվում է ոչ միայն որպես ճշմարտախոսության արժեքային կողմնորոշման ճգնաժամային դրսևորում, այլ նաև որպես կարևոր հոգեբանական պաշտպանական մեխանիզմ պատերազմը վերապրելու համար: Պատերազմի վերապրման արժեքային կողմնորոշումը հաճախ դրսևորվում է ծիսական վարքագծային մոդելի միջոցով. ի հայտ է գալիս «Ոչինչ չի մոռացվել, ոչ ոք չի մոռացվել» արժեքային կարգախոսը, որն ինքնին ուղղված է հետպատերազմական ժամանակահատվածում պատմական հիշողության վերափոխմանը և վերակառուցմանը: Այդ կարգախոսով ձևավորված վարքագիծը մի կողմից ենթադրում է պատերազմական գործողությունների ընթացքում բացահայտված կարևորագույն արժեքների պահպանում/«սառեցում», իսկ մյուս կողմից՝ այդ արժեքների գոյատևում/«փոխանցում» դեպի պատմական հիշողության տիրույթ:

Բանալի բառեր և բառակապակցություններ. հետպատերազմական հասարակություն, արժեքներ, պատմական հիշողություն, հետտրավմատիկ սթրես, Ես–կոնցեպտ:

Introduction

The studies of post–war societies in the psychological discipline are multi–content and multi–faceted. There are several directions of studies that can be presented by three main research levels: macro–, meso– and micro–levels. At the macro–level of scientific research, the external environmental, global geopolitical, socio–economic, and cultural factors of the war and post–war periods are considered. These factors are the conditions for the development or transformation of social processes revealed after war operations. At the meso–level of the post–war study, the socio–psychological processes within social groups or strata are investigated: among them, there are the migration processes of individuals and social groups and issues of social or interpersonal interactions in the post–war realities. The micro–level refers to the study of personal qualities, socio–psychological identification,

and identity characteristics. At this level, the war itself and the realities of the post-war period are considered a source of psychological trauma, as a result of which psychosomatic changes and post-traumatic phenomena of the psyche appear in the post-war period.

Back in 1989, G. Elder and E. Clip revealed the psychological effects of World War II, as well as the Korean War, suffered by war participants **[14]**. They investigated the issue of post-traumatic stress and its psychophysiological and anthropological interpretations. Z. Solomon, Sh. Dekel et al. published a study on post traumatic stress among Israeli servicemen. In this study, the authors noted the behavioral characteristics of both servicemen participating in war operations and those released from military captivity, and the characteristics of post-traumatic stress as well **[11, 29]**. It is interesting that in the psychological studies of the post-war society, many authors emphasize not only the negative consequences of the trauma suffered but also draw attention to the fact that at the end of the war, symbolic-spatial, as well as structural and behavioral innovations or transformations of the social environment can lead to certain positive the development of coping strategies that contribute to the formation of new skills and overcoming complex post-war socio-psychological realities **[49, 55, 56, 57, 59]**.

Thus, it has become known that post-traumatic stress accompanies almost all combatants. It has also been found that psychologically traumatic experiences can persist for a long time, making themselves felt to one degree or another even decades later. However, along with these considerations, an idea was formulated that both negative and positive psychological phenomena that appeared in the post-war period develop systematically, expressing themselves in a person's worldview, value system, and communication field. K. Aldwin, S. Campbell, and other authors who have studied the postwar environment and the mental health of combatants have concluded that defense mechanisms are complex among soldiers who have participated in more severe and existentially threatening combat operations, suggesting that strong stressors cause correspondingly strong reactions, while among non-combatants, post-traumatic stress was relatively more long-term and painful **[1, 5]**.

It is also known that the servicemen, who participated in World War II, in the post-war phase singled out the idea of new valuing of life, the formation of new goals and demands as the most significant values. At the same time, the listed values were relatively weakly expressed among their peers who did not directly participate in military operations. Of course, these observations need to be supplemented and analyzed, taking into account the duration of combat operations, their intensity, the health problems caused by those operations, the presence of disabilities, and many other factors that can qualitatively affect a person's coping strategies and manifestations of defense mechanisms in the post-war period. Nevertheless, the studies available in scientific publications show that certain psychological processes have not yet been fully revealed and need multi-faceted analysis.

Theoretical–methodological bases

In scientific sources, the post–war psychological processes are revealed mainly in empiric studies, in which different theoretical and methodological approaches are practiced. In social–psychological and anthropological disciplines, the post–war processes are considered through worldviews about a society based on the different forms of construction of the social environment. J. M. Lotman **[60]**, V. N. Toporov **[66]**, T. V. Toporova **[67]**, N. D. Arutyunova **[44]**, I. B. Levontina and others represent the psycholinguistic and semiotic meanings of the social environment and the changes taking place in it **[52]**. There are many cultural, historical, and cultural aspects related to the socio–emotional and symbolic characteristics of the social environment. Anthropologists research the historical stages of the development of ethnic groups, and the war and post–war periods expressed in them. V. L. Kaganski **[54]**, A. Akhiezer **[45]**, A. N. Gorbach **[48]**, and R. B. German **[47]** considered the impact of inter–regional historical connections on the level of self–esteem and communication between people, and nations in the post–war periods. Among such studies, the phenomena that have the greatest importance in terms of strengthening the structural and security characteristics of the post–war environment occupy a special place. D. Zimin specifically studied the socio–psychological and sociological characteristics of public norms of behavior after World War II, expressing the opinion that these characteristics were decisive for overcoming negative social realities in the post–war period **[52]**. R. German, who highlighted the increase in crimes and delinquent behavior from the war and post–war realities, also expressed a similar opinion that reduction or weakening of public norms and social rules led to the transformation of the entire social system **[47]**.

American researchers mainly evaluate the post–war societies from the standpoint of the new opportunities created for the person and social groups, opportunities that would have been impossible in pre–war society. Such assessments were based on socio–economic and psychological comparative observations with the post–war realities in other countries participating in World War II. American society was relatively less affected than other countries during the war, so the socio–psychological characteristics of post–war realities took on a unique appearance and content **[3, 4, 36]**. Economic research has shown that American society became wealthier in the post–war years than most Americans could imagine before or during the war. Public policy, enshrined in the Bill of Rights passed in 1944, was based on the idea of creating and distributing welfare packages; providing money to war veterans for education, houses, and farm building. Although such public policy generally had psychological rather than economic significance, it helped many returning veterans to integrate into society and improve their socio–economic status.

Not all Americans were equally included in these post–war life opportunities and growing economic prosperity. The picture of the general economic prosperity and the upward social development, which mainly concerned white Americans, led to the formation of certain socio–psychological innovations. As a result, African

Americans, Hispanic Americans, and representatives of other ethnic communities began to demonstrate social activism to win their full liberties and civil rights guaranteed by the Declaration of Independence and the US Constitution. From this point of view, among the important post–war realities within American society, one can single out social mobility, which was the impetus for the rapid development of the social environment and the overcoming of the post–war cycle. The highly optimistic predictions of the researchers of those years about the development of the country and the socio–economic prosperity and psychological well–being of the US citizens began to change after the American society faced new realities. In the nearly two years since the end of the war, new challenges and threats have emerged that have undermined these projections. The period of the Cold War, starting from the middle of the 20th century, to some extent formed a new reality, when intra–societal socio–psychological and economic processes began to be perceived through international geopolitical processes, "us–them", "own–foreign" antagonisms intensified, and the post–war period following the World War II gradually transformed into a cycle of "cold conflict" of civilizations **[20]**.

Although negative post–war phenomena are found everywhere, they are more specific to ethnically heterogeneous societies, where it is impossible to draw "national" boundaries without causing harm to other ethnic groups and, therefore, without creating preconditions for serious conflicts **[62]**. An example of such an environment is Bosnia and Herzegovina, a part of the former Yugoslavia, which is multi–ethnic and multicultural, populated mainly by Serbs, Croats and Bosniaks **[15, 28]**. Research shows that the socio–psychological characteristics of the post–war realities in this region have deep historical roots, which are related to the ethnogenesis theories of the nations inhabiting the country. The multi–layered features of cultural, ethnic, and national identity, the difficult historical past and the ambiguous perceptions of the present have prepared the ground for the emergence of the socio–cultural and psychological crisis characteristic of the post–war period. Therefore, to study the socio–psychological developments of the post–war realities, we can use the comparative historical approach and analyze the factors that influenced the formation of the Serbian cultural identity, as well as the factors that caused the crisis of the cultural identity of the Serbs of Bosnia and Herzegovina **[61, 70]**.

Ethnic identity is closely related to the perception of an ethnic group when a person identifies himself with a certain social group, united by a common language, historical heritage, economic relations, self–awareness characteristics, and cultural and religious traditions. Characterizing the essential features of ethnic identity, nationalistic factors are emphasized through the evaluation of phenomena with ethnic affiliative significance within society when people value such features of ethnicity as a common language, historical destiny, traditional culture, physical and social space, cultural characteristics such as national dress, food, lifestyle, rituals, etc. **[17, 57]**. Some authors rightly emphasize that ethnic identity is formed and transmitted through family, social, and intergenerational ties **[64, 68]**.

Because the three main ethnic groups inhabiting the country – Serbs,

Bosniaks, and Croats – make up about 98.5% of the population, the military conflicts during the period of Austro–Hungarian rule led to the formation of these three civilizations: South Slavic, Western, and Eastern. As noted by E.K. Vyazemskaya, "Serbs sought to antagonize Croats, Croats to Serbs, and they to other Muslims, religious and cultural differences began to be exploited, thereby violating the basic cultural–moral and socio–psychological norms of social coexistence" **[46]**. The inner life of the society, especially after the war, began to lose the characteristics of following the old norms and rules. the migration of different ethnic groups, being guided by situational solutions in the new reality, the difficulties of psychological adaptation, and the uncertainty of expectations for the future became the characteristic. In other words, the post–war period in that country was characterized exclusively by new features, when the socio–cultural and psychological balance of social coexistence was broken, and marginal and delinquent factors noticeably increased in individual behavior. Thus, among the socio–psychological characteristics of the post–war realities, the following were emphasized:

– new structural and security perceptions of the post–war environment,
– distortions of historical memory,
– the transformation of language thinking,
– neglect of ethnocultural rituals,
– the destructive tendencies of family statistics,
– the growth of internal and external migration processes,
– social mobility and polarization,
– contradictory manifestations of social activity in different social groups,
– the aggravation of "us–them", and "own–foreign" contrasts,
– distortions of behavioral norms,
– increase in crimes and delinquent behavior,
– Self–concept and identity transformations,
– post–traumatic stress disorders,
– the value crisis.

One of the indicators of the emergence or deepening of the value crisis is the transformation of historical memory. Ethnic and cultural affiliative distortions of historical memory are considered critical.

- in one case, the person rejects or subordinates the values of his environment and orients himself to the values or stereotypes of foreign environments,
- in the other case, there is an overestimation of own value system, as a result of which the psychological mechanisms of affiliative valuation are ritualized.
- The process of transformation of historical memory is related to value innovations or changes in the public sphere:
- There are signs of wartime heroism,
- real time and space are perceived in terms of the contrast between pre– and post–war periods,

- the values through which the outcome of the war is justified in the public sphere are strengthened more.

In post–war societies, a new emphasis on the value system is taking place, which stands out not only by the changes in values strengthened in the public sphere but also by the formation of new value orientations. These value transformations in themselves mark the crisis of the value system, which in the post–war society is characterized by a new emphasis on value orientations and demands **[50, 65, 69]**. One such emphasis is the value requirement of public recognition of the consequences of the war and the socially significant realities occurring in the post–war environment. Thus, in the Serbian post–war environment, the mass media widely circulated the idea that Serbs should know the whole truth about the massacres in Srebrenica **[3, 25]**. Similar value emphases were noticeable in Northern Ireland, the South African state, and many other post–war environments **[30, 33]**. As noted by South Africa's Truth and Reconciliation Commission (TRC) Vice President Alex Boraine during his visit to Northern Ireland in 1999: "In Northern Ireland and in South Africa, we simply have to learn to live together (with the warring party – ed.), otherwise we will continue to kill one another. This is the stark choice. We don't have to like each other, but we have to coexist with mutual respect" **[2, page 32]**.

Immediately after war operations, in the early post–war phase, security, justice and social values become more important. The early post–war period begins immediately after the end of hostilities. The duration of this period can be characterized by taking into account the dynamics of value assessment and emphasis on value orientations. At the early stage, the values that were most violated in the period of war and the importance of life support for individuals and social groups stand out in society. The value crisis at this stage is manifested not only by the assessment of the values and basic requirements of life support but also by the assessment of their impracticality and unattainability. As new social groups are formed in the post–war period, consisting of refugees or migrants, the values of social adaptation and integration are gradually becoming more important.

The period of overcoming the late post–war phase is particularly interesting for assessing individual perceptions of peace, security, and human rights. Wartime experiences can change social processes, and the crisis of the value system at this stage is best suited to promote communicative polarization and change individual attitudes, leading to the extremism or marginalization of values **[6, 42]**. In the late post–war period, the intra–environmental complexities of socio–psychological reconciliation, expressed through disintegration, and the deepening of conflicting values between social groups and strata, can intensify prejudices and intergroup hostility **[68]**. Hutchison (2014) shows that the individual tolerance of non–conformist groups decreases with the intensity of the conflict: the larger and more violent the war, the more the valuation of tolerance suffers **[67]**. Warring groups may even perceive the nature of the conflict differently **[30]**. In the late post–war phase, the value crisis is also characterized by ethno–affiliative distortions. Dirstad's study of the successor states of the former Yugoslavia highlights that

ethnic conflict does not always increase ethno–nationalism **[13]**. The outcome of the war can also contribute to the negative reconstruction and transformation of the national identity when a person tries to value his ethnic group anew in the post–war environment.

Research methods

To carry out the methodological evaluation of the post–war society, we used the comparative method. We compared the results of the scientific research of the post–war societies in Sri Lanka, and Chechnya, and the social–psychological processes following the 2020 Artsakh war. Transformations of mass socio–psychological phenomena in the post–war phase were analyzed according to changes in value assessments leading to the separation of early and late post–war stages.

Results

The separation of early and late post–war stages is quite conventional. Some conflicts can be followed in parallel by both the crisis of basic livelihood values and demands (early stage) and the stratification and disintegrative transformations of the social environment (late stage). Nevertheless, the majority of research conducted in different countries suggests that in the post–war period, the distortions and transformations of the values of personal security and livelihood significance become more prominent in the initial period of the value crisis **[8, 12, 19, 21, 32, 34, 41].**

The next stage of the value crisis is already expressed by the transformation and restructuring of deep socio–psychological, communicative, adaptive and integrative processes.

The value crisis in the post–war society is manifested in the subjective perceptions of the post–conflict environment. These perceptions are formed mainly around subjectively valued concepts of well–being, meanings of life, and post–conflict peace. Therefore, the value crisis can be due to:

- relations between the warring groups in the pre–war period,
- negative value assessment of peace,
- notions of protracted or “endless” war.

These factors allow us to analyze the different experiences of peace and stability in the post–war environment and relate them to the transformations of the value system **[22, 24]**. As we have seen, the post–war transformations include a wide range of factors, which relate not only to the risk of returning to war, but also to the subjective perception of people about the post–war environment, and post–war peace in it. We elaborate on each of the above factors.

The first factor includes the entire range of intercultural and interethnic relations of persons and social groups involved in war interactions, the value of which depends on how well the war relations between two ethnic communities are strengthened in the historical memory, on the one hand, and the other hand, benevolent/neighborly relations **[23]**. Information about the relationship

between social groups, usually associated with perceptions of former warring parties, suggests the process of relationship adjustment in the post–war period. The shorter the period that followed the war, the more alive the negative phenomena preceding the conflict, the contradictions and antagonisms that existed in the relations are kept alive in the historical memory. With war operations remaining in the distant past, intercultural conflicts are ritualized and preserved in historical memory primarily through mythic thinking **[9, 10, 15]**.

The second factor causing the value crisis is the assessment of the level of security in the post–war environment, characterized by perceptions of peace. Security assessment is a key element in characterizing peace. Some authors **[7, 16, 18, 35]** find that, although the perceptions of peace differ to some extent among the population of war and non–war environments, the values of personal and family security become decisive in the evaluation and valuation of peace. Surveys of non–war societies show that peace is best valued in terms of "walking freely on the streets" or "feeling safe to go shopping." However, in post–war environments, peace is not valued in terms of domestic/individual life, but rather in terms of ensuring the security of the entire community or society. Thus, in the early post–war phase, peace is understood through the notions of the impossibility of resuming hostilities and the physical security of an army or armed forces defending the country. In the late post–war phase, new components of peace appear, such as the possibility of contact between the former warring parties, mutual trade and social interactions, etc. A survey[1] conducted after the 2020 Artsakh war showed that during the 3 years following the war, assessments of peace typical of the early post–war phase dominated the Armenian society.

The third factor expresses the phenomenon of "endless" war as a characteristic of the value crisis in the post–war phase. The chronology of inter–ethnic or international conflicts in modern societies shows that war operations are often characterized by fragmentation, periods of cease–fire and military escalation, and long–term use of information conflict means. Such processes often lead to the inability to clearly distinguish the beginning and the end of war, and the conflict itself receives the formulation "no peace, no war" **[63]**.

Each of these factors represents a subjective retrospective assessment of changes in the social environment since the end of the war. Individuals' assessments of peace are not necessarily based on objective developments or accurate recollections of the conditions at the end of the war. However, they are key to understanding how individuals evaluate their current situation compared to their memories of the postwar period. In the case of the preservation of positive memories of the past, the post–war present is valued relatively lower, the evaluations acquire mostly pessimistic tones. In the conditions of a value crisis, these phenomena can be expressed through the feeling of "relative deprivation of security" **[27, 31]**. Representatives of environments who perceive themselves as the losers in the post–war phase are likely to show more dissatisfaction in their

1 A survey was supported by the Science Committee of the Republic of Armenia, in the frames of the research project № 21T-5A311.

current evaluations of peace than those who won the war. The entrenchment of these assessments in the post-war period can contribute to the perception of "uneven peace", where different social groups of the society evaluate the achieved security with different perceptions, which as a result deepens the crisis of values in the post-war society **[40, 43]**. This issue has been addressed in detail by some authors who have studied the post-war period in Sri Lanka, and the value crisis of individuals and social groups expressed in it. The question of the emergence of a value crisis is especially relevant for those countries where the war ended with a clear victory of one side over the other **[38, 39]**. A typical case is the Sri Lankan civil war, which ended in 2009 with the victory of the ruling power, the Sinhalese, over the Tamils. On the surface, a decade after the war, relations between the formerly belligerent Sinhalese and Tamils were stable and free of major confrontations. However, some authors point out that for many years, until 2015, the field of security, and human rights for Tamils operated with some restrictions, and those areas where there were no such restrictions were still rated lower by the Tamils than by the Sinhalese. compared to the estimates made **[26, 37]**. By the end of the war, most Tamils found themselves in precarious socio-economic and psychological conditions, having lost family members and friends during the war. Therefore, any socially significant positive change in a post-war society can be seen as an improvement in public life compared to the conditions created as a result of war operations. On the other hand, among the victorious Sinhalese who did not engage in hostilities, the components of the value system seemed to remain stable and intact. Still, elements of a value crisis were seen among both the vanquished Tamils and the victorious Sinhalese. While the defeated side significantly underestimated the level of peace, human rights and personal security in the post-war period, the victorious side, on the contrary, showed an overestimation of the above values. In other words, there was an inadequacy in the evaluations of values among both Tamils and Sinhalese, which is another clear indicator of the existence of a value crisis in the post-war period.

In general, members of the victorious majority ethnic group (Sinhalese) rate improvements in security and human rights since the end of the civil war more positively than members of the defeated minority ethnic group (Sri Lankan Tamils). However, these positive evaluations were often idealized, and the components of values were given extremely high evaluations. Conversely, there was a tendency for members of the marginalized Tamil ethnic group to rate the value components extremely low, and the same values tended to appear at the dichotomous extremes **[26, 37]**.

Scientific mechanisms for overcoming psychological anomie have been developed and implemented to a certain extent in various post-war periods and environments. For example, as evidenced by many sources, in the mid-1990s, as a result of the ongoing military operations in Chechnya, psychologists faced new professional challenges, which in one way or another were related to the psychodiagnosis and overcoming of socio-psychological anomie. The experience of

the personnel of the 6th Central Military Clinical Hospital (CMCH) in terms of the creation and operation of the largest multidisciplinary rehabilitation center in the country and in the world is particularly noteworthy. Among the first beneficiaries of socio-psychological rehabilitation were the war participants who were seriously injured and disabled during the war operations in Afghanistan. With the outbreak of hostilities in Chechnya in December 1994, a new phase began in improving the strategy and tactics of treatment, rehabilitation, and socio-psychological measures for the victims of combat operations.

The socio-psychological rehabilitation strategy was based on the assessment of the negative consequences of post-traumatic stress as a clear set of psychological measures **[53]**. The goal of the assessment was not only the regulation and restoration of the functional state of the body, but also the emotional, moral and motivational spheres of the individual.

Conclusion

Taking into account the world experience, as well as the results of the research conducted by us in the post-war period following the 2020 Artsakh war, we identified the following problems of social and psychological rehabilitation of individuals and social groups:

- assessment of the psychophysiological condition of the target groups,
- determining the quality and degree of psycho-emotional disorder,
- determining the ways and methods of psychological influence,
- the formation of a positive psychological reaction to psychophysiological trauma and the consequences of treatment,
- the study of the dynamics of mental disorders during treatment,
- assessment of physical, sensory, and intellectual abilities, their comparison with professional indicators,
- correction of the psychosomatic status through psychotherapeutic and psychophysiological intervention methods,
- implementation of professional rehabilitation and, if necessary, professional reorientation,
- correction of the level of self-awareness, self-esteem, and psychological well-being,
- preparation and psychological support for long-term treatment or repeated operations,
- organization of psychological counseling with focus groups,
- highlighting value-need orientations,
- revealing distortions or transformations of values in post-war anomie conditions,
- individual work aimed at the revaluation of values,
- psychological assessment and development of adaptive abilities,
- the development of the appropriate strategy and methodological tools for the typology of post-war anomie.

Understanding perceptions of peace in post-conflict countries can be linked

not only to assessments of the past but also to assessments of the future. If the prospect of the resumption of the conflict is assessed as improbable or unrealistic in the public field, then the values that were formed in the post-war period are strengthened. The presence of positive prospects for renewed conflict or the absence of positive prospects for lasting peace can, on the contrary, undermine reconciliation efforts achieved in the post-war period and signal individual fears about the country's stability.

In the context of overcoming the value crisis, the positive retrospective assessment of the post-war environment needs to be transformed into a positive prospective assessment in the public sphere as a massive socio-psychological process.

Acknowledgement and Research Funding

The work was supported by the Science Committee of the Republic of Armenia, in the frames of the research project № 21T-5A311.

References

1. Aldwin C. M., Levenson M. R., Spiro A., Vulnerability and Resilience to Combat Exposure: Can Stress have Lifelong Effects? *Psychology and Aging*, 1994, volume 9, #1, 34–44.
2. All Truth is Bitter: A Report of the Visit of Doctor Alex Boraine, Deputy Chairman of the South African Truth and Reconciliation Commission, to Northern Ireland, Feb 1999, NIACRO and Victim Support Northern Ireland.
3. American media and mass culture: Left Perspectives (Ed. by Donald La-zere Berkeley etc.), Univ. of California press, Cop. 1987, XII, 618 p.
4. Baker W. E., America's Crisis of Values: Reality and Perception, Princeton: Princeton University Press, 2005.
5. Campbell S. B., Renshaw K. D., Posttraumatic Stress Disorder and Relationship Functioning: A Comprehensive Review and Organizational Framework,Clinical Psychology Review, 2018, #65,152–162.
6. Canetti D., Khatib I., Rubin A., Wayne C., Framing and Fighting: The Impact of Conflict Frames on Political Attitudes,Journal of Peace Research,2019, 56 (6), 737–752.
7. Carey Sabine C., Bel′en Gonz′alez, The Legacy of War: The Effect of Militias on Postwar Repression, *Conflict Management and Peace Science*, 2021, 38(3), 247–269.
8. Council of Europe Convention on Action against Trafficking in Human Beings and its Explanatory Report, COE, Warsaw, 2005.
9. Dabaghyan A., Place Renaming Practices in Post War Karabakh/Artsakh. *Acta Ethnographica Hungarica*, 2011, #56, 403–427.
10. Dabaghyan A., Gabrielyan M., At Borders as in Islands: Steps of Anthropology into the Field (Eds. Voell, Stéphane, Ketevan Khutsishvili), *Caucasus, Conflict, Culture: Anthropological Perspectives on Times of Crisis,* Curupira Workshop, 18, Marburg: Curupira, 2013, 37–63.
11. Dekel Sharon, Solomon Zahava, Horesh Danny, Ein-Dor Tsachi, Posttraumatic Stress Disorder and Depressive Symptoms: Joined or Independent Sequelae of Trauma? *Journal of Psychiatric Research,* 2014, 27–44.
12. Downing B. M., The Military Revolution and Political Change: Origins of Democracy and Autocracy in Early Modern Europe, Princeton: Princeton University Press, 1992.

13. Dyrstad Karin, After Ethnic Civil War: Ethno-Nationalism in the Western Balkans,Journal of Peace Research,2012, 49(6), 817-831.
14. Elder G. H., Clipp E. C., Combat Experience and Emotional Health: Impairment and Resilience in Later Life, *Journal of Personality*, June, 1989, volume 57(2), 311-341.
15. Erjavec K., Media Representation of the Discrimination against the Roma in Eastern Europe: The Case of Slovenia, *Discourse Society*, 2001, 12(6), 699-727. Firchow P., Roger Mac Ginty, Measuring Peace: Comparability, Commensurability, and Complementarity Using Bottom-Up Indicators, *International Studies Review*, 2017, 19(1), 6-27.
16. Fong M., Chuang R., Communicating Ethnic and Cultural Identity, Rowman & Littlefield, 2004.
17. Galtung J., Violence, Peace, and Peace Research, *Journal of Peace Research*, 1969, 6(3), 167-191.
18. Gibson J. L., Duch R. M., Tedin K. L., Democratic Values and the Transformation of the Soviet Union, *Journal of Politics*, 1992, volume 54, 329-371.
19. Gigantino A., Suburban Sprawl: The Greatest Social Change of Post-World War II America, *The Histories*, 2019, 5(1), Article 6, 35-42. 50
20. Global Transformation and the Third World (Ed.R.O. Slater, B.M. Schutz, S.R. Dorr. C.O. Boulder), Lynne Rienner, 1993.
21. Goode E., The Handbook of Deviancy, John Wiley & Sons, Ltd., 2015.
22. Hakobyan N., Khachatryan A., Marginality and Ethno-Cultural Environment, *Paradigms of Knowledge*, 2018, #3, 44-52.
23. Hakobyan N., Khachatryan A., Migrants' Identity Crisis in the Context of Ethno-Cultural Marginality, *Katchar Scientific Yearbook*, Yerevan, 2018, 249-260.
24. Hakobyan N., Khachatryan A., Post-War Anomie in the Field of Management Leadership and Anomie Overcoming Models, *Business Ethics and Leadership*, 2022, 6(2), 94-102.
25. Higgins E. T., Promotion and Prevention: Regulatory Focus as a Motivational Principle, *Advances in Experimental Social Psychology*, 1998, volume 46, p. 1-46.
26. Kalyvas S. N., The Ontology of 'Political Violence': Action and Identity in Civil Wars,Perspectives on Politics, 2003, 1(3). 475-494.
27. Kinderman S. M., Pontin E., Tai S., The Development and Validation of a General Measure of Well-Being: the BBC Well-Being Scale, Quality of Life Research, 2011, 20(7), 1035-1042.
28. Laufer A., Solomon Z., Posttraumatic Symptoms and Posttraumatic Growth among Israeli Youth Exposed to Terror Incidents, Journal of Social and Clinical Psychology, 2009, 25(4), 429-447.
29. Library of Congress, https://www.loc.gov/classroom-materials/united-states-history-primary-source-timeline/post-war-united-states-1945-1968/overview/
30. 30. McClosky H., Schaar J., Psychological Dimensions of Anomie, American Sociological Review, 1965, 30(1), 14-40.
31. O'Connor K., Neff D., Pitman S., Burnout in Mental Health Professionals: A Systematic Review and Meta-Analysis of Prevalence and Determinants, *European Psychiatry,* 2018, 74-99.
32. Riesman D., Reuel D., Glazer N., The Lonely Crowd, New Haven: Yale University Press, 1950.
33. Rohrschneider R., Learning Democracy: Democratic and Economic Values in Unified Germany, Oxford: Oxford University Press, 1999.
34. Rokeach M., Beliefs, Attitudes and Values, San Francisco: Jossey-Bass, 1968.
35. Schwartz S. H., Mapping and Interpreting Cultural Differences around the World, *Comparing Cultures, Dimensions of Culture in a Comparative Perspective* (Ed. by H. Vinken,

J. Soeters, P. Ester), Leiden: Brill, 2003, 43–73.

36. Seoighe Rachel,War, Denial and Nation–building in Sri Lanka: After the End, London, UK: Palgrave Macmillan, 2017.
37. Soja E., Hooper B., The Spaces that Difference Makes. Some Notes on the Geographical Margins of the New Cultural Politics, *Place and the Politics of Identity* (Ed. by Keith Michael, Pile Steve), London: Routledge, 1993, 183–205.
38. Triandis H. C., Individualism and Collectivism, *Handbook of Cross–Cultural Psychology* (Ed. by D. Matsumoto), N.Y.: Oxford University Press, 2001, 406–420.
39. Wallensteen Peter,Quality Peace: Peacebuilding, Victory, and World Order, New York, NY: Oxford University Press, 2015.
40. Walters G., Low Self–Control, Peer Rejection, Reactive Criminal Thinking, and Delinquent Peer Associations: Connecting the Pieces of the Crime Puzzle, *Journal of Developmental and Life–Course Criminology*, 2016, 2, 209–231.
41. Wilson R., Human Rights, Reconciliation and Revenge, Sussex Development Lecture, *The Politics of Truth and Reconciliation in South Africa,* London: Routledge, 2001.
42. Zhao R., Cao L., Social Change and Anomie: A Cross–National Study, *Social Forces*, 2010, 88(3), 1209–1229.
43. Аронов Р. А., Угаров В. А., Пространство, время и законы сохранения, *Природа*, 1978, 99–104.
44. Арутюнова Н. Д., Язык и мир человека, *Языки русской культуры*, М., 1998.
45. Ахиезер А. С., Критические пороги социальных систем, *Общественные науки и современность*, М., 1992, #1, 45–54. 129
46. Вяземская Е. К. Пороховой погреб на Балканах — Босния и Герцеговина 1878–1918 гг., *На путях к Югославии: за и против. Очерки истории национальных идеологий югославянских народов. Конец XVIII – начало XX вв.*, Москва: Индрик, 1997, 286–301.
47. Герман Р. Б., Организационно–правовые основы деятельности российской милиции по охране общественного порядка и борьбе с преступностью в годы Великой Отечественной войны и послевоенный период: дис. канд. ... юрид. наук. Ростов–на–Дону, 1999.
48. Горбач А. Н., К вопросу о некоторых методологических аспектах исследования маргинализма, *Харьковские социологические чтения–97*, Харьков, 1997.
49. Гримак Л., Одиночество, *Психические состояния* (Под ред. Л. Куликова), 2001.
50. Гурин С., Маргинальная антропология, М., 2001.
51. Зализняк А. А., Левонтина И. Б., Шмелев А. Д., Константы и переменные русской языковой картины мира, М., 2012.
52. Зимин Д. В., Борьба с преступностью и охрана общественного порядка как основные направления деятельности милиции Пензенской области в послевоенные годы: 1945–1953: дис. ... канд. ист. наук. Пенза, 2004.
53. Иванов А., Рубцов В., Жуматий Н., Давлетшина М., Психологические последствия участия военнослужащих в боевых действиях в Чеченской Республике и их медико–психолого–социальная коррекция, *Московский психотерапевтический журнал,* #4, 146–162.
54. Каганский В. Л., Путешествие в ландшафте и путешествие в культуре, *Культура в современном мире: опыт, проблемы, решения*, М., 2001, Вып. 2, с. 3–18.
55. Карманова О. А. Ценностные ориентации как методологическая категория прикладной социологии, Чита: ЧитГУ, 2007.
56. Кириленко Г. Г., Мировоззрение и формирование ценностных ориентации личности, М.: Знание, 1983.
57. Кудря Д. П., Культура и граница, В перспективе культурологии: повседневность,

язык, общество, М.: Академический проект, 2005.

58. Леонтьев Д. А., Психология смысла: природа, строение и динамика смысловой реальности: учеб. пособие для студентов вузов, обучающихся по направлению и специальностям психологии, М.: Смысл, 2003.
59. Локова М. Ю., Структурная трансформация ценностных ориентаций молодежи в модернизирующемся российском социуме: социально-философский аспект: дис. канд. филос. наук: М., 2007.
60. Лотман Ю. М., К построению теории взаимодействия культур, *Семиосфера*, СПб, 2001.
61. Поланьи, К. О вере в экономический детерминизм, *Территория будущего*, М., 2010.
62. Пригожин И., Время – всего лишь иллюзия? *Философия, наука, цивилизация*, М., 1999, 214–221.
63. Сартр Ж.-П., Бытие и ничто: Опыт феноменологической онтологии, М., 2000.
64. Сиргалина Л. Р., Ценность как онтологическая основа ценностных ориентаций: дис. канд. филос. наук: Магнитог. гос. ун-т. Магнитогорск, 2007.
65. Топоров В. Н., О мифопоэтическом пространстве, М., 1994.
66. Топоров В. Н., Пространство и текст, *Текст: семантика и структура*, М., 1983, 227–284.
67. Топорова Т. В., Язык и стиль древнегерманских заговоров, М., 1996.
68. Тоффлер Э.,Метаморфозы власти, 1990,М., 2004.
69. Хайдеггер М., Бытие и время, М., 1997.
70. Шаров А. В., Маргинальность как аспект взаимодействия культур, *Вызовы современности и философия*, Бишкек, 2004, 242–244.

The article has been submitted for publication: 04.07.2024
Հոդվածը ներկայացվել է տպագրության. 04.07.2024
Статья представлена к публикации: 04.07.2024

The article is sent for review: 05.08.2024
Հոդվածն ուղարկվել է գրախոսության. 05.08.2024
Статья отправлена на рецензию: 05.08.2024

The article is accepted for publication: 22.08.2024
Հոդվածն ընդունվել է տպագրության. 22.08.2024
Статья принята к печати: 22.08.2024

PSYCHOLOGICAL CHARACTERISTICS OF ANXIETY IN PRIMIPAROUS AND MULTIPAROUS PREGNANT WOMEN

ARA FIRYAN

International Scientific–Educational Center
Department of Psychology, National Academy of Sciences of the Republic of Armenia
Lecturer of the psychology department, Ph.D. in Psychology, Associate Professor
ara.firyan@isec.am

NARINE DAVTYAN

International Scientific–Educational Center
Department of Psychology, National Academy of Sciences of the Republic of Armenia
Master of Psychology
narinevdavtyan@gmail.com

DOI: 10.54503/2579-2903-2024.2-28

Abstract

Improving the health of citizens is a priority for any state. And, accordingly, women's reproductive health and maternity deserve great attention, because both the physical and mental health of pregnant women is a key factor in the health of the nation. Pregnancy is a difficult stage in a woman's life, often accompanied by increasing anxiety. Numerous studies prove the linkage between the mental health of the future child and the mother's psychological and emotional problems during pregnancy. Perinatal psychology, a relatively new direction in psychological science, deals with these issues.

This study aimed to identify the features of anxiety in first (primiparous), second, and third (multiparous) pregnant women.

The working hypothesis of the study is that anxiety factors in primiparous and multiparous women differ depending on the experience of childbirth.

The study involved 153 pregnant women aged 20–42, 68 of whom were first–pregnant, 41 second–pregnant and 44 third–pregnant. During the study, we used the following methods: observation, questionnaire, Personality and Situational Anxiety Test STAI and Pregnant woman's attitude test by Dobryakov, and uncovered stress factors contributing to anxiety.

During the research we recorded a high level of personal and situational anxiety in all 3 groups, however, we found that against the background of high personal anxiety, situational anxiety sharply decreases in primiparous pregnant women, and in multiparous pregnant women has a slight tendency to decrease.

The results showed that the 3 groups had high levels of both personality and situational anxiety, however, the priority of stress factors in each group differed

based on the positive experience of childbirth and the count of parity.

As a result of our study, we concluded that anxiety disorders in pregnant women need early diagnosis and prevention, so we recommend the establishment of a permanent psychological service in prenatal medical institutions to accompany women during pregnancy. This measure will help prevent the occurrence and development of anxiety disorder in pregnant women and will also help preserve the mental health of the mother and child.

Keywords and phrases: pregnancy, perinatal psychology, primiparous, second–parous, third–parous pregnant women, anxiety, stress factors.

ПСИХОКЛИНИЧЕСКАЯ ХАРАКТЕРИСТИКА ТРЕВОЖНОСТИ У ПЕРВОРОДЯЩИХ И ПОВТОРНОРОДЯЩИХ БЕРЕМЕННЫХ ЖЕНЩИН

АРА ФИРЯН

Международный научно–образовательный центр,
кафедра психологии, Национальная академия наук Республики Армения,
Педагог кафедры психологии,
кандидат психологических наук, доцент

ara.firyan@isec.am

НАРИНЭ ДАВТЯН

Международный научно–образовательный центр,
кафедра психологии, Национальная академия наук Республики Армения,
магистр психологии

narinevdavtyan@gmail.com

Аннотация

Улучшение здоровья граждан является приоритетом для любого государства. И, соответственно, репродуктивное здоровье женщин и материнство заслуживают большого внимания, потому что как физическое, так и психическое здоровье беременных женщин является ключевым фактором здоровья нации. Беременность – сложный этап в жизни женщины, часто сопровождающийся нарастающей тревожностью. Многочисленные исследования доказывают связь психического здоровья будущего ребенка с психологическими и эмоциональными проблемами во время беременности матери. Данными вопросами занимается перинатальная психология – относительно новое направление в психологической науке.

Целью настоящего исследования является выявление особенностей проявления тревожности у первородящих, повторнородящих и третьеродящих беременных женщин.

Рабочая гипотеза исследования заключается в том, что факторы тревожности у первородящих и повторнородящих женщин различаются в зависимости от опыта родов.

В исследовании приняли участие 153 беременные женщины в возрасте от 20 до 42 лет, 68 из которых были первородящими, 41 повторнородящими и 44 третьеродящими. Были использованы следующие методики: метод наблюдения, опросник, личностный и ситуационный тест тревожности STAI, тест отношений беременной (ТОБ), разработаный И.В. Добряковым, выявлены факторы стресса, способствующие тревожности.

В ходе исследования нами была зафиксирована высокая степень личностной и ситуативной тревожности во всех 3 группах, однако мы обнаружили, что на фоне высокой личностной тревожности ситуативная тревожность резко снижается у первородящих женщин, а у повторнородящих и третьеродящих беременных женщин имеет незначительную тенденцию к снижению.

Полученные результаты показали, что в 3 группах наблюдается высокий уровень как личностной, так и ситуативной тревожности, однако приоритетность стрессовых факторов в каждой группе различается положительным опытом родов и их количеством, а также опытом материнства.

В результате проведенного исследования мы пришли к выводу, что тревожные расстройства у беременных нуждаются в ранней диагностике и профилактике, поэтому рекомендуем создать постоянную психологическую службу в пренатальных медицинских учреждениях для психологического сопровождения женщин во время беременности. Эта мера поможет предотвратить возникновение и развитие тревожного расстройства у беременных женщин, а также позволит сохранить психическое здоровье матери и ребенка.

Ключевые слова и словосочетания: беременность, перинатальная психология, первородящие, повторнородящие и третьеродящие женщины, тревожность, факторы стресса.

ԱՌԱՋՆԱԾԻՆ ԵՎ ԿՐԿՆԱԾԻՆ ՀՂԻՆԵՐԻ ՄՈՏ ՏԱԳՆԱՊԱՅՆՈՒԹՅԱՆ ՀՈԳԵԿԼԻՆԻԿԱԿԱՆ ԲՆՈՒԹԱԳԻՐԸ

ԱՐԱ ՖԻՐՅԱՆ

ՀՀ գիտությունների ազգային ակադեմիայի
գիտակրթական միջազգային կենտրոնի
հոգեբանության ամբիոնի դասախոս,
հոգեբանական գիտությունների թեկնածու, դոցենտ

ara.firyan@isec.am

ՆԱՐԻՆԵ ԴԱՎԹՅԱՆ

ՀՀ գիտությունների ազգային ակադեմիայի
գիտակրթական միջազգային կենտրոնի հոգեբանության ամբիոն,
հոգեբանության մագիստրոս

narinevdavtyan@gmail.com

Համառոտագիր

Քաղաքացիների առողջության բարելավումը առաջնահերթ է ցանկացած պետության համար: Եվ համապատասխանաբար կանանց վերարտադրողական առողջությունը և մայրությունը մեծ ուշադրության են արժանի, քանի որ հղի կանանց թե՛ ֆիզիկական և թե՛ հոգեկան առողջությունը ազգի առողջության գրավականն է: Հղիությունը կանանց կյանքում բարդ փուլ է, որը հաճախ ընթանում է տագնապայնության բարձրացումով:

Բազմաքանակ հետազոտություններ ապացուցում են ապագա երեխայի հոգեկան առողջության կապը՝ մոր հղիության ընթացքում տարած հոգեհուզական խնդիրների հետ: Այդ հարցերով զբաղվում է պերինատալ հոգեբանությունը, որը համեմատաբար նոր ուղղություն է հոգեբանական գիտությունում:

Հետազոտության նպատակն է՝ տագնապայնության դրսևորման առանձնահատկությունների բացահայտումը առաջին, կրկնածին և եռածին հղի կանանց մոտ:

Հետազոտության աշխատանքային վարկածն է՝ առաջնածին և կրկնածին կանանց մոտ տագնապայնության գործոնները տարբերվում են ծննդաբերության փորձառության հանգամանքով:

Հետազոտությանը մասնակցել են 20–42 տարեկան 153 հղի կին, որոնցից 68–ը առաջնածին, 41–ը կրկնածին և 44–ը եռածին: Կիրառվել են հետևյալ մեթոդները՝ զրույցի, դիտման մեթոդները, հարցարան, Սպիլբերգեր–Խանինի անձնային և իրավիճակային տագնապայնության թեստ STAI, Դոբրյակովի հղիության նկատմամբ վերաբերմունքի թեստը (ՀՆՎ), բացահայտվել են տագնապայնությանը խթանող սթրես գործոնները:

Հետազոտության ընթացքում մենք գրանցեցինք անձնային և

իրավիճակային տագնապայնության բարձր աստիճան բոլոր 3 խմբերում, սակայն հայտնաբերեցինք, որ առկա անձնային բարձր տագնապայնության ֆոնին, իրավիճակային տագնապայնությունը կտրուկ նվազում է առաջնածին կանանց մոտ, և թեթև նվազման միտում ունի կրկնածին և եռածին կանանց մոտ:

Ստացված արդյունքները ցույց տվեցին, որ 3 խմբերում առկա է ինչպես անձնային, այնպես էլ իրավիճակային տագնապայնության բարձր աստիճան, սակայն յուրաքանչյուր խմբում սթրես գործոնների առաջնայնությունը տարբերվում է կապված ծննդաբերության և դրա քանակի, ինչպես նաև մայրության դրական փորձի հետ:

Հետազոտության արդյունքում մենք եկանք եզրակացության, որ հղի կանանց շրջանում տագնապային խանգարումները կարիք ունեն վաղ ախտորոշման և կանխարգելման, հետևաբար՝ առաջարկում ենք նախածննդյան բժշկական հաստատություններում ստեղծել մշտական գործող հոգեբանական ծառայություն՝ հղիության շրջանում կանանց հոգեբանական աջակցման նպատակով: Այդ միջոցառումը կօգնի կանխարգելել հղիության շրջանում կնոջ մոտ տագնապայնության առաջացումը և զարգացումը, ինչպես նաև մոր և մանկան հոգեկան առողջության պահպանմանը:

Բանալի բառեր և բառակապակցություններ. հղիություն, պերինատալ հոգեբանություն, առաջնածին, կրկնածին, եռածին, տագնապայնություն, սթրես գործոններ:

Introduction

The practical experience of psychologists and psychiatrists leads to the opinion that the central problem of psychotherapy is the question of the nature of anxiety. The issue of anxiety is the focal point where the most diverse and most important problems converge.

The physical and mental health of pregnant women is the guarantor of national health. Pregnancy is a period in which a woman undergoes physiological, psychological, hormonal, and social changes, which in turn can negatively affect the woman's psycho–emotional state, increasing the risk of developing psychological and psychiatric disorders during pregnancy **[2, 12, 13, 18]**.

Unstable socio–economic situations, wars, external threats, and many other factors hurt the mental sphere of women. Negative emotions lead to a decrease in the quality of health of the mother and, as a result, the child. Numerous studies prove the connection between the future child's mental health and the psycho–emotional problems during the mother's pregnancy **[11, 15, 16]**.

The relevance of studying women's anxiety during pregnancy is due to the scarcity of methodologically developed approaches to the psyche of a woman during pregnancy, means, and forms of psychological support. For this reason, it became necessary to specifically study the features of the mental state of pregnant women, which affect the emotional sphere of women during pregnancy, in particular, to identify the level of anxiety of women during pregnancy, the symptoms of which can vary from mild to high degrees **[9, 10, 14]**.

Pregnancy and childbirth play a significant role in a woman's life. Several studies have revealed that a woman's psychological well–being undergoes dramatic changes during pregnancy and postpartum, which may lead to the emergence or development of anxiety during pregnancy, childbirth, and the postpartum period. Some scientists have studied the relationship between pregnant and non–pregnant women's mental state and anxiety, and have concluded that pregnant women may be at risk of depression and high anxiety. It is also worth noting that each pregnancy proceeds under different conditions, such as the pregnant woman's chronic illness or complicated obstetric anamnesis, the woman's social conditions, and other conditions, which in turn can exacerbate anxiety during pregnancy **[3, 6, 17, 22]**. According to a study conducted in Spain, the GAD–7 questionnaire was used to assess anxiety in pregnant women according to the trimesters of pregnancy. 385 pregnant women participated in the study, 19.5% of whom had anxiety in the first trimester, 16.8% had anxiety in the second trimester, 17.2% had anxiety in the third trimester **[19]**. According to studies in Brazil, anxiety was present in 26.8% of pregnant women **[18]**.

The research aims to identify the characteristics of anxiety in primiparous, second–parous, and third–parous pregnant women.

Theoretical–methodological bases

For studying the problem of perinatal psychology, Z. M. Dubosarskaya and Yu. A. Dubosarskaya's work on pregnancy and childbirth is presented from the point of view of perinatal psychology, N. P. Kovalenko's theory of psychological features appearing in women during pregnancy, I. V. Dobryakov's theory of pregnancy as a critical period in a woman's life – the psychological component of the dominant pregnancy (PCDP) **[2, 4, 3, 5, 8]**.

Z. M. Dubosarskaya and Yu. A. Dubosarskaya, in their work "Pregnancy and childbirth, from the point of view of perinatal psychology", note that the emotional state of a pregnant woman is determined by the level of social well–being. The support of family members, material well–being, and confidence in the future positively affect a woman's psychological state. A high level of stress resistance allows maintaining an adequate attitude to life events and protects the expectant mother from additional negative emotions. Psychological protection is determined not by an objective event as such, but by the subjective significance of that event for a person **[4, page 26]**.

The main task of psychological protection is the elimination of psychological discomfort. Psychological protection reduces tension, and improves well–being, enabling a pregnant woman to adapt to the current life situation, as it reduces anxiety and fear. Pregnant women who have no experience of motherhood, especially with insufficient psychological preparation for pregnancy and childbirth, are more easily influenced by prejudices, worry about the course of pregnancy, the course and outcome of childbirth, the ability to breastfeed, and further education of the child. The age of the expectant mother plays a key and at the same time ambiguous role in attitudes towards pregnancy. Women over the age

of 30, even in the presence of extragenital and gynecological diseases, as a rule, have a diverse social experience and can control their emotional state, which helps them to overcome the problems that arise during pregnancy **[4, p. 26]**.

The most dangerous are the widespread stress and depressive episodes during the 2nd and 3rd trimesters of pregnancy, which can lead not only to postpartum depression of the mother but also to mental disorders of the child, even psychological problems in adolescence **[4, page 27]**. At the very beginning of pregnancy, a woman may have fears about the expected child: what will it be like in terms of health, weak, strong, etc., as well as fears and doubts related to the deterioration of appearance, femininity, attractiveness, and change of attitude towards her by her husband **[5, page 69]**.

Kovalenko notes that in the second trimester of pregnancy, previously heard remarks, opinions, and superstitions may be updated, may cause groundless fears, and increase anxiety. At the end of the third trimester of pregnancy, a woman also has special fears related to the upcoming birth: the birth will be painful, the unknown, the risk of death, various childbirth complications, blood loss, the child's illness, the inability to become a good mother, etc. All these fears are called anticipatory situational fears. There may even be panic states based on personal experience. All this leads to increased anxiety.

Kovalenko notes that the first pregnancy is usually more difficult than the second. Like Dobryakov, as well as many other authors, Kovalenko finds that pregnancy is a very sensitive period in a woman's mental life, it can also be seen as a crisis period **[5, page 71]**.

In the case of women's fears related to childbirth, Kovalenko suggests preparing for childbirth with the help of psychotherapeutic work, which can be carried out in the form of conversations, group training, and individual counseling **[5, page 72]**. Negative consequences caused by long–term fears and anxieties can be prevented by timely psychological support **[5, p. 76]**.

According to Dobryakov's theory, there are physiological and psychological components of the dominant gestational pregnancy, which are respectively characterized by biological or mental changes occurring in the woman's body and are aimed at pregnancy, childbirth, and child care. The dominant psychological component of pregnancy (DPCP), is a set of psychological self–regulation mechanisms that are activated when a woman becomes pregnant, to maintain the pregnancy and create conditions for the development of the unborn child. It also shapes a woman's attitude towards her pregnancy and behavioral stereotypes. Dobryakov proposed five types of DPCP: optimal, hypogestagnosis, euphoric, anxious, and depressive **[8, pages 106–119]**.

The criteria for distinguishing the dominant pregnancy are as follows: emotional attitude to pregnancy, acceptance of pregnancy, attitude to the "mother–child" system, adequacy of changes in behavior related to pregnancy, woman's maturity, her perception of herself by others, woman's attitude towards herself as a pregnant woman, acceptance of herself as a mother and psychological preparation for pregnancy, image of the child and interaction with him.

The optimal type of DPCP is seen in pregnant women who do not have excessive pregnancy anxiety. As a rule, the marital system is mature, family relations are harmonious, and pregnancy is desirable for both spouses.

Hypogestognosis type of DPCP often occurs in women who have not completed their studies and are busy with work. Pregnancy is often unplanned. They continue the active lifestyle. Students do not want to take academic leave, and working women tend to delegate childcare after childbirth to others (grandmothers, nannies) because mothers are "too busy" **[8, page 108]**.

The euphoric type of DPCP is seen in women with hysterical personality traits, as well as in those who have been treated for infertility for a long time. Often, their pregnancy becomes a means of manipulation, simultaneously with the expression of excessive love for the unborn child, optimism, even fantasies of the genius of the future child, and the uniqueness of feelings towards the fetus. Difficulties arising from pregnancy and the feeling of being unwell are exaggerated, they are demanding, and they expect extreme care and attention from others, fulfillment of whims **[11, page 86]**.

The anxiety type of DPCP is characterized by a high level of anxiety in a pregnant woman, which affects her somatic state, anxiety is often accompanied by hypochondria. Somatovegetative reactions may occur, affecting subjective well-being **[3, pages 88-97]**.

The depressive type of DPCP is manifested primarily by a sharp drop in mood in pregnant women, various fears may arise, and in severe cases, overestimated and sometimes delusional hypochondriac ideas, ideas of self-destruction, and suicidal tendencies appear. It is very important to identify the symptoms in time and refer the woman to a psychotherapist or psychiatrist **[8, page 109]**.

To assess the degree of anxiety in pregnant women during the experimental research, as the main method we used the Spielberger-Khanin Personal and Situational Anxiety Test STAI, the methodology of which was developed by Spielberger **[20, 21]** and adapted by Khanin **[7].** It is a reliable and valid instrument for assessing the level of personal and situational anxiety. The assessment is made on two scales, each with 20 variables. In this study, we used the Armenian adapted version of the STAI test published in "Methods for the Assessment and Development of Soldier's Mental Properties" **[1, page 83]**.

Research methods

The research was carried out in 2023 in the Department of High-Risk Pregnant Women and the Polyclinic Department of "Mother and Child Health Care Scientific Research Center" of Yerevan. 153 (including 68 primiparous, 41 second-parous, and 44 third-parous pregnant women) pregnant women aged 20-42 in different stages of pregnancy participated in the research. The purpose and conditions of the research we presented to the research participants in advance and obtained their verbal consent to participate in the research. The following methods were used: conversation and observation methods, and questionnaires, through which we collected the following data: age, number of pregnancies,

number of planned/unplanned pregnancies, period of current pregnancy, number of children, number of family members, emotional state (mood) of the pregnant woman. marital status, level of marital satisfaction, education, social status, attitudes towards pregnancy, course of pregnancy, financial well–being, change in attention from relatives towards the pregnant woman, need for hospitalization to maintain the pregnancy, concerns/fear about the birth process, concerns for the future child, changes in self–feeling, sleep disturbance, motherhood–care concerns, social domestic problems, conflicts with managers or colleagues at work or study, changes in workability related to pregnancy, postponement of plans due to pregnancy, concerns/fear of social instability in the country, fear of war, fear of loss, fear of death. We used the Spielberger–Khanin Personal and Situational Anxiety Test to assess the degree of personal and situational anxiety in STAI pregnant women, and Dobryakov's Test of Attitude towards Pregnancy, which is based on the theory of the dominant psychological component of pregnancy (DPCP), to find out which type of DPCP is most pronounced in a pregnant woman: optimal, hypogestognosic, euphoric, anxious or depressive **[8, 106–119]**.

Results

We collected the following data through questionnaires and conversation methods:

- age: 20–42, 153 pregnant women, 68 primiparous, 41 second–parous, and 44 third–parous pregnant women,
- level of education: secondary education–31 women, post–secondary education–24 women, Bachelor's and Master's programs–82 women, Doctorate–16 women,
- marital status: all research participants are married,
- social status: 10 students, 79 work–employed, 64 housekeepers,
- number of children: 0 children–68 women, 1 child–41 women, 2 children–43 women, 3 children–1 woman,
- pregnancy period by trimesters: 1st trimester (1–13 weeks)–26 women, 2nd trimester (14–27 weeks)–39 women, 3rd trimester (28–40 weeks)–88 women,
- number of planned/unplanned pregnancies: 134 pregnant women answered that pregnancy was planned, and 19 pregnant women answered that pregnancy wasn't planned
- the course of pregnancy was light among 95 women, 13 women received outpatient treatment, 9 women received both outpatient treatment and inpatient treatment, and 36 women received inpatient treatment. At the moment of writing, the course of pregnancy is going smoothly for 114, with certain complications for 39.
- location of the participants at the time of the study: 34 pregnant women in the high–risk pregnant department, and 119 pregnant women in the polyclinic department.

Stress factors promoting anxiety. In the group of primiparous pregnant

women, the main stressors that promote anxiety are change in self–feeling–78%, worries/fear about the birth process–71%, fear of war–50%; concerns about motherhood, taking care of a child–46%, concerns/fear of social instability in the country–46%, sleep disturbance–40%, delay in plans due to pregnancy–34%, change or decrease in workability–26%, concerns for future child–26%, fear of loss–22%, need for hospitalization to maintain pregnancy–22%, social and household problems–13%, fear of death–9%, conflicts with managers or colleagues at work or study–7%, decreased attention from husband, parents, relatives–3%.

In the group of second–parous pregnant women, the main stress factors that promote anxiety are: fear of war–93%, concerns/fear about the birth process–90%, change in self–feeling–88%, concerns/fear of social instability in the country–54%, sleep disturbance–54%, change or decrease in workability–41%, loss fear–41%, concerns for the future child–39%, delay of plans due to pregnancy–22%, need for hospitalization to maintain pregnancy–22%, social and household problems–20%, decreased attention from husband, parents, relatives–7%, fear of death–5%, conflicts with managers or colleagues at work or study–5%.

In the group of third–parous pregnant women, the main stress factors that promote anxiety are change in self–feeling–89%, fear of war–80%, change or decrease in the ability to work–45%, concerns/fear of social instability in the country–43%, sleep disturbance–32%, concerns/fear about the birth process–30%, hospitalization need to maintain the pregnancy–27%, concern for the future child–27%, social problems–27%, fear of loss–16%, fear of death–11%, delay of plans due to pregnancy–5%.

Based on the results obtained from Dobryakov's Pregnancy Attitude Test and the clinical observation method, the following groups of the dominant psychological component of pregnancy were formed:

1. In the group of primiparous pregnant women, there were 57 women of optimal types (83.8%), 2 women of hypogestognosic type (2.9%), 8 women of anxious type (11.8%), and 1 woman of euphoric type (1.5%).

2. In the group of second–parous pregnant women, 27 women of optimal type (65.9%), 1 woman of hypogestognosic type (2.4%), 10 women of anxious type (24.4%), and 2 women of euphoric type (4.9%).

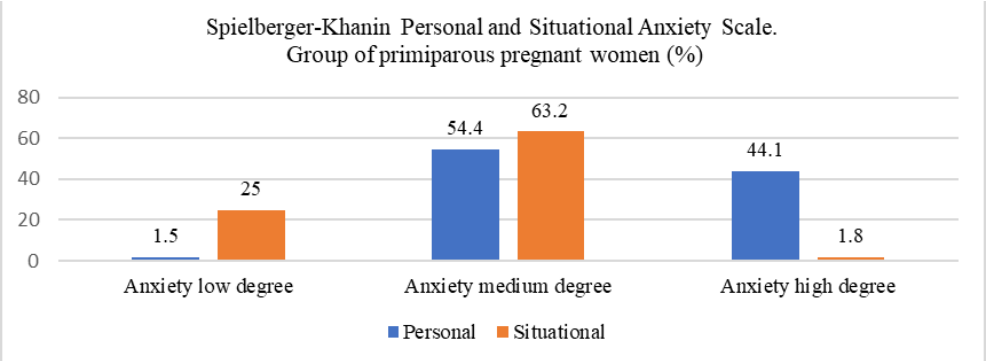
3. In the group of third–parous pregnant women, 34 women of optimal type (77.3%), 1 woman of hypogestognosic type (2.3%), 8 women of anxious type (18.2%), and 1 woman of euphoric type (2.3%).

Spielberger–Khanin Personal and Situational Anxiety Scale. We obtained the following results in the groups of primiparous pregnant women (n=68), second–parous pregnant women (n=41), and third–parous pregnant women (n=44).

Group of primiparous pregnant women (n=68), presented in Diagram 1.

- low degree of personal anxiety 1.50%, medium degree 54.40%, high degree 44.10%.
- low level of situational anxiety 25.00%, medium level 63.20%, high level 11.80%.

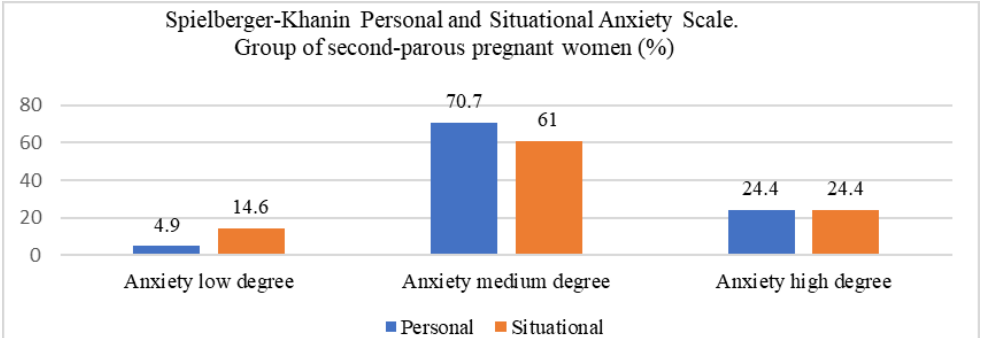
Diagram 1



A group of second-parous pregnant women (n=41) is shown in Diagram 2.

- low degree of personal anxiety 4.90%, medium degree 70.70%, high degree 24.40%.
- low degree of situational anxiety 14.60%, medium degree 61.00%, high degree 24.40%.

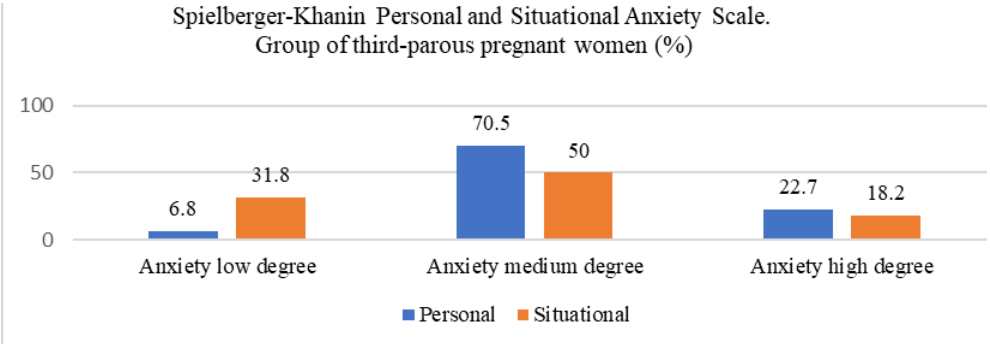
Diagram 2



A group of third-parous pregnant women (n=44) is shown in Diagram 3.

- low level of personal anxiety 6.80%, medium level 70.50%, high level 22.70%.
- low level of situational anxiety 31.80%, medium level 50.00%, high level 18.20%.

Diagram 3



Although the studies we have presented that examine anxiety during pregnancy mainly examine the general level of anxiety among pregnant women or have separated groups of trimesters of pregnancy **[6, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 22]**, we separated the groups according to childbirth and motherhood experience, because we find that positive motherhood experience plays an important role in the development of anxiety during pregnancy.

Conclusion

By comparing the above–mentioned studies and our research results, we can state that the 3 groups studied during pregnancy are dominated by moderate and high levels of anxiety.

Although we recorded a high degree of personal and situational anxiety in all 3 groups during the study, we found that in the background of high personal anxiety, situational anxiety decreases sharply in primiparous women, and has a slight decreasing trend in second–parous and third–parous women.

The obtained results showed that there is a high level of both personal and situational anxiety in the 3 groups, however, the priority of stress factors in each group differs with the positive experience of motherhood and its amount.

Common stress factors that promote anxiety are changes in self–feeling, concerns about the socio–economic instability of the country, threats of resuming war, and sleep disturbance but in the group of primiparous women, concern about mothering and taking care of the child stands out.

Thus, we can claim that although the stress factors during pregnancy are mostly common, some stress factors are specific to the group of primiparous women (lack of experience of childbirth and child care) and second–parous women (negative experience of childbirth), related to the positive experience of motherhood and its amount.

During the research, we confirmed our hypothesis that the experience of pregnancy (motherhood) affects the level of anxiety of a woman during pregnancy.

Anxiety disorders need early diagnosis and prevention, therefore we suggest creating permanent psychological services in prenatal medical institutions for

psychological support for women during pregnancy. This measure will help to prevent the occurrence and development of anxiety in a woman during pregnancy, as well as to maintain the mental health of the mother and child.

References

1. Ավանեսյան Հ. Մ., Հարությունյան Ն. Ա., Հովհաննիսյան Ս. Վ., Ստեփանյան Լ. Ս., Ասրիյան Է. Վ., Ջինվորի հոգեկան հատկությունների գնահատման և զարգացման մեթոդներ, Գործնական հոգեբանություն, Եր. ԵՊՀ հրատ., 2017, 186 էջ:
2. Добряков И. В., Показатели тревоги и депрессии у беременных женщин при различных типах психологического компонента гестационной доминанты, Вестник Российской военно-медицинской академии, № 1 (45), 2014, стр. 46-50, *https://www.vmeda.org/wp-content/uploads/2016/pdf/46-50.pdf*, 04.03.2024
3. Добряков И. В., Перинатальная психология, Питер., СПб. 2010, 272 стр.
4. Дубоссарская, З. М., Дубоссарская, Ю. А. Беременность и роды с позиций перинатальной психологии, Здоров'я України, Тематичний номер, березень, 2011, pp. 26-28. *https://repo.dma.dp.ua/544/*, 25.01.23
5. Коваленко Н. П., Перинатальная психология, Изд. Ювента, Санкт-Петербург, 2000, 197 стр.
6. Скворцова М. Ю., Прилуцкая С. Г., Барская Е. С., Особенности психоэмоционального состояния женщин во время беременности, наступившей в результате применения вспомогательных репродуктивных технологий, Доктор.Ру. 2018. № 10(154), с. 62-67, *https://journaldoctor.ru/catalog/ginekologiya/osobennosti-psikhoemotsionalnogo/, 04.03.2024*
7. Ханин Ю. Л. Краткое руководство к применению шкалы реактивной и личностной тревожности Спилбергера. Л.: ЛНИИФК, 1976
8. Эйдемиллер Э. Г., Добряков И. В., Никольская И. М., Семейный диагноз и семейная психотерапия, Учебное пособие для врачей и психологов, Изд. 2-е, испр. и доп., СПб.: Речь, 2006, 352 стр.
9. Ali NS, Azam IS, Ali BS, Tabbusum G, Moin SS., Frequency and associated factors for anxiety and depression in pregnant women: a hospital-based cross-sectional study, Scientific World Journal, Epub 2012, May 2, *https://pubmed.ncbi.nlm.nih.gov/22629180/*, 07.03.2024
10. Biaggi A, Conroy S, Pawlby S, Pariante C. M., Identifying the women at risk of antenatal anxiety and depression: A systematic review, J Affect Disord, 2016, Feb., 191, pp. 62-77, *https://www.ncbi.nlm.nih.gov/pubmed/26650969*, 07.03.2024
11. Bergman K., Sarkar P., O'Connor T. G, Modi N., Glover V., Maternal stress during pregnancy predicts cognitive ability and fearfulness in infancy, J Am Acad Child Adolesc Psychiatry, 2007, Nov., 46(11), pp. 1454-1463, *https://pubmed.ncbi.nlm.nih.gov/18049295/*, 06.03.2024
12. Din Z. U., Ambreen S., Iqbal Z., Iqbal M., Ahmad S., Determinants of antenatal psychological distress in Pakistani women, Noro Psikiyatr Ars, 2016, 53(2), pp. 152-157, *https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5353020/*, 12.03.2024
13. Ghezi S., Eftekhariyazdi M., Mortazavi F., Pregnancy anxiety and associated factors in pregnant women, Zahedan J Res Med Sci, 2021, January, 23(1), e99953. *https://www.sciencedirect.com/science/article/pii/S0001691823001543*, 12.03.2024
14. Giardinelli L, Innocenti A, Benni L, Stefanini M. C., Lino G., Lunardi C., Svelto V., Afshar S., Bovani R., Castellini G., Faravelli C., Depression and anxiety in the perinatal period: prevalence and risk factors in an Italian sample, Arch Womens Ment Health, 2012, Feb., 15(1), pp. 21-30, *https://pubmed.ncbi.nlm.nih.gov/22205237/*, 12.03.2024

15. Huizink A. C., Robles de Medina P. G., Mulder E. J. H., Visser G. H. A., Buitelaar J. K., Psychological measures of prenatal stress as a predictor of infant temperament, Journal Of The American Academy Of Child And Adolescent Psychiatry, 2002, 41, pp. 1078–1085, *https://www.sciencedirect.com/science/article/abs/pii/S0890856709609576*, 10.03.2024
16. Laplante D. P., Barr R. G., Brunet A., Galbaud du Fort G., Meaney M. L., Saucier J, F., Zelazo P. R., King S., Stress during pregnancy affects general intellectual and language functioning in human toddlers, Pediatr Res, 2004, Sep., 56(3), pp. 400–10, *https://pubmed.ncbi.nlm.nih.gov/15240860/*, 10.03.2024
17. Mortazavi F., Chaman R., Mousavi S.A., Khosravi A., Ajami M.E., Maternal psychological state during the transition to motherhood: a longitudinal study, Asia Pac Psychiatry. 2013, Jun., 5(2), pp. 49–57, *https://pubmed.ncbi.nlm.nih.gov/23857812/*, 11.03.2024
18. Silva M. M. J., Nogueira D. A., Clapis M. J., Leite E. C., Anxiety in pregnancy: prevalence and associated factors, Rev Esc Enferm USP, 2017, 51, e03253, *https://www.scielo.br/j/reeusp/a/VksFnnCm69jLxXp3PdVXYHC/?lang=en*, 13.03.2024
19. Soto–Balbuena C., Rodriguez M. F., Escudero Gomis A. I., Ferrer Barriendos F. J., Le H. N., Pmb–Huca G., Incidence, prevalence and risk factors related to anxiety symptoms during pregnancy, Psicothema, 2018, 30(3), pp. 257–263, *https://doi.org/10.7334/psicothema2017.379. https://www.psicothema.com/pi?pii=4479*, 14.03.2024
20. Spielberger, C. D., Gorsuch, R. L., Lushene, R., Vagg, P. R., & Jacobs, G. A.Manual for the State–Trait Anxiety Inventory. Palo Alto, CA: Consulting Psychologists Press. 1983
21. Spielberger, C. D.State–Trait Anxiety Inventory: Bibliography(2nd ed.). Palo Alto, CA: Consulting Psychologists Press. 1989
22. Uguz F., Yakut E., Aydogan S., Bayman M. G., Gezginc K., Prevalence of mood and anxiety disorders during pregnancy: A case–control study with large sample size, Psychiatry Res, 2019, Feb., 272, pp. 316–318, *https://pubmed.ncbi.nlm.nih.gov/30597383/*, 13.03.2024

The article has been submitted for publication: 24.06.2024
Հոդվածը ներկայացվել է տպագրության. 24.06.2024
Статья представлена к публикации: 24.06.2024

The article is sent for review: 08.07.2024
Հոդվածն ուղարկվել է գրախոսության. 08.07.2024
Статья отправлена на рецензию: 08.07.2024

The article is accepted for publication: 21.08.2024
Հոդվածն ընդունվել է տպագրության. 21.08.2024
Статья принята к печати: 21.08.2024

THE RELATIONSHIP OF ADOLESCENTS' SELF-ATTITUDE AND THE CHOICE OF PREFERRED BEHAVIOR STYLE IN A CONFLICT SITUATION

RUZANNA ZHAMKOTSYAN

Armenian State Pedagogical University after Kh. Abovyan,
lecturer /Department of Psychology Named
After Academician Mkrtich Mazmanyan,
PhD in Psychology

ruzanna_rom84@mail.ru

DOI: 10.54503/2579-2903-2024.2-42

Abstract

Adolescence is a difficult period of sexual and psychological maturation. The transition from childhood to adulthood takes place at this stage with all aspects of development: physical, mental, moral, social, as a result of which qualitative new formations are created. The main new formation of this age is the development of self-awareness. The self-awareness demonstrated by a teenager leads to the formation of a relatively stable level of self-esteem and ambition, which creates a request for independence, self-affirmation, and recognition of one's rights by adults. During adolescence, the formation of self-awareness and self-esteem is greatly influenced by communication with peers. For the process of successful socialization and adaptation of a teenager, a person's interpersonal relationships play an important role, on which a person's mental and psychological health and the success of educational activities also depend. During socialization, personal characteristics, consciousness and self-awareness with its components are formed, which, in turn, have a great influence on interpersonal relationships, the emergence and overcoming of interpersonal conflicts.

The article presents the relationship between the preferred style of behavior and self-attitude of adolescents in a conflict situation. Self-attitude, as a part of the system of self-awareness, is involved in the formation of ideas about one's own personal characteristics and abilities, expressed through awareness of one's role in society, advantages and disadvantages, management of emotions and behavior. A person's choice of behavior in a conflict situation is determined by the person's psychological characteristics, the level of development of self-awareness, self-esteem, direction of activity and value system.

The aim of the study was to find out the relationship between individual components of adolescent self-attitude and preferred behavior styles of a person in a conflict situation.

From the results of the research, it becomes clear that the use of competitive and cooperative behavioral styles expressed by the protection of one's own interests is conditioned by self-attitude, self-interest, self-understanding, autosympathy and expectation of communication from others. And the manifestation of preferred

styles of compromise and avoidance in a conflict situation is due to adolescents' self–blame, high expectation of positive attitude from others and low level of self–esteem. Competition and cooperation are considered active styles of behavior, while avoidance and compromise are considered passive.

Thus, in a conflict situation, passive forms of behavior are positively correlated with self–blame, self–understanding, and the expectation of positive attitudes from others, and active forms are related to a person's self–interest, self–sympathy, and self–understanding. Depending on self–esteem and self–attitude, a person can acquire a preferred style of behavior in conflict situations, which will be aimed either at protecting one's own interests or at satisfying the demands of others.

Keywords and phrases: Self–attitude, self–understanding, self–acceptance, self–esteem, preferred behavior style, cooperation, competition, compromise, avoidance.

ВЗАИМОСВЯЗЬ САМООТНОШЕНИЯ ПОДРОСТКОВ И ВЫБОРА ПРЕДПОЧТИТЕЛЬНОГО СТИЛЯ ПОВЕДЕНИЯ В КОНФЛИКТНОЙ СИТУАЦИИ

РУЗАННА ЖАМКОЦЯН

АГПУ им Х.Абовяна, Кафедра психологии
имени академика Мкртича Мазманяна, преподаватель,
кандидат психологических наук

ruzanna_rom84@mail.ru

Аннотация

Подростковый возраст – сложный период сексуального и психологического взросления. На этом этапе происходит переход от детства к взрослости со всеми сторонами развития: физическим, психическим, нравственным, социальным, в результате чего формируются новообразования. Главным новообразованием этого возраста является развитие самосознания. Самосознание, проявляемое подростком, приводит к формированию относительно стабильного уровня самооценки и амбиций, что создает потребность в независимости, самоутверждении, признании своих прав со стороны взрослых. В подростковом возрасте на формирование самосознания и самооценки большое влияние оказывает общение со сверстниками. Для процесса успешной социализации и адаптации подростка важную роль играют межличностные отношения человека, от которых также зависит психическое и психологическое здоровье человека, успех учебной деятельности. В ходе социализации формируются личностные характеристики, сознание и самосознание с его компонентами, которые, в свою очередь, оказывают большое влияние на межличностные отношения, возникновение и преодоление межличностных конфликтов.

В статье представлена взаимосвязь предпочитаемого стиля поведения и самоотношения подростков в конфликтной ситуации. Самоотношение, как часть системы самосознания, участвует в формировании представлений о собственных личностных особенностях и способностях, выражается через осознание своей роли в обществе, преимуществ и недостатков, управления эмоциями и поведением. Выбор человеком поведения в конфликтной ситуации определяется психологическими особенностями человека, уровнем развития самосознания, самооценки, направления деятельности, системы ценностей.

Целью исследования было выяснить взаимосвязь между отдельными компонентами самоотношения подростка и предпочтительными стилями поведения подростка в конфликтной ситуации.

Из результатов исследования становится ясно, что использование стратеги поведения сотрудничества и соперничество, выражающееся в защите собственных интересов, обусловлено интегральном чувством «за» собственного «Я», самоинтересом, самопониманием, аутосимпатией, ожидаемом отношением от других. А проявление предпочтительных стилей компромисса и избегания в конфликтной ситуации обусловлено самообвинением подростков, высоким ожиданием положительного отношения от других и низким уровнем самоуважения. Соревнование и сотрудничество считаются активными стилями поведения, а избегание и компромисс – пассивными.

Таким образом, в конфликтной ситуации пассивные формы поведения положительно коррелируют с самообвинением, самопониманием и ожиданием положительного отношения со стороны других, а активные формы связаны с самоинтересом, аутосимпатией и самопониманием.

В зависимости от самооценки и отношения к себе человек может приобрести предпочтительный стиль поведения в конфликтных ситуациях, который будет направлен либо на защиту собственных интересов, либо на удовлетворение требований других.

Ключевые слова и словосочетания: Самоотношение, самопонимание, самопринятие, самооценка, предпочтительный стиль поведения, сотрудничество, конкуренция, компромисс, избегание.

ԴԵՌԱՀԱՍՆԵՐԻ ԻՆՔՆԱՎԵՐԱԲԵՐՄՈՒՆՔԻ ԵՎ ԿՈՆՖԼԻԿՏԱՅԻՆ ԻՐԱՎԻՃԱԿՈՒՄ ՎԱՐՔԻ ՆԱԽԸՆՏՐԵԼԻ ՈՃԻ ԸՆՏՐՈՒԹՅԱՆ ՓՈԽԿԱՊՎԱԾՈՒԹՅՈՒՆԸ

ՌՈՒԶԱՆՆԱ ԺԱՄԿՈՅՅԱՆ

Խ. Աբովյանի անվան հայկական պետական մանկավարժական համալսարանի
ակադեմիկոս Մկրտիչ Սազմանյանի անվան հոգեբանության ամբիոնի դասախոս,
հոգեբանական գիտությունների թեկնածու

ruzanna_rom84@mail.ru

Համառոտագիր

Դեռահասության տարիքը անձնավորության կյանքի սեռական և հոգեբանական հասունացման դժվար շրջանն է: Մանկությունից հասունության անցումը այս փուլում տեղի է ունենում զարգացման բոլոր՝ ֆիզիկական, մտավոր, բարոյական, սոցիալական կողմերով, որի արդյունքում ձևավորվում են որակական նոր կազմավորումներ: Այս տարիքի հիմնական նորագոյացությունը ինքնագիտակցության զարգացումն է: Դեռահասի մոտ դրսևորվող ինքնագիտակցությունը հանգեցնում է հարաբերականորեն կայուն ինքնագնահատականի և հավակնությունների մակարդակի ձևավորմանը, որն էլ ինքնուրույնության, ինքնահաստատման, մեծահասակների կողմից իր իրավունքների ճանաչման պահանջմունք է առաջացնում: Դեռահասի հաջող սոցիալականացման և հարմարման գործընթացի համար կարևոր դեր ունեն անձի միջանձնային հարաբերությունները, որոնցից կախված է նաև անձի հոգեկան ու հոգեբանական առողջությունը, ուսումնական գործունեության հաջողությունը: Սոցիալականացման ընթացքում ձևավորվում են անձնային առանձնահատկությունները, գիտակցությունն ու ինքնագիտակցությունն իր բաղադրիչներով, որոնք իրենց հերթին մեծ ազդցություն ունեն միջանձնային հարաբերությունների ու միջանձնային կոնֆլիկտների առաջացման ու հաղթահարման վրա:

Հոդվածում ներկայացված է կոնֆլիկտային իրավիճակում դեռահասների վարքի նախընտրելի ոճի և ինքնավերաբերմունքի փոխազդեցությունը: Ինքնավերաբերմունքը, որպես ինքնագիտակցության համակարգի մաս, մասնակցում է անձի կողմից սեփական անձնային հատկանիշների, ընդունակությունների վերաբերյալ պատկերացումների ձևավորմանը, արտահայտվում հասարակության մեջ իր ունեցած դերի, առավելությունների և թերությունների գիտակցման, զգացմունքների և վարքի կառավարման միջոցով: Կոնֆլիկտային իրավիճակում անձի կողմից վարքի ընտրությունը պայմանավորված է անձի հոգեբանական առանձնահատկություններով, ինքնագիտակցության զարգացման մակարդակով, ինքնագնահատականով, ակտիվության ուղղվածությամբ, արժեհամակարգով:

Հետազոտության նպատակն էր պարզել դեռահասների ինքնավերաբերմունքի առանձին բաղադրիչների և կոնֆլիկտային իրավիճակում անձի նախընտրելի վարքային ոճերի միջև փոխկապվածությունը:

Հետազոտության արդյունքներից պարզ է դառնում, որ սեփական շահերի պաշտպանությամբ արտահայտվող մրցակցություն և համագործակցություն վարքային նախընտրելի ոճերի կիրառությունը պայմանավորված է ինքնավերաբերմունքի «Սեփական Եսին» կողմ լինելու, ինքնահետաքրքրվածության, ինքնահասկացման, ինքնահամակրանքի և ուրիշներից շփման սպասման հետ: Իսկ կոնֆլիկտային իրավիճակում փոխզիջման և խուսափման նախընտրելի ոճերի դրսևորումը պայմանավորված է դեռահասների ինքնամեղադրանքի, ուրիշներից դրական վերաբերմունքի սպասման բարձր և ինքնահարգանքի ցածր մակարդակի հետ: Մրցակցությունը և համագործակցությունը համարվում են վարքի ակտիվ ոճեր, իսկ խուսափումն ու փոխզիջումը՝ պասիվ:

Այսպիսով՝ կոնֆլիկտային իրադրության մեջ պասիվ վարքային ձևերը դրական համահարաբերակցային կապերով կապված են ինքնամեղադրանքի, ինքնահասկացման և ուրիշներից դրական վերաբերմունքի սպասման հետ, իսկ ակտիվ ձևերը՝ անձի ինքնահետաքրքրվածության, ինքնահամակրանքի, ինքնահասկացման հետ: Ինքնագնահատականից ու ինքնավերաբերմունքից կախված՝ անձը կարող է կոնֆլիկտային իրավիճակներում նախընտրելի վարքի ոճ ձեռք բերել, որը կամ ուղղված կլինի սեփական շահերի ու հետաքրքրությունների պաշտպանությանը, կամ ուրիշների պահանջների բավարարմանը:

Բանալի բառեր և բառակապակցություններ. Ինքնավերաբերմունք, ինքնահասկացում, ինքնաընդունում, ինքնահարգանք, վարքի նախընտրելի ոճ, համագործակցություն, մրցակցություն, փոխզիջում, խուսափում:

Introduction

The relevance of the study is dictated by significant social changes that have transformed the conditions affecting the formation of personality. Under these conditions, the role of self–awareness as a leading construct in the formation and development of personality increases. A person's self–attitude contributes to the formation of self–regulation, self–realization and self–development. A person's self–attitude and its role in the personality structure are among the topical issues of modern psychological science. At the same time, the basis of self–development is self–esteem, reflection, level of ambition, as well as self–respect, self–acceptance and self–understanding from the components of a person's positive or negative self–attitude. According to Myasishchev's theory of relationships, individual behavior depends on self–attitude, which is the central component of a person's inner world, determining the integrity of the individual, organizing internal values and ideas about the surrounding reality. In this regard, studying the self–attitude of adolescents in choosing the preferred style of behavior in conflict situations seems to be an extremely important task **[4, p. 208]**.

Adolescence is a difficult period of sexual and psychological maturation. It covers ages 11 to 15 of a person's life. This age range is also often described with words like ''difficult'', ''crisis'', ''transitional'', ''puberty''. The transition from childhood to adulthood takes place at this stage with all aspects of development: physical, mental, moral, social, as a result of which qualitative new formations are created.

According to Khudoyan, Vygotsky believes that the main feature and the main contradiction of adolescence is the non–coincidence of the three aspects of adolescent maturation: sexual, general organic and social. **[1, p. 51]**. He sees adolescence as a transitional crisis period and connects it with the problem of interests. Vygotsky considers adolescent reflection and the self–awareness formed on its basis to be a new development of this period.

Khudoyan notes that Hall called this period the "Storm and Pressure" period. He describes the content of this age as a crisis of self–awareness, which a person overcomes to achieve personal development **[1, p. 45]**. Feldstein referred to Benedict's research on adolescent crisis, according to which Benedict distinguished two forms of transition from childhood to adulthood: continuous and discontinuous, which were also related to the social conditioning of the adolescent crisis. This transition occurs continuously when the demands and rules of behavior presented to the child and adults are general. The gap is apparent in the case when the requirements for the child and the adult are very different **[8, pp. 12–14]**.

According to Piaget, "developmental decentration" occurs during adolescence. The adolescent is freed from the dependence of his field of understanding and begins to view the world from the perspective of changing it. According to him, the life plan of a person is finally formed in the stage of adolescence and youth, which is of great importance for the further development of his life. For the development of this program, Piaget emphasizes logical thinking **[5].** According to Elkonin, the central development of this age is self–esteem and the desire to be an adult. **[14, pp. 59–60]**.

Adolescence is considered as a transitional and difficult crisis period also by Leontev, Spranger, Bozhovich and others. Adolescence is a period of rapid and uneven development that leads to disproportionate somatic changes. The latter can be perceived painfully by a teenager. The "hormonal storm" manifested by the endocrine system, which is the result of puberty, has a great influence on the behavior of adolescents. As a result, the teenager becomes emotionally unstable, impulsive, exhibits high excitability and inadequate, unbalanced reactions, which complicates relationships with the outside world.

The main new formation of this age is the development of self–awareness. The self–awareness demonstrated by a teenager leads to the formation of a relatively stable level of self–esteem and ambition, which creates a request for independence, self–affirmation, and recognition of one's rights by adults.

During adolescence, the formation of self–awareness and self–esteem is greatly influenced by communication with peers **[9, pp. 363–369].**

Adolescents are characterized by the need to engage in active emotional

contact with their peers. They strive to occupy a very specific position among their peers and become extremely sensitive to their opinion.

In order to overcome conflicts in interpersonal relationships, the teenager has a preferred style of behavior, which is determined by the orientation and activity of the person, the level of self–esteem and self–attitude.

Pantileev, Petrovsky, Spirkin, Chesnokova, , James, Rogers and others examined the problem of human self–attitude.

Stolin considers self–awareness as knowledge and ideas about oneself, evaluations given to them and self–attitude. He distinguished three components of self–attitude: sympathy, respect and intimacy. Studying the structure and components of self–awareness, he distinguishes vertical and horizontal structures of self–awareness. The basis for horizontal level separation is the individual's knowledge about himself, on the basis of which the individual identifies or separates himself from the people around him. In other words, they are unifying or differentiating components.

First, at the unifying level, there is knowledge about the characteristics and ideas that connect a person with others. This acts as a basis for self–identification, because by identifying with other people, a person also gets knowledge about himself. At the second level are the knowledge on the basis of which the subject separates himself from the surrounding, which causes a feeling of uniqueness in the individual.

According to Stolin's vertical level of self–consciousness, it is determined by the sources of activity during the development of a person. In the vertical level of self–awareness, he distinguished three levels: self–awareness of a biological individual, self–awareness of a social individual and self–awareness of a person**. [10, pp. 123–155]**.

Chesnokova . studied the features of the development of self–awareness in ontogenesis. She distinguishes two levels in the structure of self–awareness, which differ from each other in the nature of knowledge about oneself.

According to Chesnokova, in the first level of self–awareness the subject's knowledge refers to the "I–other" level. At this level, the subject recognizes the personal qualities of another person, evaluates them, shows a certain attitude towards them.

The second level is the higher level of self–awareness: this is the level of self–acceptance and self–knowledge. At this level, the knowledge is in the "I–I" relationship. The subject is aware of his certain qualities and shows a certain attitude towards them. Chesnokova believes that it is this level of development that contributes to the formation of life plans, value orientations, and the value system in general **[12]**.

Chesnokova introduced into the theoretical concepts of self–relation the concept of "emotional–value attitude towards oneself," which is a unique type of emotional–value living, where a person's attitude to everything that a person knows, understands or discovers is expressed **[13]**.

Stolin proposes a hierarchical model of the structure of self–attitude, where

three levels of self–attitude are distinguished.

1. general attitude,

2. self–attitude, in which self–respect, self–compassion and self–interest are considered,

3. the level of specific actions on one's "Self".

Antsupov, Shipilov, Grishina, Thomas, Kilman and others referred to the psychological analysis of conflict situations and the study of behavioral styles of a person in conflict situations.

Antsupov conditioned the choice of the style of behavior in a conflict situation with the person's attitude towards the conflict and the position towards a certain form of behavior in the conflict situation **[2]**.

Shipilov identifies four strategies of behavior in a conflict situation: struggle, protecting one's own interests within the framework of norms and rules, manipulation and open dialogue between the parties **[2]**. Grishina, unlike Shipilov, distinguishes three behavioral styles manifested in a conflict situation: escape, fight, dialogue **[3, pp. 221–241]**.

Thomas and Kilman believed that there are two main styles of behavior in a conflict situation: in one case, a person takes into account the interests of other people in a conflict situation and is guided by them during conflict resolution, in the other case, the main way for a person to resolve a conflict is to protect his own interests. Based on these two main directions, Thomas distinguishes five ways of overcoming the conflict.

1. Confrontation or competition, manifested by the protection of one's own interests to the detriment of the interests of other conflicting parties.
2. Adaptation, in which a person gives up his own interests in favor of the interests of other people.
3. Compromise, which is a means of reaching an agreement through mutual concessions.
4. Avoidance, in which both compromise and self–interest are excluded.
5. Cooperation, when the conflict gets a constructive solution, the interests of the conflicting parties are satisfied through an alternative.

The choice of each of the mentioned behavioral styles is determined not only by the specifics of the conflict situation, but also by the person's attitude towards the conflict and its resolution, self–attitude and personal characteristics **[15]**.

The aim of this study was to find out the relationship between individual components of adolescent self–attitude and preferred behavior styles of a person in a conflict situation.

In order to study the interdependence between self–attitude and the preferred style of a person in a conflict situation, individual components of teenagers' self–attitude and preferred behavioral styles of a person in a conflict situation, we conducted a research, the sample of which was 87 teenagers of ages 14 to 15.

Methods

For the purpose of the research, we used Stolin and Pantileev's "Self Attitude Questionnaire" **[11, pp. 123–130]**, with the help of which we studied teenagers' self–confidence, self–control, self–acceptance and self–understanding, as well as the general attitude of the person towards himself.

The questionnaire includes the following tables: measures the subject's general feeling for or against his own Self, self–respect, autosympathy, attitude expected from others, self–interest.

The questionnaire also includes 7 tables, which are designed to reveal the expression of this or that position regarding the Self of the subject. Thera are self–confidence, attitude of others, self–acceptance, self–control, self–blame, self–interest, self–understanding.

A general self–attitude is an internal feeling for or against oneself.

Self–respect is the aspect of self–attitude that combines belief in one's own strengths, abilities, energy, independence, assessment of one's capabilities, control over one's life, and being consistent in understanding one's self. The autosympathy chart reflects self–acceptance or self–blame towards one's Self. Self–interest expresses an interest in one's thoughts and feelings and the belief that one's personality is interesting to those around them.

For the purpose of diagnosis of personality predisposition to conflict behavior we used Thomas's test of diagnosing a person's propensity for conflict behavior **[7, pp. 88–95]**. This test diagnoses the means of conflict resolution: competition, adaptation, compromise, avoidance and cooperation.

Relying on the results of calculations of permissible variation of data, the quantitative analysis of the research results was performed with computer programs SPSS–15 and MS EXCEL.

The degrees of freedom of the data and the assessment of the reliability of correlations were carried out using the K. Pearson's table **[6]**.**Results and Discussion**

According to the results of self–attitude research in the group of 14–15–year–olds, 76% of the respondents had a high index of being in favor of the Self, average – only 7%, and low – 17%. The obtained data can be explained by the egocentrism characteristic of a teenager, which is expressed by the phenomenon of accepting his experiences, feelings and thoughts as unique.

As a result of the self–respect study, it was found that 51% of 14–15–year–olds have a high self–esteem index, 34% have an average and only 15% have a low index.

As a result of the autosympathy study of 14–15–year–olds, 59% of the subjects had a high level, 17% had an average level, and 24% had a low level.

High rates of self–respect and autosympathy are also due to the age characteristics of the adolescent. Self–respect and autosympathy in adolescence are largely determined by the evaluations of others, the feeling of one's own inimitability and uniqueness, which is later overcome by the teenager, and already autosympathy is manifested as a result of the analysis of knowledge, evaluations,

and advantages of one's own personality.

As a result of the research on the expectation of positive attitude from others among 14–15–year–old subjects, only 5% had a high index, 63% had an average index, and 32% had a low index.

Since the opinion of peers is mainly important at this age, the positive attitude of peers is of great importance for teenagers. The evaluations given to them by those around them are important for teenagers, for which they strive to portraythemselves in the best way, in order to receive a positive attitude from those who are important to them.

The study of self–confidence among 14–15–year–old subjects reveals that 44% have a high level of self–confidence, 24% have an average level of self–confidence, and 32% have a low level of self–confidence.

Along with the development of self–awareness of teenagers, the self–confidence of the teenager also develops, for which the attitude of others and the evaluations given to the teenager are of great importance. Along with adolescence, self–concept expands and deepens, relevant judgments become more independent. Adolescents with a high level of ambition value their qualities highly, which is expressed in self–confidence, and some are insecure and shy due to low evaluations and comparisons from others. as a result of having low esteem or low level of ambition from those around them.

We also studied the subjects' expectation of communication from others. 41% of them had a high score, 41% had an average score, and 18% had a low score.

The results indicate that communication with peers is especially important for adolescents. At the same time, it is important to occupy a certain position in the circle of peers, to be accepted and respected by them, which sometimes causes contradictions between adults and teenagers. During the contact between the teenager and his peers, the teenager acquires new values such as friendship, which are more diverse compared to those the teenager may have experienced at a younger age. A teenager has friends, close friends and relatives and for all these concepts, separate requirements are already formed in adolescence. During communication, the teenager develops those requirements, through which he evaluates the teenagers he communicates with.

The study of self–acceptance among 14–15–year–olds revealed that only 17% of the subjects have a high self–acceptance level, 56% have an average self–acceptance level, and 27% have a low self–acceptance level.

In adolescence, the object of a person's attention is himself, his thoughts, feelings and emotions. In early adolescence, one's own experiences, feelings, and interests are perceived as unique. As a result of contact with peers and significant adults, the teenager's ideas expand, judgments become more independent, good qualities and values appear, which the teenager wants to acquire in order to be respected by those around him, and vice versa, getting rid of some qualities, according to him, is necessary to suit his ideas. Along with the process of self–recognition of the personality, the problem of self–acceptance is brought forward to the person. Along with the formation of self–awareness, the teenager tries

to form the qualities that are positively evaluated by him.

The most difficult obstacle for a teenager to overcome is the difficulty of self–control skills. During our research, 27% of 14–15 year olds had a low level of self–control, and the average level was 66%. Only 7% were found to have a high level of self–control.

This is due to the neuropsychological instability of adolescents, the activity of the hormonal background. As a result, teenagers are more emotional and quick–tempered than adults **[9, pp. 335–338].** How a person understands himself has important implications for self–control.

Many philosophers (Mamardashvili (1990), Toulmin (1984) and others) and psychologists (Vygotsky (1984), Luria (1974, 1998), Orlov (1991), Stolin (1983) and others) considered the problem of self–understanding of a person.

Self–understanding as a multifaceted system begins to form already in childhood, and only in adolescence does a person's self–understanding contribute to the reconciliation of real behavior and ideas about one's own feelings, which is expressed in rethinking one's life, building life progress and at the same time a positive attitude towards oneself in general. The development of self–understanding of the person indicates the psychological development and socialization of the person.

As a result of self–understanding research among 14–15–year–old subjects, a low level was revealed in 56% of the subjects, an average level was recorded in 15%, and a high level of self–understanding was found in 29% of the subjects.

The predominance of a low level of self–understanding among 14–15–year–olds is due to the psychological characteristics of adolescents. A teenager perceives his own self in the context of the evaluations of others and especially significant people, and his ideas about him largely depend on the opinions and attitudes of those around him. Moreover, if in early adolescence the attitude and evaluations of adults are decisive, then at the age of 14–15, the opinions and attitudes of peers are especially important.

Difficulties in self–control lead to complex relationships, which often give rise to self–blame, since reflection is already quite developed.

As a result of the study of self–blame in the 14–15–year–old group, a low rate was revealed in 20%, an average rate in 39%, and a high rate in 41%.

Since it is adolescent–adult relationships that cause the most difficulties at this age, it can be assumed that smoothing such relationships will contribute to reducing adolescent self–blame.

The revealed data on self–blame may also be due to the fact that self–blame is formed in a person regardless of age and is caused by the personal experience of the person and childhood psychological traumas.

Based on the results of the predisposition to conflict behavior of adolescents, it becomes clear that competition is the preferred style of behavior of 26% of adolescents in conflict situations, cooperation – 25%, adaptation – 18%, avoidance – 17%, and preference is given to the behavioral style of compromise in conflict situations by only 14% of adolescents.

Analyzing the correlations between adolescent conflict behavior predisposition and self–attitude, a positive correlation of medium strength was revealed between competition and favoring one's own self ($p \leq 0.05$, when $r=0.239$), self–interest ($p \leq 0.05$, when $r=0.228$). Self–centeredness is expressed by egocentrism, which is expressed by the adolescent's phenomenon of accepting his feelings and thoughts as unique, as well as self–interest, which implies the manifestation of the importance of his personality in the center of everything. The expression of these two components of self–attitude can make a person competitive. A moderate negative correlation between self–understanding and competition was revealed ($p \leq 0.05$, when $r=-0.216$). In a conflict situation, the teenager will most likely not compete if the self–understanding is poorly developed or the teenager does not realize his own real capabilities and needs and the wishes and needs of the other person.

A positive correlation was found between cooperation and expectation of communication from others ($p \leq 0.01$, when $r=0.276$), autosympathy ($p \leq 0.05$, when $r=0.211$) and self–understanding ($p \leq 0.05$, when $r=0.218$). Cooperation is the process of satisfying the interests of conflicting parties as a result of communication and constructive resolution of the conflict. As a result of the development of self–understanding, a cooperative teenager is able to understand his interests, opportunities and desires and find constructive solutions in conflict situations, the success of which contributes to the development of the teenager's autosympathy.

A positive correlation was revealed between compromise and expectation of positive attitude from others ($p \leq 0.05$, when $r=0.231$) and self–understanding ($p \leq 0.05$, when $r=0.238$). A teenager, understanding his real capabilities and requirements, accepts the capabilities and requirements of others, understands that in order to overcome conflict situations the opinions of others must be taken into account, and in order to receive their positive attitude it is necessary to resort to compromise.

A negative correlation was found between avoidance and self–blame ($p \leq 0.05$, when $r=0.228$), and a negative correlation was found with self–respect ($p \leq 0.05$, when $r=-0.212$). The relationship between self–blame and avoidance most likely indicates that self–blame causes a person not to engage in conflict, but simply to avoid a conflict situation, and that frequent avoidance of conflicts and the inability to solve problems negatively affect an adolescent's self–respect.

Conclusions

Thus, the use of competitive and cooperative behavioral styles expressed in the protection of self–interests is conditioned by self–centeredness, self–interest, self–understanding, autosympathy, and expectation of communication from others. And the manifestation of preferred styles of compromise and avoidance in a conflict situation is due to teenagers' self–blame, high expectation of positive attitude from others and low level of self–respect. Competition and cooperation are considered active behavior styles, while avoidance and compromise are considered passive. From the results of the research, it becomes clear that during

the conflict situation, passive behavioral patterns are positively correlated with self-blame, self-understanding and expectation of positive attitude from others, and active patterns are related to a person's self-interest, autosympathy, and self-understanding. Depending on self-esteem and self-attitude, a person can acquire a preferred style of behavior in conflict situations, which will either be aimed at protecting one's own interests, or meeting the demands of others.

References

1. Խուդոյան Ս.Ս. Ամձի զարգացման ճգնաժամային տարիքները.- Եր.: Զանգակ-97, 2004.-248 էջ:
2. Анцупов А. Я. Конфликтология: учебник для высших учебных заведений / А.Я.Анцупов, А.И.Шипилов. - СПб.: Питер, 2008. - 496 с.
3. Гришина Н. В. Психология конфликта. 2-е изд. — СПб.: Питер, 2008. — 544 с: ил. — (Серия «Мастера психологии»). ISBN 978-5-91180-895-2
4. Мясищев, В.Н. Психология отношений / В.Н. Мясищев / под ред. Ä.Ä. Бодалева. -М.: Изд-во «Институт практической психологии», Воронеж: НПО «МОДЭК», 1995. -356 с.
5. Пиаже Ж. Избранные психологические труды. М., Просвещение, 1969 - 659 с.
6. Плохинский А.Н. Биометрия , М., Изд-во МГУ, 1970. - 368 с.
7. Практикум по общей психологии: Учеб. пособие /Н. С. Глуханюк, Е. В. Дьяченко, С. Л. Семенова. — 3-е изд. — М.: Издательство Московского психолого-социального института; Воронеж: Издательство НПО «МОДЭК», 2006. — 224 с. — (Серия «Библиотека психолога»)
8. Психология современного подростка. Под ред. Д.И. Фельдштейн, М., Педагогика, 1987, 240с.
9. Психология человека от рождения до смерти // Психологическая энциклопедия / Под ред. А. А. Реана. СПб.; М., 2002.
10. Столин В. В. Самосознание личности. М., МГУ 1983,- 286с.
11. Столин В. В. Уровни и единицы самосознания. В кн. Психилогия самосознания. / Под ред. Д.Я. Райгородского. Самара, БАХРАХ-М, 2000, - С. 123-155, - С. 132-133.
12. Чеснокова И.И. Особенности развития самосознания в онтогенезе. В кн. Принцип развития в психологии. Под ред. Л.И. Анцыферовой. М., Наука, 1978, - С. 328-330
13. Чеснокова, И.И. Проблемы самосознания в психологии / И.И. Чеснокова. - М.: Наука, 1977. - 144 с.
14. Эльконин Д.Б. Избранные психологические труды. М., 1989, -560 с.
15. Thomas, Kenneth & Kilmann, Ralph. (1976). Thomas-Kilmann conflict MODE instrument. DOI:10.1037/t02326-000

The article has been submitted for publication: 28.06.2024
Հոդվածը ներկայացվել է տպագրության. 28.06.2024
Статья представлена к публикации: 28.06.2024

The article is sent for review: 29.07.2024
Հոդվածն ուղարկվել է գրախոսության. 29.07.2024
Статья отправлена на рецензию: 29.07.2024

The article is accepted for publication: 19.08.2024
Հոդվածն ընդունվել է տպագրության. 19.08.2024
Статья принята к печати: 19.08.2024

SEXUAL ORIENTATION IDENTITY IN ADULTS WITH AUTISM SPECTRUM DISORDER

WERONIKA GAJDA

Teaching and Research Assistant
Institute of Psychology, University KEN in Cracow
MS in Psychology

w.gajda03@gmail.com

DOI: 10.54503/2579-2903-2024.2-55

Abstract

This article deals with the issues of sexuality and sexual identity of people with autism spectrum disorder. The presented research was aimed at comparing sexual identity between people with autism spectrum disorders and people without neurodevelopmental difficulties. The study included a group of 75 people in normal development and 75 people with autism spectrum disorders. Age of respondents 16–59. Data was collected via online questionnaires. The research was conducted using a personal questionnaire with questions including age, gender and diagnosis; a subjective sense of belonging to the LGBT+ community and the Sell Scale of Sexual Orientation. People with ASD showed higher homosexual preferences than the non–ASD population.

Keywords and phrases: autism spectrum disorder, sexual orientation, romantic relationships, adults with ASD.

ИДЕНТИЧНОСТЬ СЕКСУАЛЬНОЙ ОРИЕНТАЦИИ У ВЗРОСЛЫХ С РАССТРОЙСТВАМИ АУТИЧЕСКОГО СПЕКТРА

ВЕРОНИКА ГАЙДА

Ассистент по преподаванию и исследованиям
Институт психологии Университета Национальной комиссии по образованию в Кракове
Магистр психологии

w.gajda03@gmail.com

Аннотация

В статье рассматриваются вопросы сексуальности и половой идентичности людей с расстройствами аутистического спектра. Представленное исследование было направлено на сравнение сексуальной идентичности людей с расстройствами аутистического спектра и людей без трудностей нейроразвития. В исследование была включена группа

из 75 человек с нормальным развитием и 75 человек с расстройствами аутистического спектра. Возраст респондентов 16–59 лет. Сбор данных осуществлялся с помощью онлайн-опросников. Исследование проводилось с помощью персонального анкета с вопросами, включающими возраст, пол и диагноз субъективного ощущения принадлежности к ЛГБТ+ сообществу и шкалу сексуальной ориентации Селла. Люди с расстройствами аутистического спектра продемонстрировали более высокие гомосексуальные предпочтения, чем люди, не страдающие расстройствами аутистического спектра.

Ключевые слова и словосочетания: расстройство аутистического спектра, сексуальная ориентация, романтические отношения, взрослые с аутизмом.

ՍԵՌԱԿԱՆ ԿՈՂՄՆՈՐՈՇՄԱՆ ԻՆՔՆՈՒԹՅՈՒՆԸ ԱՈՒՏԻՍՏԻԿ ՍՊԵԿՏՐԻ ԽԱՆԳԱՐՈՒՄՈՎ ՄԵԾԱՀԱՍԱԿՆԵՐԻ ՄՈՏ

ՎԵՐՈՆԻԿԱ ԳԱՅԴԱ

Կրակովի ազգային կրթական հանձնաժողովի համալսարանի
հոգեբանության ինստիտուտի
հոգեբանության մագիստրոս,
Դասավանդման և հետազոտության ասիստենտ

w.gajda03@gmail.com

Համառոտագիր

Հոդվածը վերաբերում է աուտիստիկ սպեկտրի խանգարում ունեցող մարդկանց սեռականության և սեռական ինքնության խնդիրներին: Ներկայացված հետազոտության նպատակն է համեմատել աուտիստիկ սպեկտրի խանգարումներ ունեցող և նյարդային զարգացման դժվարություններ չունեցող մարդկանց միջև սեռական ինքնության դրսևորումները: Հետազոտությունն ընդգրկել է նորմալ զարգացմամբ 75 անձ և աուտիստիկ սպեկտրի խանգարումներ ունեցող 75 հոգուց բաղկացած խումբ: Հարցվածները եղել են 16–59 տարեկան: Տվյալները հավաքագրվել են առցանց հարցաթերթիկների միջոցով: Հետազոտությունն իրականացվել է անձնական հարցաթերթիկի միջոցով՝ ընդգրկելով հարցեր տարիքի, սեռի և ԼԳԲՏ+ համայնքին պատկանելու սուբյեկտիվ զգացման ախտորոշման վերաբերյալ, ինչպես նաև Սելլի սեռական կողմնորոշման սանդղակը: Աուտիստիկ սպեկտրի խանգարումներ ունեցող մարդիկ ավելի բարձր համասեռական նախասիրություններ են դրսևորել, քան չունեցողները:

Բանալի բառեր և բառակապակցություններ. աուտիստիկ սպեկտրի խանգարում, սեռական կողմնորոշում, ռոմանտիկ հարաբերություններ,

աուտիստիկ սպեկտրի խանգարումներ ունեցող մեծահասակներ:

Introduction

Human sexuality encompasses a rich and multifaceted array of experiences, each distinct in its complexity and significance. Regrettably, this facet of human life is often subject to limited and narrow perspectives. It is vital to recognize that every individual's sexual identity is unique and merits careful understanding and empathy. It remains concerning that numerous societies continue to regard discussions on sexuality as taboo, thus perpetuating misunderstandings and misconceptions surrounding sexual orientation and sexual identity.

Dillon et al. **[1]** aptly define sexual orientation as "an individual's patterns of sexual, romantic, and affectional arousal and desire for other persons based on those persons' gender and sex characteristics," and sexual identity as "the individual's conscious acknowledgement and internalization of sexual orientation." While the distinction may appear subtle, it holds substantial significance, impacting an individual's self-perception and the practices of individuals in sexual and mental health-related professions.

Several compelling studies have found that individuals with Autism Spectrum Disorder (ASD) tend to identify as asexual, bisexual, or homosexual at higher rates compared to the general population. Notable research by George & Stokes **[2]** and Gilmour et al. **[3]** suggests that individuals with neuroatypical conditions are more inclined to identify as sexual minorities, with estimations indicating that somewhere between 42-69% of the ASD population identifies as such **[2][4].** However, the precise reasons for the heightened prevalence of reported sexual minority identification within the ASD community remain shrouded in uncertainty. Some researchers posit that this phenomenon might be attributed to deficits in social skills, traits of gender dysphoria **[2]** or a limited awareness of social norms **[5].**

The discussion of sexual minority rights remains deeply controversial in Poland, failing to be universally recognized as fundamental human rights protected by law and the constitution. Despite growing self-awareness among the populace, the governmental and educational systems are regressing in terms of providing comprehensive sexual education for young individuals. Formal sexual education in Poland is a subject of extensive debate and subpar dissemination, often becoming heavily politicized rather than being acknowledged as a fundamental right to education. Moreover, informal sexual education, traditionally conveyed through parent-child conversations, is severely lacking. Surprisingly, research indicates that as many as 44.5% of respondents have never broached the topic of sexuality with their parents **[6].**

Sexual education within the context of disabilities and neuroatypical conditions remains a profoundly unexplored area of investigation within Polish society. Inadequate sexual education might lead to a lack of comprehension regarding safe sexual practices, potentially resulting in risky sexual behaviours. Multiple studies have demonstrated that such behaviours can significantly increase the likelihood of contracting sexually transmitted diseases or encountering

unintended pregnancies **[7]**.

Furthermore, research indicates that individuals with intellectual disabilities are more vulnerable to experiencing sexual violence compared to their non–disabled peers **[8]**. While studies indicate that young people with autism spectrum disorder have similar sexual needs to their peers **[9]**, they often lack equitable access to sexual education and support.

The societal stigma surrounding sexuality, in combination with inadequate sex education, poses significant challenges in exploring and expressing one's sexuality. This struggle is particularly pronounced for individuals with neurodevelopmental and mental disorders, whose sexual development may not be prioritized during childhood. Regrettably, parents and mental health specialists may overlook the needs of these individuals, as evidenced by limited research on the topic and scarce available data concerning the sexuality of individuals with neurodevelopmental disorders such as ASD.

Inadequate education and communication within families of individuals with ASD, coupled with deficits in social skills, constitute significant obstacles in the sexual development of these individuals **[10][11]**. Individuals with ASD often display underdeveloped skills such as self–awareness, understanding of others, and body language in stark contrast to their peers. It is noteworthy that hypersensitivity may present a significant challenge during discussions involving physical contact. These factors together can foster biased and harmful attitudes toward individuals with ASD.

Asexuality, as a complex aspect of human sexuality, has been a subject of evolving interest according to recent research **[12]**. It is defined as an orientation where individuals may exhibit a broad spectrum of attitudes toward sex, encompassing both cultural perceptions and personal relationships, according to the Asexuality Visibility and Education Network (AVEN). Estimating the prevalence of asexuality within the general population is challenging, with some studies suggesting it to be around 1% **[13]**. Nonetheless, caution is warranted against linking asexuality with ASD, as it may perpetuate stereotypes about individuals with ASD **[2][3]**.

Despite the absence of comprehensive information, further research and understanding of these interconnected issues are pivotal in fostering inclusivity and providing support for individuals with diverse sexual identities and neurodevelopmental conditions.

Method

Subject

The study included 78 neurotypical adults and 76 adults with autism spectrum disorder, ranging in age from 16 to 59.

Procedure

The respondents were recruited using snowball sampling among members of non–governmental organizations associating with people with autism spectrum

disorder, and participants of online forums or social networking sites for people with Asperger's Syndrome and high–functioning autism. The study was conducted using questionnaires in the form of an online survey.

Instruments

Information was gathered through a personal survey that featured inquiries regarding age, gender, and diagnosis. The diagnosis question utilized a four–point scale of responses indicating *no diagnosis, self–diagnosis, formal diagnosis in progress*, or *complete formal diagnosis*. *The Sell Scale of Sexual Orientation* was employed to assess sexual orientation. The survey encompassed three dimensions: sexual attraction, sexual contact, and sexual identity. For this research, solely the third element was utilized, which contained four queries about sexual orientation identity and a personal perception of affiliation with the LGBT+ community.

Research hypotheses

1. People with ASD will show a higher intensity of homosexual preferences than neurotypical people
2. People with ASD will show lower intensity of heterosexual preferences than neurotypical people
3. Women with ASD will show a higher level of homosexual preferences than men with ASD
4. People with ASD will show a higher intensity of homosexual preferences than the intensity of heterosexual preferences

Results

To answer the research questions, statistical analyses were carried out using the statistical software JAMOVI **[14]**, based on the R programming language **[15]**.

Table 1.

The intensity of homo– and heterosexual preferences in ASD and non–ASD group

		Statistic	df	p
PrefHOMO	t Student	–4.26	150	<.001
PrefHETERO	t Student	4.00	149	<.001

H. μNON–ASD ≠ μASD

In order to test the first two hypotheses, the Student's t–test for independent samples was conducted (Table 1). For both preferences, statistically significant results were obtained. The level of declared homosexual preference was higher for the ASD population, while the heterosexual preference was weaker for this population (Figure 1.)

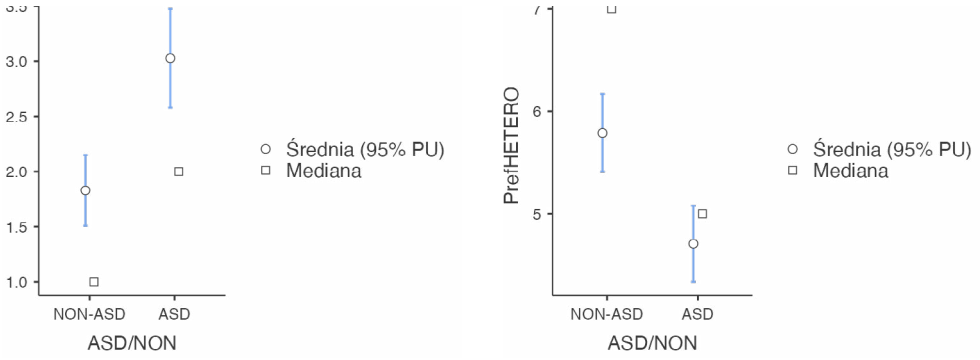


Figure 1. *Homo- and heterosexual preferences of ASD and non-ASD population*

To determine the differences between the sexes in the level of homosexual preferences, the t–test for independent samples was performed (Table 2.) No statistically significant results were found. Therefore, it is not possible to conclude whether there are any differences between the sexes in people with ASD in the level of declared homosexual preferences.

Table 2.

Test t for comparison of homosexual preferences between women and men in the ASD population

	Statystyka	**df**	**p**
PrefHOMO	1.99	61.0	0.051

Uwaga. $H_a\ \mu_{WOMEN} \neq \mu_{MEN}$

To determine whether people with ASD show stronger homosexual than heterosexual preferences, a t–test for dependent samples was conducted (Table 3). Statistically significant results were obtained, which denied the hypothesis. It can be concluded that heterosexual preference is stronger among this population.

Table 3.

Comparison of homo- and heterosexual preferences in the ASD population

				df	p
PrefHOMO	PrefHETERO	t student	-5.27	74.0	<.001

Discussion

The study was conducted to investigate the sexual orientation identity of individuals with and without Autism Spectrum Disorder (ASD). The researcher noted certain limitations of the survey and advised careful interpretation of the results.

A primary limitation of the study is its reliance on self–reported data, which may lead to inaccurate reporting of sexual orientation or experiences. Additionally, while previous studies on ASD have been predominantly male, this study found a significant proportion of female participants with ASD.

The analysis of the results revealed a diverse range of sexuality and sexual identity among people with ASD, challenging the stereotype of ASD as deprived or uninterested in sexuality and sexual identity. The study found non–heterosexuality to be more common among people with ASD than among neurotypical individuals.

The study holds significant implications for therapists, researchers, and psychiatrists, emphasizing the importance of recognizing and being responsive to the different sexual identities of people with ASD. Specialized training courses can ensure optimal support and psychoeducation for individuals on the spectrum.

The study underscores the importance of including individuals with ASD in research on sexual orientation and sexuality, suggesting that their experiences and identities should be taken into account in research and clinical practice.

Moreover, the study emphasizes the unique challenges individuals with ASD may face in understanding and navigating social relationships and highlights the need for targeted interventions and support services to address these challenges. These interventions should promote self–acceptance, self–awareness, and self–advocacy skills among individuals with ASD, and provide education and training for mental health professionals, family members, and caregivers on how to support individuals with ASD in their sexual development.

Additionally, the study highlights the need for further research on sexuality and sexual identity among individuals with ASD, prioritizing inclusive research methods to increase participation rates and representation among individuals with ASD. This research should also aim to explore the experiences of individuals with ASD across different age ranges, gender identities, and cultures, thereby fostering a greater understanding of the unique needs and challenges faced by individuals with ASD in regard to their sexuality.

References

1. Dillon, F. R., Worthington, R. L., & Moradi, B. (2011). Sexual Identity as a Universal Process. *Handbook of Identity Theory and Research*, 649–670. https://doi.org/10.1007/978–1–4419–7988–9_27
2. George, R., & Stokes, M. (2017). Sexual Orientation in Autism Spectrum Disorder. *Autism Research*, *11*(1), 133–141. https://doi.org/10.1002/aur.1892
3. Gilmour, L., Schalomon, P. M., & Smith, V. (2012). Sexuality in a community based sample of adults with autism spectrum disorder. *Research in Autism Spectrum Disorders*, *6*(1), 313–318. https://doi.org/10.1016/j.rasd.2011.06.003

4. Byers, E. S., Nichols, S., Voyer, S. D., & Reilly, G. (2012). Sexual well–being of a community sample of high–functioning adults on the autism spectrum who have been in a romantic relationship. *Autism, 17*(4), 418–433.
5. Bejerot, S., & Eriksson, J. M. (2014). Sexuality and Gender Role in Autism Spectrum Disorder: A Case Control Study. *PLoS ONE*, *9*(1), e87961. https://doi.org/10.1371/journal.pone.0087961
6. Ponton. (2011, July). Skąd wiesz? Jak wygląda edukacja seksualna w polskich domach. http://ponton.org.pl/wp-content/uploads/2018/09/Skąd-wiesz-RAPORT_ostateczny.pdf
7. Capaldi, D. M., Stoolmiller, M., Clark, S., & Owen, L. D. (2002). Heterosexual risk behaviours in at–risk young men from early adolescence to young adulthood: Prevalence, prediction, and association with STD contraction. *Developmental Psychology*, *38*(3), 394–406
8. Mailhot Amborski, A., Bussières, E. L., Vaillancourt–Morel, M. P., & Joyal, C. C. (2022). Sexual Violence Against Persons With Disabilities: A Meta–Analysis. *Trauma, violence & abuse, 23*(4), 1330–1343.
9. Barnett, J. P., & Maticka–Tyndale, E. (2015). Qualitative Exploration of Sexual Experiences Among Adults on the Autism Spectrum: Implications for Sex Education. *Perspectives on Sexual and Reproductive Health*, *47*(4), 171–179.
10. Szmania, L. (2016). Opportunities and Limitations of Persons with the Autism Spectrum Disorder in the Realization of Their Own Vision of Adulthood. *Studia Edukacyjne*, *2016*(39), 331–349.
11. Ballan, M. S. (2011). Parental Perspectives of Communication about Sexuality in Families of Children with Autism Spectrum Disorders. *Journal of Autism and Developmental Disorders*, *42*(5), 676–684.
12. Ronis, S. T., Byers, E. S., Brotto, L. A., & Nichols, S. (2021). Beyond the Label: Asexual Identity Among Individuals on the High–Functioning Autism Spectrum. *Archives of Sexual Behavior*, *50*(8), 3831–3842.
13. Poston, D., & Baumle, A. (2010). Patterns of Asexuality in the United States. *Demographic Research*, *23*, 509–530.
14. The JAMOVI Project (2021). *jamovi.* (Version 1.8) [Computer Software]. Retrieved from https://www.jamovi.org
15. R Core Team (2021). R: *A Language and environment for statistical computing.* (Version 4.0) [Computer software]. Retrieved from https://cran.r–project.org. (R packages retrieved from MRAN snapshot 2021–04–01).

The article has been submitted for publication: 10.06.2024
Հոդվածը ներկայացվել է տպագրության. 10.06.2024
Статья представлена к публикации: 10.06.2024

The article is sent for review: 12.07.2024
Հոդվածն ուղարկվել է գրախոսության. 12.07.2024
Статья отправлена на рецензию: 12.07.2024

The article is accepted for publication: 20.08.2024
Հոդվածն ընդունվել է տպագրության. 20.08.2024
Статья принята к печати: 20.08.2024

MOTIVATION THEORIES AND DESTRUCTIVENESS PHENOMENON

NONA GYULAMBARYAN

National Academy of Sciences,
Republic of Armenia
International Scientific–Educational Center

nona.gyulambaryan@gmail.com

DOI: 10.54503/2579-2903-2024.2-63

Abstract

The topical issue for this scientific research is the problem of human motivation in modern society. Various social sciences provide extensive material for studying the problem of motivation. In different historical periods, society treated the expressions of human motivation differently. According to the forms of the organization of society, various theories of motivation were presented, which found their application in psychological science, sociology, cultural studies, and anthropology. Along with the problem of studying motivation, there is a growing interest among theorists and practitioners in the phenomenon of destructiveness. In psychological science, there is a need to compare and analyze these phenomena. An interdisciplinary study of theories of motivation and the phenomenon of destructiveness revealed certain ties between destructive behavior of a person and his motivations. In particular, the article considered the psychological category of motivational frustration, which means the impossibility of achieving goals and the inadequate expression of motivations. One of the main problems in studying destructive human behavior is the lack of applied research on this issue in science. Therefore, when analyzing the phenomenon of human destructiveness, we mainly rely on works devoted to the study of aggression, crime, and various forms of deviation that contain a destructive component directed either outward – to the outer social environment, or inward – to the inner world of a person. Beginning in the 20th century, scientists and thinkers who tried to understand in one way or another the reasons for people's desire for destruction considered this problem in the context of aggression, considering destructiveness to be one of its extreme forms of manifestation along with cruelty and violence. Since this form of behavior (destructive) is conscious and characteristic, in our opinion, only of humans, it would be most correct to evaluate it as a way of human activity. Activity, in particular, professional activity, is an essential expression of a specifically human, personally meaningful being. According to social–psychological and anthropological concepts, human destructiveness is subject to social laws, depends on the motivational structure of society, and therefore can be predicted, and in some cases controlled. That is why we consider this phenomenon from the standpoint of motivation theories. The theoretical and methodological conclusions of this article may further lead to developing certain mechanisms to overcome

motivational frustration and destructive behavior of the person.

Keywords and phrases: motivation, frustration, society, destructiveness, theoretical models.

ТЕОРИИ МОТИВАЦИИ И ФЕНОМЕН ДЕСТРУКТИВНОСТИ

НОНА ГЮЛАМБАРЯН

Международный научно-образовательный центр
Национальной академии наук Республики Армения

nona.gyulambaryan@gmail.com

Аннотация

Актуальной темой для данного научного исследования является проблема мотивации человека в современном обществе. Различные социальные науки предоставляют обширный материал для изучения проблемы мотивации. В различные исторические периоды времени общество по-разному относилось к проявлениям мотивации человека. Соответственно особенностям организации общества, формировались различные теории мотивации, которые нашли свое применение в психологической науке, социологии, культурологии и антропологии. Наряду с проблемой изучения мотивации наблюдается растущий интерес среди теоретиков и практиков к феномену деструктивности. В психологической науке возникает необходимость сопоставления и анализа этих феноменов. Междисциплинарное исследование теорий мотивации и феномена деструктивности выявило определенные взаимосвязи между деструктивным поведением личности и мотивациями. В частности, в статье была рассмотрена психологическая категория мотивационной фрустрации, означающая невозможность достижения целей и неадекватного проявления мотиваций. Одной из основных проблем изучения деструктивного поведения человека является отсутствие прикладных исследований по этой проблеме. Поэтому при анализе феномена деструктивности человека мы в основном опираемся на работы, посвященные изучению агрессии, преступности и различных форм девиации, содержащих в себе деструктивный компонент, направленный либо вовне – во внешнюю среду, либо во внутренний мир человека. Начиная с XX века ученые и мыслители, пытавшиеся так или иначе понять причины стремления людей к разрушению, рассматривали эту проблему в контексте агрессии, считая деструктивность одной из крайних форм ее проявления наряду с жестокостью и насилием. Поскольку данная форма поведения (деструктивная) осознанна и свойственна, по нашему мнению, только человеку, наиболее корректно было бы оценивать ее как способ человеческой деятельности. Деятельность, в частности профессиональная, является сущностным выражением специфически человеческого, личностно

значимого бытия. Согласно социально-психологическим и антропологическим концепциям, деструктивность человека подчинена социальным законам, зависит от мотивационной структуры общества, а потому может быть прогнозируема, а в некоторых случаях и контролируема. Именно поэтому мы рассматриваем это явление с позиций теорий мотивации. Теоретико-методологические выводы данной статьи в дальнейшем могут стать основой для разработки определенных механизмов преодоления мотивационной фрустрации и деструктивного поведения личности.

Ключевые слова и словосочетания: мотивация, фрустрация, общество, деструктивность, теоретические модели.

ՄՈՏԻՎԱՑԻԱՅԻ ՏԵՍՈՒԹՅՈՒՆՆԵՐԸ ԵՎ ԴԵՍՏՐՈՒԿՏԻՎՈՒԹՅԱՆ ՖԵՆՈՄԵՆԸ

ՆՈՆԱ ԳՅՈՒԼԱՄԲԱՐՅԱՆ

Հայաստանի Հանրապետության գիտությունների ազգային ակադեմիայի գիտակրթական միջազգային կենտրոն

nona.gyulambaryan@gmail.com

Համառոտագիր

Այս գիտական հետազոտության արդիական թեման է ժամանակակից հասարակության մեջ անձի մոտիվացիայի խնդիրը: Հասարակական տարբեր գիտակարգերը բազմաբնույթ նյութեր են ներկայացնում մոտիվացիայի խնդիրը ուսումնասիրելու համար: Պատմական տարբեր ժամանակաշրջաններում հասարակությունը տարբեր վերաբերմունք է ունեցել մարդկային մոտիվացիայի դրսևորումների նկատմամբ: Ըստ հասարակության կազմակերպման առանձնահատկությունների՝ ձևավորվել են մոտիվացիայի տարբեր տեսություններ, որոնք իրենց կիրառությունն են գտել հոգեբանության, սոցիոլոգիայի, մշակութաբանության և մարդաբանության մեջ: Մոտիվացիայի ուսումնասիրման խնդրին զուգընթաց տեսաբանների և կիրառական ոլորտի մասնագետների շրջանում աճում է հետաքրքրությունը նաև դեստրուկտիվության երևույթի նկատմամբ, ուստի՝ հոգեբանական գիտակարգում անհրաժեշտություն է առաջանում այս երևույթները համեմատել և վերլուծել: Մոտիվացիայի տեսությունների և դեստրուկտիվության երևույթի միջառարկայական ուսումնասիրությունները բացահայտում են որոշակի փոխկապվածություններ դեստրուկտիվ վարքագծի և մոտիվացիայի միջև: Մասնավորապես, հոդվածում ուսումնասիրվել է մոտիվացիոն ֆրուստրացիայի հոգեբանական կատեգորիան, այսինքն՝ նպատակներին հասնելու անհնարինությունը և մոտիվացիայի ոչ համարժեք դրսևորումները: Անձի դեստրուկտիվ վարքագծի ուսումնասիրության հիմնական խնդիրներից մեկը այս հարցի վերաբերյալ կիրառական հետազոտությունների բացակայությունն է: Հետևաբար՝

անձի դեստրուկտիվության երևույթը վերլուծելիս մենք հիմնականում հիմնվում ենք ագրեսիայի, հանցագործության և շեղվող վարքի տարբեր ձևերի ուսումնասիրությանը նվիրված աշխատությունների վրա, որոնք պարունակում են դեստրուկտիվության բաղադրիչ, որն ուղղված է կա՛մ դեպի արտաքին միջավայր, կա՛մ դեպի մարդու ներաշխարհ: 20-րդ դարից սկսած՝ գիտնականներն ու փիլիսոփաները, ովքեր այս կամ այն կերպ փորձել են հասկանալ մարդկանց կործանարար ցանկությունների պատճառները, այս խնդիրը դիտարկել են ագրեսիայի համատեքստում՝ դրա դրսևորման ծայրահեղ ձևերից մեկը համարելով դեստրուկտիվությունը՝ դաժանության և բռնության հետ մեկտեղ: Քանի որ վարքագծի այս (դեստրուկտիվ) ձևը գիտակցված է և, մեր կարծիքով, բնորոշ է միայն մարդկանց, ամենից ճիշտ կլինի այն գնահատել որպես մարդկային գործունեության ձև: Գործունեությունը, մասնավորապես՝ մասնագիտական գործունեությունը, հատուկ է մարդկանց: Սոցիալ-հոգեբանական և մարդաբանական հասկացությունների համաձայն՝ մարդկային դեստրուկտիվությունը ենթակա է սոցիալական օրենքների, կախված է հասարակության մոտիվացիոն կառուցվածքից և, հետևաբար, այն կարելի է կանխատեսել և, որոշ դեպքերում, վերահսկել: Այդ իսկ պատճառով մենք այս երևույթը դիտարկում ենք մոտիվացիայի տեսությունների տեսանկյունից: Այս հոդվածի տեսական և մեթոդական եզրակացությունները ապագայում կարող են հանգեցնել մոտիվացիոն ֆրուստրացիայի և անձի դեստրուկտիվ վարքագծի հաղթահարման որոշակի մեխանիզմների մշակմանը:

Բանալի բառեր և բառակապակցություններ. մոտիվացիա, ֆրուստրացիա, հասարակություն, դեստրուկտիվություն, տեսական մոդելներ:

Introduction

The recent interest of various sciences in studying the phenomenon of human destructiveness from the standpoint of motivation theories is connected, on the one hand, with the global nature of destructive tendencies, the scale of which extends to the area of motivational bases of human behavior in society, and on the other hand, with general tendencies of managing individual or social groups in modern society. It is possible to note the growing interest in interdisciplinary problems in this area of scientific knowledge – psychological, sociological, historical, anthropological, etc. Theories of motivation existing in management and personnel management answer the key question for the motivation process in different ways: how can the motivational structure of employees of the organization be effectively stimulated so that they voluntarily and responsibly work following the organization's goals? This motivational structure refers to the psychological and anthropological perspective of the study, according to which motivation is aimed at reducing the individual's destructive behavior and preserving socially significant values. As a result, the phenomenon of destructiveness not only complements the motivational structure of individual behavior but also constructs modern knowledge about values in modern society. Thus, the phenomenon of destructiveness is an interdisciplinary category, the study of which contributes to

the formation of knowledge about the nature of human motivation.

Theoretical–methodological bases

Considering the problem of destructiveness in the context of motivational theories, we will highlight two groups of motivation theories:

- Classical concepts.
- Modern theories of motivation.

Classical concepts of motivation have been widespread since the early times of the organization of society. The key to motivation in the classical sense was the "carrot and stick" policy – the most ancient and widespread method of motivation **[25, 31]**. The motivation algorithm for this type: if you do a good job you'll get a reward; do not do it or do it poorly – you will be "punished". This concept of motivation is found in myths and fairy tales of different peoples of the world: if the hero passes a series of tests, he will receive a gift. If he does not pass the test – he will lose his life. We find the socio–philosophical foundations of this concept in the works of D. Locke, who considered it obvious that when it first appears in the world, each person is a "white paper" without any ideas and knowledge, including destructive ones. According to the philosopher, the natural state of society is an atmosphere of equality, independence, and awareness of mutual responsibility **[22]**. The formation of the concept of mutual responsibility created the ground for the development of sensualism in thinking, which, in turn, fed the theoretical and philosophical foundations of the classical motivation concept. Based on the sensualism of D. Locke, F. Voltaire, following him, believed that all types of knowledge are based on experience, which indicates the motivational nature of man. Motivation began to be identified with the destructiveness of human activity; it was perceived as the basis for the manifestation of private personal needs and goals that did not coincide with the direction of society's development. This opinion changed during the Enlightenment when philosophers believed that all people are equal in their inclinations and can develop their abilities to the maximum if they are brought up in favorable conditions. That is, in order to cultivate the best spiritual qualities in a person, it is necessary to change the environment, and the social system in which a person lives **[26]**.

The main advantage of the carrot and stick concept is its proven centuries–old history of management practice in different countries and different sectors of the national economy. The disadvantage of the concept is its limited applicability. Trends in social development, the increasing complexity of public institutions, and the deepening of knowledge about the methods and forms of managing human work activities have led to the definition of destructiveness as an expression of crime **[16]**. Gradually, the founders of social utopianism adhered to approximately the same views, reflecting on crime as a manifestation of human destructiveness. Utopians saw the possibility of overcoming crime in the re–organization of society on socialist principles. They called for the elimination of a society based on the dominance of private property since they believed that the cause of crime lies

in the inequality of people, which is the source of all evil and gives rise to base feelings. Such followers of social utopianism as A. Saint–Simon, C. Fourier, and R. Owen were convinced that crime is rooted in the very nature of a private property society based on the exploitation and oppression of people and pointed out the futility of combating crime with the help of criminal punishments alone. Like the enlighteners, utopian socialists were characterized by the fact that they did not blame a person who had taken the path of crime but saw the reasons for such behavior in the vicious organization of a society based on private property and the exploitation of people **[32]**. Under the influence of industrialization and urbanization processes, beginning in the late 18th century, factors of economic motivation—class contradictions in society, capitalist exploitation, need, and poverty—acquired particular significance in assessing the causes of destructive behavior **[10, 14]**. In many Western countries in the late 19th – early 20th centuries, criminological studies were conducted to identify the connection between food prices and crime rates. Thus, according to G. Mayer's correlation **[30]**, a half–penny increase in the price of rye resulted in a one–fifth increase in crime per 100,000 residents. Accordingly, a decrease in prices was accompanied by decreasing destructiveness in behavior and motivation for crime. Destructiveness began to be identified with a person's social affiliation and social status. In the period from 1886 to 1902, economists C. Booth and S. Burt **[30]** conducted a detailed study of the economic conditions of London and found that approximately 56% of offenders came from the four lowest economic classes, i.e. 37% of the population. As a result, the researchers concluded that offenders, as a rule, come from the lower socio–economic strata. It is noteworthy that property crimes increase during periods of economic downturns, and crimes against the person – during periods of prosperity, although the crime rate remains relatively stable, as a whole. At the same time, sociologists of that time, having identified the connection between the socio–economic conditions of society and social deviations, were unable to fully distinguish and explain the nature of destructive and motivational deviations.

The development of the social structure of societies and the deepening of motivational attitudes as a socio–stratification base for the formation of society led to the emergence of psychological theories of motivation. In 1923–1924, E. Mayo first used socio–psychological methods of motivating factory workers at a textile factory in Philadelphia. The turnover of personnel in the spinning department of the factory was 250%, while in other departments it was 5–6%. Material methods of stimulating workers did not produce results. With the permission of the factory administration, E. Mayo established two ten–minute rest breaks for the spinners. The results appeared quickly: the turnover of personnel decreased sharply, and the output of each worker increased, and the psychological state of the spinners improved. Subsequently, the factory administration canceled Mayo's innovations, and the situation returned to its previous state. E. Mayo did not create a psychological concept of motivation, but he proved that the carrot and stick policy is not enough to effectively motivate workers and reduce destructiveness in behavior. This was the time when the idea of destructiveness as a natural

essence of man gradually transformed into the idea of destructiveness as negatively motivated human behavior. Based on statistical data, sociologists conclude that the number of anomalies in human behavior inevitably increased every time during wars, economic crises, and social upheavals, which, in turn, refutes the theory of the "innate" criminal, pointing to the social roots of this phenomenon **[17]**. If for C. Lombroso "criminals are born", then for A. Kettle "criminals are not born, they become them." They become – under the influence of social conditions, and social factors. According to A. Kettle, "Society contains within itself the germ of all crimes that must be committed because it contains within itself the conditions that promote their development; it... prepares the crime, and the criminal is only an instrument" **[18]**. A. Kettle includes demographic, social (profession, education), and natural (climate, seasonality) factors influencing the commission of crimes. The main idea of A. Kettle, which is shared and developed to varying degrees by all representatives of the sociological direction, boils down to the following: 1) crime is generated by society; 2) it develops according to certain laws under the influence of social and other objective factors; 3) it is characterized by statistical stability; 4) it is possible to influence crime (reduce it) only by changing (improving) social conditions.

According to Yu. G. Volkov and V. S. Polikarpov, "Only in a society where there are no caste barriers, monopolies on material and spiritual goods and power, where a feeling of powerlessness and hopelessness of a person is not generated, is it possible to reduce to minimum various kinds of social destructive pathologies – crime, drug addiction, alcoholism, prostitution, nationalism, fanaticism and other forms of evil" **[13]**. The French researcher J. Tarde noted that "if the main cause of crime were physiological anomalies of criminals, then the number of crimes would always remain unchanged, whereas the crime figure fluctuates depending on social conditions" **[29]**. In other words, destructiveness was perceived as a phenomenon characterized by social pathology of behavior. A. Maslow's hierarchy of needs theory was one of the first to present the motivation process as a mechanism for reducing destructiveness in human behavior. From A. Maslow's works, effective motivation was understood as an impact on people's current needs, as well as the fact that human needs are complex and line up in a certain hierarchy **[12]**. Maslow was the first to prove that effective motivation is aimed not at any, but only at the current needs of a person. The process of motivation through needs is endless, since human needs increase as they are satisfied (the law of accelerated growth of needs).

The advantage of A. Maslow's motivation theory was the fact that theory made an extremely important contribution to management practice, to the understanding of what motivates people to work effectively and, conversely, what motivates people to be destructive. E. Durkheim, in turn, considered social deviations primarily as a consequence of the normative–value disintegration of society. His ideas were further developed in the works of researchers who recognized the leading causes of deviant behavior as contradictions between classes and various social forces, such as innovative and conservative ones. One of

the most prominent followers of E. Durkheim, R. Merton, also considered various manifestations of destructiveness to be a natural product of social conditions: "We proceed from the fact that certain phases of the social structure give rise to circumstances in which the violation of the social code is a "normal" reaction to the situation that has arisen" **[15, 24]**.

Based on the general trends in the development of social sciences, the perception of the phenomenon of destructiveness has focused on the problems of criminal behavior. Now we often encounter destructive forms of behavior in work – many manifestations of ineffective management decisions, and unmet expectations from work can lead to destructive needs. That is why some process theories of motivation help us better understand the mechanisms of destructiveness formation. Process theories of motivation are considered more modern than substantive theories since they address such questions as:

– How does motivation arise?

– What are the dynamics of various motives and incentives used to ensure that an employee works effectively to achieve the goals of the organization?

In this context, Vroom's expectation theory can be noted. According to Vroom, the current need of an employee does not yet motivate him to work effectively to meet his needs and achieve the goals of the organization. The motivating factor is the expectation that the chosen model of employee behavior will bring him the desired result (satisfaction of current needs).

Thus, the phenomena of destructiveness and constructiveness are defined by Vroom as the process of expectation as an individual's assessment of the probability of a certain event. For example, most working people expect that if they work with full dedication, they will be able to get a promotion or a raise. According to V. Vroom, the main motivation for work is three interrelated factors, and all of them are in the area of psychological expectations of the employee:

– the employee's expectations that his labor efforts will yield results;

– the expectation that the achieved result will entail a reward,

– the expected value of the reward for the obtained results of labor, which V. Vroom calls valence.

V. Vroom emphasizes that if an employee of an organization does not see the connection between the result of his work and the desired reward, then his motivation for effective work will weaken. V. Vroom concludes: that all three factors are equally important for the effective motivation of employees of the organization. The advantage of V. Vroom's motivation theory is an individual approach to motivating different employees of the organization. HR managers and managers should compare the proposed reward with the current needs of their employees and bring them into line with the goals of the organization. Adams showed that the motivation of an employee of the organization to work effectively is greatly influenced by the fairness of the assessment of his activities and the results achieved by him by the managers of the organization. Fairness is determined by the ratio of expenses and incomes of the employee of the organization, comparing the current assessment of his work with previous

assessments, as well as with the assessments of the costs and incomes of other employees of the organization. Adams emphasizes that each employee, consciously or not, always evaluates the ratio of his income and expenses in comparison with the income and expenses of other employees. In this case, the norm is an approximate equality of the ratio of his income and expenses and the ratio of income and expenses of other employees of the organization. The evaluation criterion is the employee's ideas about moral and legal justice **[28]**. If, as a result of such comparison and evaluation, the employee concludes that there are no violations of justice, then he continues to work actively. If a violation of justice is discovered, the employee begins to restore it in one or more of the following destructive or constructive ways:

1. Reducing one's energy costs in work.
2. Attempts to increase remuneration for one's work.
3. Overestimation of one's capabilities (decreased self–confidence).
4. Attempts to influence the organization's management to change the remuneration or workload of other employees.
5. Selecting another object for comparison.
6. Attempts to move to another department or another organization.

The advantages of S. Adams's theory of justice are important conclusions for the practice of managing people in organizations:

1. Organization managers and HR managers must take into account the psychology of the organization's employees, particularly, their ideas about justice.
2. To effectively motivate employees, it is very important to provide a clear remuneration system.
3. The organization's management should periodically study the issue of how fair the organization's employees consider their remuneration to be.

Porter and Lawler developed a comprehensive theory of motivation based on the two previous concepts.

Research methods

To study the theory of motivation from the point of view of determining destructiveness, we applied scientific methodological approaches of the historical method, comparison, and analysis. Taking into account the fact, that the problem of motivation of labor of a person in modern society is inextricably linked with his needs and social expectations, it was necessary to apply an interdisciplinary approach in this study. Thus, with the help of an interdisciplinary scientific apparatus, the connections between the causes of the appearance of destructiveness in human behavior and the expression of his motivational sphere of activity were investigated and analyzed. The results of this study can become a methodological basis for further empirical socio–psychological and anthropological studies to identify certain relationships and interdependencies between the motivational activity of a person and his destructive behavior. In the future, the development of scientific thought in the field of comparison of motivational frustration

and destructiveness will allow us to discover methodological ways to reduce destructiveness in human labor activity, as well as to develop skills to overcome motivational frustration.

Results

According to the theory of stigmatization (branding) by G. Becker, destructiveness is a consequence of the fact that society itself (more precisely, a social group) hangs appropriate labels on an individual, correlating the actions of a specific person with abstract rules (primary deviation). Gradually, a reputation is formed, which forces the individual to adhere to a destructive role (secondary deviation). Secondary deviation develops after branding and as a reaction to it. In full accordance with the ideas of G. Becker, a deviant becomes such only when society has recognized his destructive behavior.

The famous German sociologist and criminologist of the 20th century F. Sack **[6]** noted that the overwhelming majority of the adult population of modern society commits a crime at least once in their life (from the point of view of the current criminal law). But only official admission of committing a crime makes a person a criminal. Once branded as a criminal, a person continues to behave accordingly. In general, the theory of stigmatization reveals a significant layer of the relationship between man and society. Despite a certain one–sidedness, this theory makes one wonder whether official sanctions for a first or minor offense are always justified. Finally, a subjective cause of destructive behavior can be the attitude of an individual (group) to social norms **[23]**. For example, to free oneself from moral demands and justify oneself, a person can "neutralize" the effect of norms in the following ways: refer to higher concepts (friendship, loyalty to the group); deny the existence of the victim; justify one's behavior by the destructiveness of the victim or by provocation on his part; deny one's responsibility; deny the harm caused by one's behavior. In addition, according to D. Matsa, a young person from the lower strata of society has the opportunity to maneuver, "drift" (hence the concept of "drift") between various social norms that condemn/permit certain forms of behavior. Most offenders, having become adults, stop "drifting", moving on to completely conformist behavior **[23]**.

It should be noted that some of the provisions we are considering form the core of socio–psychological concepts of destructive behavior. Thus, the "cognitive model of aggression" **[8]**, as well as the theory of stigmatization, originating in symbolic interactionism, are based on the ability of people to qualify (interpret, treat) the actions, deeds, and behavior of others. When analyzing destructive behavior, emotional and cognitive processes should be taken into account, since the nature of an individual's understanding (interpretation) of any events, as well as the feelings experienced subsequently, largely determine the degree of aggressive reaction. The likelihood of an aggressive reaction depends on individual characteristics of cognitive processing of sociocultural information preceding destructive behavior, which is reflected in the formation of various motivational structures, cognitive schemes, and scenarios (the theory of "cultural schemes" by

E. Wallace) **[7]**, which control the manifestation of aggression. **[3]**. All scenarios are characterized by the normative conviction of an individual in the acceptability of his reaction in a specific situation. The only way to control and eliminate aggression is to develop constructive or non–aggressive cognitive schemes and scenarios in provoking circumstances. In turn, the criminological concepts of G. Tarde, E. Sutherland, and D. Cressey are often considered in the social psychology of aggression as the "learning theory" of A. Bandura **[11]**, in which aggression is considered a social phenomenon, namely, as a form of behavior learned in the process of social learning. In other words, according to social–psychological concepts, human aggression is an acquired, complex behavioral reaction learned throughout life and conditioned by many factors of the external environment, which, like any other social behavior, is subject to control and correction.

Since the mid–19th century, with the development of sociology and psychology, various manifestations of human destructiveness have been studied within the framework of deviant behavior in the context of social processes and norms established within a given society. In this context, some procedural theories of motivation have become more relevant. It is fundamentally important that such forms of deviant behavior as crime, suicide, drug addiction, and alcoholism, have a common property, which is a criterion for belonging to a group of deviations. Such an essential feature is destructiveness. After all, deviant behavior in general leads to the destruction of something (health, relationships, personality, public order) and even to the interruption of life itself **[2]**.

According to J. Tarde, the basis for the development of society is the socio–communicative activity of individuals in the form of imitation. In essence, he interpreted crime as a process of imitation, understanding it as an elementary copying and repetition by some people of the behavior of others. His compatriot, criminologist A. Lacassagne, compared criminals to microbes that are always present in any healthy organism, and if the organism is strong, it does not allow them to manifest themselves negatively – therefore, the origins of crime should be sought in a sick social organism. Speaking in 1885 at the First International Congress of Anthropologists in Rome, A. Lacassagne uttered the famous phrase that became a formula: "Every society has the criminals it deserves." Later, having reproduced it, G. Mannheim added: "Every society has such a type of crime and criminals5 that correspond to its cultural, moral, social, religious and economic conditions" **[33]**.

Thus, in modern society, wealth is a generally recognized universal symbol of success, and, therefore, people strive for it. But part of the population lives in slums, with limited social opportunities. At the same time, the rigidity of the class structure increases, and the possibility of legally changing social status in the direction of its improvement is reduced. However, it is the class structure that determines the inequality of opportunities, and differences in access to the values of society. Therefore, destructive behavior can be assessed as a symptom of the discrepancy between the motivations determined by culture (for success, wealth) and the socially organized means of satisfying them **[1, 5]**. "Deception,

corruption, immorality, crime, in short, the whole spectrum of prohibited means becomes increasingly widespread when the importance attached to the goal of achieving success, stimulated by a given culture, diverges from the coordinated institutional significance of the means" **[24]**. The demands of culture on a specific person turn out to be incompatible. On the one hand, he is required to orient his behavior towards the accumulation of wealth, on the other hand, he is practically not allowed to do this institutionally. The result of such structural inconsistency is the following paths of adaptation: either conformism and ritualism, or "rebellion" – the formation of a psychopathic personality, antisocial behavior, and destructive activity. Thus, the conflict between goals and the means to achieve them can lead to motivational frustration and the search for illegal ways of adaptation. T. Parsons **[27]** expanded the typology of destructive adaptations and destructive behavior by R. Merton. According to T. Parsons, the main social causes of destructiveness are motivational differences between participants in social interaction and discrepancy with expectations.

Other socio–cultural factors of destructive behavior can be the influence of norms of a deviant subculture and training. The theory of subcultures **[20]** arose as a result of studies of juvenile delinquency and gangsterism (banditry). To a large extent, this concept emphasized the significance of the conflict between the values and goals of the "big society", or more precisely, the middle class, and the ability of adolescents from the lower classes to achieve these goals. Adolescents react to the inaccessibility of the values of society's culture by creating a subculture with its values, goals, and norms. According to A. Cohen, the delinquent subculture as a protest against the culture of society is characterized by a destructive, malicious, and negativistic nature. "There is an element of malice here, pleasure from causing trouble to others, enjoyment of the very fact of rejecting various taboos" **[20]**. This standpoint also proceeds from the fact that "individuals occupying different positions in the social structure do not have equal chances of success" **[19]**.

The motivation to be included in a social group can be expressed through personal and group needs – to be included in the group, to follow its norms, to imitate its members, and to oppose oneself to other groups **[4]**. A wide variety of subcultures grow on this soil – the aristocratic elite, hippies, metalheads, rockers, etc. People tend to identify themselves with the leaders of the group and their ideals (including destructive ones), which largely explains the existence of such mass deviations as genocide, racism, and fascism. Thus, certain forms of behavior – both law–abiding and deviant – are learned when interacting with other people in the process of communication **[21]**. This usually occurs in groups between people connected by some personal relationships. The main reason for the formation of destructive behavior is a conflict of cultures or subcultures, expressed in the frustration of human needs and destructive motivation. "When people become criminals, this happens because they come into contact with a criminal mode of behavior, and also because they find themselves isolated from the influence of an anti–criminal mode of behavior. They become criminals because of an excess of such connections" **[21]**. The theory of differentiated

connections was one of the most fruitful of its time. It made it possible to explain destructive behavior, but could not answer the main question – why do people need destructive connections? Along with the objective socio–cultural factors considered, the so–called subjective causes of destructive behavior are also at work. In his book, G. Becker uttered a phrase that became famous: "A deviant is someone to whom the labor market, as a social institution in modern society, has assigned a corresponding label; deviant behavior is behavior that people have labeled in this way" **[9]**.

In human professional activity, the issues of destructiveness and motivation were studied by Porter and Lawler. According to the developed model, the achieved results of an employee's work depend on the efforts made, abilities, and also on his/her awareness of social role. The level of effort applied to the work is determined by the value of the reward and the degree of confidence that the level of effort applied will lead to a certain level of reward. Achieving the required level of work performance can entail external rewards, such as a bonus, praise from a manager, or promotion, and internal rewards, such as a sense of satisfaction from a job well done, a sense of competence, and self–esteem. The Porter–Lawler motivation theory must establish a connection between reward and the achieved results of an employee's work: the employee satisfies his/her needs through rewards for the achieved results of his/her work. The Porter–Lawler motivation model has some advantages. Firstly, this model shows that motivation is a complex systemic process, consisting of many factors. Secondly, the Porter–Lawler model reveals the importance of the joint action of such motivation factors as efforts, abilities, results, external and internal rewards, satisfaction, assessments, and expectations of the organization's employees within the framework of a single system of human resource motivation. Thirdly, Porter and Lawler proved that effective work leads to employee satisfaction, and not vice versa – to destructiveness **[28]**.

Conclusions

Exploring various theories of motivation we can make a general conclusion, that theories of motivation are divided into two main groups: classical and modern. The most famous is the theory of A. Maslow. The most systemic and effective model of human resource motivation is the model developed by Porter and Lawler. Most of the modern methods of material and non–material motivation of human resources follow from the main theories of motivation considered. Modern scientific trends in the study of personal motivation lead us to understand this complex psychological phenomenon in the context of studying destructive behavior. Therefore, for a systematic understanding of motivation as one of the most important management functions, for the formation of professional competencies, modern managers and leaders must not only know well and be able to apply classical and contemporary theories of motivation, but also compare them with forms of destructive behavior.

References

1. Հակոբյան Ն., Խաչատրյան Ա., Ավանդույթի գործառույթը անձի արժեհամակարգի ձևավորման համատեքստում, Գիտական հոդվածների ժողովածու, ՀՀ ԳԱԱ Գիտակրթական միջազգային կենտրոն, Երևան, 2016 թվական, էջ 149–156.
2. Հակոբյան Ն., Ֆիրյան Ա., Խաչատրյան Ա., Սոցիալական անոմիա և հոգեբանական պաշտպանություն. Ուսումնամեթոդական ձեռնարկ, 2022.
3. Eron L., Theories of Aggression: From Drives to Cognitions. New York: Plenum Press, 1994.
4. Hakobyan N., Khachatryan A., Career Management Problems and Development Trends // Գիտական հոդվածների ժողովածու, 2015, 1, 196–203.
5. Hakobyan N., Khachatryan A., Theoretical–Methodological Review of Social–Psychological Problems in Career Management // Российско–Армянский университет, XII Годичная научная конференция. Сборник научных статей, 4–8 декабря, 1, 305–313.
6. Sack F., Neue Perspectiven in der Kriminologie // Kriminal–soziologie. Wisbaden, 1968.
7. Wallace A., Culture and Personality. New York: Random House, 1960.
8. Zillmann D., Cognitive–Excitation Interdependencies in Aggressive Behavior // Aggressive Behavior. 1988. № 14.
9. Беккер Г., Девиантность как следствие «наклеивания ярлыков». Казань: Изд–во Каз. ун–та, 2001.
10. Бонгер В., Бродяжничество и нищенство // Уголовное право и социализм. М., 1908.
11. Бандура А., Теория социального научения. СПб.: Евразия, 2000.
12. Ветлужских Е. Н., Мотивация и оплата труда. Инструменты, методика, практика. М.: Альпина, 2016. С. 34.
13. Волков Ю. Г., Поликарпов В. С., Человек как космопланетарный феномен. Ростов н/Д: Изд–во РГУ, 1993.
14. Гилинский Я. И., Девиантология: социология преступности, наркотизма, проституции, самоубийств и других «отклонений». СПб.: Изд–во «Юридический центр Пресс», 2004.
15. Дюркгейм Э., Социология. Ее предмет, метод, предназначение. М.: Канон, 1995.
16. Зарубина Е. В., Социальные и культурные функции морали // Вестник научных конференций. 2016. № 1–5 (5). С. 75–76.
17. Змановская Е. В. Девиантология: (Психология отклоняющегося поведения). М.: Издательский центр «Академия», 2004. Рынок труда как социальный институт в современном российском обществе 319
18. Кетле А., Человек, развитие его способностей или опыт социальной физики. Киев, 1965.
19. Клауорд Р., Оулин Л., Дифференциация субкультуры // Социология преступности. М.: Прогресс, 1966.
20. Коэн А., Содержание делинквентной субкультуры // Социология преступности. М.: Прогресс, 1966.
21. Крэсси Д., Развитие теории. Теория дифференцированной связи // Социология преступности. М.: Прогресс, 1966.
22. Локк Дж., Соч.: В 3 т. М.: Мысль, 1985. Т. 1.
23. Матза Д., Сайкс Г., Метод нейтрализации. Теория делинквентности // Социология преступности. Современные буржуазные теории: Сборник статей. М.: Прогресс, 1966.
24. Мертон Р., Социальная структура и аномия // Социология преступности (Современные буржуазные теории). М.: Издательство «Прогресс», 1966.

25. Мескон М., Альберт М., Хедоури Ф., Основы менеджмента, М.: изд.–во «Дело», 2000. С.360, 362.
26. Огурцов А. П., Философия науки эпохи Просвещения. М.: Наука, 1993.
27. Парсонс Т., О структуре социального действия. М.: Академический проект, 2002.
28. Серебренникова М. С., Фатеева Н. Б. Актуальные проблемы мотивации и стимулирования труда // Аграрное образование и наука. 2015. № 1. С. 29.
29. Тард Г., Преступник и преступление. Сравнительная преступность. Преступления толпы. М.: ИНФРА–М, 2004.
30. Фокс В., Введение в криминологию. М.: Изд–во «Прогресс», 1985.
31. Фромм Э., Анатомия человеческой деструктивности. М.: АСТ$ Хранитель, 2007.
32. Чаликова В., Утопия и утопическое мышление: Антология зарубежной литературы. М.: Прогресс, 1991.
33. Яковлев А. М., Преступность и социальная психология. М.: Юриздат, 1971.

The article has been submitted for publication: 17.06.2024
Հոդվածը ներկայացվել է տպագրության. 17.06.2024
Статья представлена к публикации: 17.06.2024

The article is sent for review: 31.07.2024
Հոդվածն ուղարկվել է գրախոսության. 31.07.2024
Статья отправлена на рецензию: 31.07.2024

The article is accepted for publication: 29.08.2024
Հոդվածն ընդունվել է տպագրության. 29.08.2024
Статья принята к печати: 29.08.2024

USE OF COMPARISON ACTIVITIES TO ENHANCE CROSS-CULTURAL COMMUNICATION IN ESP (ON THE EXAMPLE OF LEGAL ENGLISH)

GOHAR GRIGORYAN

International Scientific-Educational Center of the
National Academy of Sciences of the Republic of Armenia
Head of the Chair of Foreign Languages
PhD in Philological Sciences, Associate Professor

gohar.grigoryan@isec.am

LILIT MANVELYAN

International Scientific-Educational Center of the
National Academy of Sciences of the Republic of Armenia
Instructor of English for Specific Purposes

lilit.manvelyan@isec.am

DOI:10.54503/2579-2903-2024.2-78

Abstract

In today's globalized legal landscape, mastery of legal English is indispensable for aspiring legal professionals. International law firms and multinational corporations often require their legal teams to operate across different cultural contexts. However, more than linguistic proficiency is required. Effective communication in legal contexts also demands a keen understanding of cultural nuances and intercultural dynamics. Lawyers must navigate diverse legal systems, cultural expectations, and communication styles to serve their clients effectively.

This paper highlights the importance of incorporating comparison activities into ESP teaching methodology to promote cross-cultural perception and understanding, particularly in Armenian universities. Comparison activities are structured based on legal terms found in Vasyuchkova and others' textbooks, "English for Law Students" **[11]** developed for master students.

A significant challenge for law students is understanding the differences between the legal systems of various countries, which are often depicted in terminology. Comparative methods are a valuable strategy to overcome this problem.

Exploring language and culture through cross-cultural comparison enhances language proficiency and equips students with essential skills for navigating the multicultural complexities of the legal profession. Course designers should provide the students with multiple opportunities to compare the legal aspects of different countries. Examples from British and American legal contexts are studied,

highlighting their cultural significance, and compare–contrast tables are offered to visualize the legal aspects of some terms across different countries.

Keywords and phrases: English for Specific Purposes (ESP), Legal English (LE), comparison activities, intercultural communication, cross–cultural comparison.

ПРИМЕНЕНИЕ СРАВНИТЕЛЬНЫХ УПРАЖНЕНИЙ ДЛЯ РАЗВИТИЯ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ ДЛЯ СПЕЦИАЛЬНЫХ ЦЕЛЕЙ (НА ПРИМЕРЕ ЮРИДИЧЕСКОГО АНГЛИЙСКОГО)

ГОАР ГРИГОРЯН

Заведующая кафедрой иностранных языков МНОЦ НАН РА,
кандидат филологических наук, доцент

gohar.grigoryan@isec.am

ЛИЛИТ МАНВЕЛЯН

Международный Научно–Образовательный Центр НАН РА,
Преподаватель английского языка для специальных целей

lilit.manvelyan@isec.am

Аннотация

Сегодня в условиях глобализации правового мира, владение английским языком является непременным условием для будущих юристов Международные юридические фирмы и многонациональные корпорации часто требуют, чтобы их юридические команды действовали в различных культурных контекстах. Однако здесь необходимо не только владение языком. Эффективная коммуникация в юридическом контексте также требует глубокого понимания культурных нюансов и межкультурной динамики. Юристы должны ориентироваться в различных правовых системах, культурных ожиданиях и стилях общения, чтобы эффективно обслуживать своих клиентов.

В данной статье подчеркивается важность введения заданий на сравнивание в методику преподавания английского для специальных целей, чтобы способствовать межкультурному восприятию и пониманию, в частности, в армянских университетах. Задания на сравнивание были разработаны на основе юридических терминов, встречающихся в учебнике Васючковой и других «Английский язык для студентов–юристов» **[11],** предназначенном для студентов магистратуры.

Значительной проблемой для студентов–юристов является понимание

различий между правовыми системами разных стран, которые часто отображаются в терминологии. Сравнительные методы являются ценной стратегией для преодоления этой проблемы.

Изучение языка и культуры посредством межкультурного сравнения улучшает знания языков и способствует приобретению студентами необходимых навыков, позволяющих ориентироваться в многокультурных сложностях юридической профессии. Составители учебного курса должны предоставить студентам множество возможностей для сравнения юридических особенностей различных стран. Для этого изучаются примеры из британского и американского правовых контекстов, подчеркивается их культурная значимость, а также предлагаются сравнительно-контрастные таблицы для визуализации правовых аспектов некоторых терминов в разных странах.

Ключевые слова и словосочетания: Английский язык для специальных целей (ESP), юридический английский (LE), деятельность по сопоставлению, межкультурная коммуникация, межкультурное сравнение.

ՀԱՄԵՄԱՏՈՒԹՅԱՆ ՎԱՐԺՈՒԹՅՈՒՆՆԵՐԻ ՕԳՏԱԳՈՐԾՈՒՄԸ ՄԻՋՄՇԱԿՈՒԹԱՅԻՆ ՀԱՂՈՐԴԱԿՑԱԿԱՆ ԿԱՐՈՂՈՒԹՅՈՒՆՆԵՐԻ ՁԱՐԳԱՑՄԱՆ ՀԱՄԱՐ՝ ՄԱՍՆԱԳԻՏԱԿԱՆ ՆՊԱՏԱԿՆԵՐՈՎ ԱՆԳԼԵՐԵՆ ԼԵԶՎԻ ԴԱՍԱՎԱՆԴՄԱՆ ԳՈՐԾԸՆԹԱՑՈՒՄ

(ԻՐԱՎԱԲԱՆԱԿԱՆ ԱՆԳԼԵՐԵՆԻ ՕՐԻՆԱԿՈՎ)

ԳՈՀԱՐ ԳՐԻԳՈՐՅԱՆ

ՀՀ գիտությունների ազգային ակադեմիայի
գիտակրթական միջազգային կենտրոնի
օտար լեզուների ամբիոնի վարիչ,
բանասիրական գիտությունների թեկնածու, դոցենտ

gohar.grigoryan@isec.am

ԼԻԼԻԹ ՄԱՆՎԵԼՅԱՆ

ՀՀ գիտությունների ազգային ակադեմիայի
գիտակրթական միջազգային կենտրոնի
մասնագիտական անգլերեն լեզվի դասախոս

lilit.manvelyan@isec.am

Համառոտագիր

Այսօրվա գլոբալացված իրավաբանական աշխարհում անգլերենի իմացությունը ապագա իրավաբանների համար անհրաժեշտություն է: Միջազգային իրավաբանական ընկերությունները և բազմազգ

կազմակերպությունները հաճախ իրենց իրավաբանների թիմերից պահանջում են աշխատել տարբեր մշակութային համատեքստերում:

Նրանցից պահանջվում է ավելին, քան լեզվի իմացությունը: Իրավական համատեքստում արդյունավետ հաղորդակցությունը պահանջում է նաև մշակութային նրբերանգների և միջմշակութային դինամիկայի խորը ըմբռնում: Իրավաբանները պետք է կարողանան իրենց ճիշտ դրսևորել տարբեր իրավական համակարգերի հետ աշխատելիս՝ հաշվի առնելով հաճախորդների մշակութային ակնկալիքներն ու հաղորդակցման ոճերը՝ նրանց արդյունավետ կերպով սպասարկելու համար:

Սույն հոդվածում ընդգծում ենք համեմատության առաջադրանքների ներդրման կարևորությունը Հայաստանի բուհերում մասնագիտական անգլերենի ուսուցման գործում՝ միջմշակութային փոխըմբռնումը խթանելու նպատակով: Համեմատության առաջադրանքները մշակվել են Վասյուչկովայի և այլոց «Անգլերեն՝ իրավաբան ուսանողների համար» [11] մագիստրատուրայի դասագրքում զետեղված իրավական տերմինների հիման վրա:

Իրավագիտության ուսանողների համար կարևոր է հասկանալ տարբեր երկրների իրավական համակարգերի միջև եղած տարբերությունները, որոնք հաճախ արտացոլվում են տերմինաբանության մեջ: Այս խնդրի հաղթահարման գործում արժեքավոր գործիքներ են համեմատության մեթոդները:

Լեզուն և մշակույթը միջմշակութային համեմատության միջոցով սովորելը նպաստում է ուսանողների լեզվական իմացության և անհրաժեշտ հմտությունների ձեռքբերմանը, ինչի շնորհիվ նրանք կարող են հաղթահարել իրավաբանի մասնագիտության բազմամշակութային բարդությունները: Ուսումնական ծրագրերում պետք է ուսանողներին ընձեռնվեն բազմաթիվ հնարավորություններ՝ համեմատելու տարբեր երկրների իրավական առանձնահատկությունները: Մենք օրինակներ ենք ուսումնասիրել բրիտանական և ամերիկյան իրավական համատեքստերից՝ ընդգծելով դրանց մշակութային նշանակությունը, և առաջարկում ենք համեմատական–հակադրական աղյուսակներ՝ տարբեր երկրներում որոշ տերմինների իրավական բնութագրերը պատկերացնելու համար:

Բանալի բառեր և բառակապակցություններ. անգլերեն մասնագիտական նպատակների համար (ESP), իրավաբանական անգլերեն (LE), համեմատական գործունեություն, միջմշակութային հաղորդակցություն, միջմշակութային համեմատություն:

Introduction

Current trends in teaching/learning a foreign language, mainly English for specific purposes (ESP), require not just the instruction of linguistic abilities like phonology, morphology, lexicology, and syntax but also "…the vital component of cultural knowledge and awareness" **[1].**

ESP is a specialized English teaching and learning discipline that emerged in

the 1960s. It differs from General English (GE) in its teaching methods and learning environment, focusing on the learners' specific purposes for learning English **[9, p. 24].** Hutchinson and Waters define ESP as "an approach to language teaching in which all the decisions as to content and method are based on the learner's reason for learning" **[6, p. 19].** At the same time, in David Crystal's words, ESP is "a course whose context is determined by the student's professional needs**" [3, p. 108]**. Considering all the abovementioned definitions, we can assume that ESP refers to teaching specific English content and skills to specific learners for effective communication in academic or vocational situations. Thus, students can obtain specific language abilities to apply English in their speciality.

Legal English (LE) is a language legal professionals use for contract drafting and court presentations, with unique vocabulary, collocations, and sentence structures across different legal systems. LE is a technical language; naturally, its vocabulary and terminology are particularly challenging. Typically, it is complicated for EFL students to study LE. As Inesa assumes, teachers face two main challenges when teaching LE. The first challenge is the unique vocabulary and complex sentence structures, which create significant barriers to understanding. The second challenge involves the cultural differences between the legal systems, which include essential language skills and cultural nuances that cannot be overlooked when learning LE **[7, p. 17]**. Another challenge the students encounter is that some LE terms do not have their analogues in the corresponding legal system. Thus, law students might need clarification to choose the exact meanings and translations provided in the dictionaries among multiple connotations **[5, p. 65]**. Sometimes, LE professions differ from culture to culture; for example, the terms *barristers* and *solicitors* may be difficult for Armenian students to define as there is no such distinction between legal professionals in the Armenian legal system. These are two kinds of lawyers typical to Britain, whilst in the Armenian legal context, they are both translated as "փաստաբան" irrespective of their duties. Similarly, the concept of 'precedent' in the UK legal system and 'stare decisis' in the US legal system can confuse students due to their cultural and historical differences.

While predominantly highlighting language and skills, some authors argue that in teaching LE, a comparative approach should be followed "for better understanding of the differences and similarities of the two legal systems and a correct interpretation of the legal texts" **[8, p. 5476].** Although some laws and legal procedures are similar across different cultures, there are indeed words, terms and expressions with specific cultural connotations which need to be addressed in ESP lessons, e.g. legal professions and legal institutions typical to the British legal system, (*barrister, solicitor*, *legal executives*, *Lord Chancellor*, *Home Secretary, the Law Society, Queen's Counsel, and Inns of Court*). Similarly, there are legal terms specific to the US (e.g. *Magistrate, Justice of the Peace (JP), Magistrates' Courts, US attorneys, federal magistrate judge*). Moreover, these terms have historical and cultural backgrounds worth discussing to raise students' cultural awareness.

Comparison activities aid learners in identifying similarities and differences,

generating insights, and acquiring new knowledge by comparing two cases with a shared principle. Learners who compare cases will develop a more comprehensive problem–solving schema that focuses on the common structure of the cases rather than the surface elements. Consequently, this makes it easier to retrieve cases when encountering new cases with the same structure. **[4, p. 394]**

How to promote cultural understanding in ESP?

No LE textbook, even with the most useful content, is suitable for all law students. To make the course meaningful and engaging, the process of teaching ESP should not only cover legal terminology but also depict the culture, history, and traditions of different countries. Vocabulary in the legal sector can differ considerably between American and British English.

Understanding the legal professions, their roles, functions and historical frameworks is crucial for students aiming to navigate and engage with the legal systems of English–speaking countries, namely Britain and the US. As mentioned, some terms in one LE culture may or may not have a corresponding analogue in another. By examining professions side by side, students can develop a deeper understanding of the similarities and differences in legal terminology and practice across these two jurisdictions, thereby enhancing their ability to communicate effectively in a global legal environment. The example below introduces different terms that refer to the widely used term 'lawyer'.

Britain	United States	Description
Solicitors and Barristers	Attorneys or Trial Lawyers	Lawyering in England is a divided profession. One must choose to be either a barrister, a "courtroom lawyer," or a solicitor, an "office lawyer" **[2, p.544]**. The lack of an official division between attorneys allowed to engage in litigation and other attorneys within the American legal profession constitutes the major difference in the British and American legal professions. There is often an informal distinction, however. Because some substantive law areas involve a great deal of litigation, lawyers practicing in those substantive areas also consider themselves trial lawyers **[2, p.552]**. It is the solicitors whose offices more resemble those of the American attorney. Solicitors handle most legal matters, including providing legal advice, drafting legal documents, and representing clients in courts. Barristers, by comparison, usually do not engage in the daily routine of obtaining clients, interviewing witnesses and investigating cases. After reviewing a solicitor's papers, referred to as "briefs,"2" barristers advise and counsel **[2, p.545]**.

LE textbooks mainly contain texts on various legal issues in the context

of different countries, with follow–up comprehension and practice tasks on vocabulary and grammar. Our primary concern is not only the words and their corresponding translations provided in LE textbooks but also the approach and methodology used to reveal how the terms are used across different cultures and legal systems. The comparative method has been embedded in ESP courses at ISEC NAS RA. Drawing parallels between the legal systems and professionals of different countries enables the students to study how different cultures shape legal concepts and practices, thus developing their understanding of the legal term itself and its application. In our courses, students are assigned to compare legal systems, professionals, and branches of law, focusing on how similar legal concepts are interpreted and applied in different cultural contexts. As an outcome, they identify the legal concepts' contrastive features and appreciate the legal systems' diversity.

The profession of Judges has been examined to highlight their unique roles and responsibilities in different countries' legal systems. For instance, the textbook "English for Law Students" by Vasyuchkova and others **[11],** developed for master students, introduces two separate texts about judges in Britain and the US. The students were assigned to compare the information in those texts and apply critical thinking skills, highlighting the common features and differences between the two judicial systems. To make this task more comprehensible, we suggested that they should follow the fill–in–the–table activity. This task works best as a collaborative activity for students to read the texts, discuss and fill in the correct information into the table.

Task: Read the two texts comparing Judges in Britain and the United States and complete the table.

Aspect	Judges in Britain	Judges in the United States
Path to Judgeship	Judges are selected from barristers who have shown competence in litigation.	Judges can enter at any court level, with diverse legal backgrounds (litigators, professors, etc.).
Appointment Process	Barristers are promoted through lower trial levels to higher courts based on success.	Judges are selected through nomination, appointment, or election.
Judicial Hierarchy	A barrister enters the judiciary at the lower trial level and may be promoted.	A lawyer can become a judge at any court level (lowest to highest).
Judicial Functions	Judges apply law, interpret statutes, and may create new law when precedent is absent.	Judges decide cases independently and may handle both civil and criminal trials.
Judicial Independence	Judges are independent of Parliament and Civil Service, with judicial immunity.	Judicial independence is from executive, legislative branches, and popular influence.

Aspect	Judges in Britain	Judges in the United States
Professional vs. Lay Judges	Professional judges (paid) handle serious crimes; unpaid Magistrates handle lesser matters.	Federal magistrate judges handle preliminary matters and some trials, are appointed by the court.
Terms of Service	No specific term lengths mentioned.	Judges serve terms ranging from 4–6 years to lifetime appointments, depending on jurisdiction.
Judicial Decision–Making	Judges summarize cases for the jury and may make law through doctrine of precedent.	Magistrate judges can conduct trials and issue final judgments if parties consent.

By comparing the functions, Hierarchy, and other characteristics of judges in Britain and the US, students gain insight into how different legal traditions and cultures shape the judiciary's role in each country.

Another task was to make a comparative analysis of the US and UK *Constitutions,* which allows for a clear comparison and understanding of the distinct legal frameworks. Learners were provided with a brief history and some significant amendments or revisions of the Constitution in each country to highlight key similarities and differences. For example, in the US Constitution as the supreme law of the United States, it is essential to mention the Declaration of Independence which laid its foundations, and the Bill of Rights and subsequent amendments, through which the rights and freedoms of citizens are outlined. As for the British Constitution, it is important to highlight it as an unmodified and evolving set of principles and laws that govern the United Kingdom, lacking a single written document. Below is a comparative table developed by students that summarizes the key differences and similarities between the US and British constitutions.

Table 1.
Comparison of the Characteristics of the US and the British Constitutions

Aspect	U.S. Constitution	British Constitution
Nature and Form	Written, codified document adopted in 1787.	Unwritten, uncodified, consisting of statutes, common law, conventions, and authoritative texts.
Sovereignty and Authority	Based on popular sovereignty; the Constitution is the supreme law.	Based on parliamentary sovereignty; Parliament is the supreme legal authority.
Separation of Powers	Clear separation of powers with checks and balances among legislative, executive, and judicial branches.	Blended separation of powers, with the executive (Prime Minister and Cabinet) being part of the legislature (Parliament).

Aspect	U.S. Constitution	British Constitution
Judicial Review	Strong judicial review; the Supreme Court can declare laws unconstitutional.	Limited judicial review; courts can review legality but cannot overturn parliamentary laws.
Amendment Process	Formal, requiring a rigorous process involving Congress and state legislatures.	Informal, changes can be made through ordinary legislative processes, judicial rulings, or evolving conventions.
Historical Development	Result of a revolutionary process, establishing a new nation.	Evolved gradually over centuries, shaped by historical events like the Magna Carta and the Glorious Revolution.
Flexibility	Relatively rigid, with a complex amendment process.	Highly flexible, allowing for easy adaptation through legislation or convention.

This table tries to provide a clear and concise comparison, making it easy to understand the fundamental differences and similarities between the US and British constitutions. It can be used in different ways in a legal course. It can be either a supporting table for reading passages visualizing key points or a blank table that students would fill out after reading relevant information. For sure, a final task should be researching and presenting the same aspects of their own country's Constitution.

Conclusion

In the constantly growing process of internationalization of legal systems, LE is not only about the language – it means the comprehension of certain cultural and legal peculiarities in various legal systems. This article has emphasized the need to include cross-cultural comparison activities in the ESP curriculum, especially in Armenian universities, to help students better understand the overall nature of legal terminology and the different legal systems.

Comparing the language used in LE with that in other legal documents, not only do the students understand the language used in drafting, but they also learn about the cultural and historical differences in major English-speaking legal systems, mainly the US and UK. The examples, such as the comparison of legal professions and constitutional frameworks, show how the proposed approach is beneficial in providing a broader understanding of the legal idea.

When these activities are incorporated into ESP courses, the educators facilitate the development of the skills needed to function in a multicultural legal setting while also enabling enhanced legal communication and translation skills. This approach helps law students withstand the global demands of the legal profession and appreciate cultural differences as much as jurisdictional ones.

Subsequent studies on these aspects, together with future curriculum advances, should seek to enhance these approaches to the point where law

students are proficient in the language and understand cultural differences when moving between one legal system and another.

References

1. Bachman, Lyle F. (1990). Fundamental Considerations in Language Testing. Oxford: Oxford University Press
2. Berger, M. J. (1983). A Comparative Study of British Barristers and American Legal Practice and Education. *Nw. J. Int'l L. & Bus.*, *5*, 544– 545, 552.
3. Crystal, D. (1995). The Cambridge Encyclopedia of the English language. UK: Cambridge University Press.
4. Gentner, D., Loewenstein, J., & Thompson, L. (2003). Learning and transfer: A general role for analogical encoding. Journal of Educational Psychology, 95(2): 393–408.
5. Grigoryan, G., Zakaryan, O. (2020). "Teaching ESP vocabulary by means of purposive–thematic diagrams and crossword puzzles (on the example of legal English)", *Language and Linguistics*, NAS RA H. Acharyan Institute of Language, 2 (23), 62–73 ·
6. Hutchinson, T & Waters, A. (1987). *English for Specific Purposes, A Learning–centered Approach.* Cambridge: Cambridge University Press
7. Inesa, T. (2019). Teaching Legal English in multilevel classes. *European journal of education and applied psychology*, (3), pp. 15–22.
8. Medrea, N.A., (2012). Cross–Cultural Communication – A Challenge to English for Legal Purposes. Procedia – Social and behavioural sciences, 46, 5475–5479.
9. Rahman, M. (2015). English for Specific Purposes (ESP): A Holistic Review. *Universal Journal of Educational Research*, *3*(1), 24–31.
10. Scollon, R., & Scollon, S. W. (2001). *Intercultural Communication: A Discourse Approach.* Oxford: Blackwell, pp. 45–47, 60–62, 78–80, 88–90, 102–104.
11. Васючкова, О. И.,Долгорукова А. И.,Крюковская И. В.,Хорень Р. В.,Шуплецова С. А. English for Law Students = Английский язык. Учебное пособие по специальности «Правоведение» / Авт.–сост.:– Мн.: БГУ, 2010. – 331 с.

The article has been submitted for publication: 10.06.2024
Հոդվածը ներկայացվել է տպագրության. 10.06.2024
Статья представлена к публикации: 10.06.2024

The article is sent for review: 19.07.2024
Հոդվածն ուղարկվել է գրախոսության. 19.07.2024
Статья отправлена на рецензию: 19.07.2024

The article is accepted for publication: 26.08.2024
Հոդվածն ընդունվել է տպագրության. 26.08.2024
Статья принята к печати: 26.08.2024

MANIPULATION TECHNIQUES IN THE NOVEL "CRIME AND PUNISHMENT" BY F. DOSTOEVSKY

VERA ADAMYAN

Associate Professor
Yerevan State University, Chair of Russian Literature
International Scientific–Educational Center of NAS RA, Lecturer of the Department of Linguistics
PhD in Philology, associate professor

vera.adamyan@ysu.am

vera.adamyan@isec.am

DOI:10.54503/2579-2903-2024.2-88

Abstract

Nowadays, interdisciplinary research is actively developing. Such studies are of importance in literary studies as well.

In this article we consider the novel *Crime and Punishment* by Fyodor Dostoevsky from the position of psychology. In particular, we consider the depiction of manipulation in the novel. We study manipulative strategies and tricks used by the characters to achieve their goals.

Particular attention is paid to the manipulative techniques and tactics of manipulator characters: Raskolnikov, Porfiry Petrovitch, Svidrigailov, Luzhin, Dounia. The analysis has shown that practically all the characters in the novel are either manipulators themselves or are subjected to manipulation.

The only character in the novel who acts only as a manipulator is Svidrigailov. He is also the most skillful manipulator in the novel. We also show how effective the manipulation was by looking at the reactions of the victims of the manipulation: Rodion Raskolnikov, Dounia, Pulcheria Alexandrovna.

Our aim was not only to identify manipulative moves in the novel, but also to show their influence on the plot.

We have tried to categorize the manipulative techniques in the novel. In particular, we have identified the following manipulative strategies: insinuation, being passionate about the victim's interests, familiarity and jokes, roundabout chatter, imposing choice, the element of surprise, alternating questions, emotional blackmail, hyperbole, ultimatum, minimization (belittlement), flattery, appeal to authority, openness, selective honesty, defamation, feigning offense, suggestion.

The most skillful manipulator in the novel is Svidrigailov. He is a rich and unscrupulous man who plays with the lives of others as toys. His manipulations lead to tragic consequences for many of the characters in the novel, and he becomes one of the symbols of vice and the decay of society. An equally despicable manipulator is Luzhin, who also resorts to the most nefarious techniques to achieve his goals.

In this respect, their manipulation differs radically from that of Raskolnikov.

They all pursue their own interests and strive to achieve their goals, but their methods and techniques are very different. Raskolnikov, though he uses manipulation, ultimately seeks truth and moral redemption, whereas Svidrigailov and Luzhin act ruthlessly to serve their desires and immoral pursuits. The characters demonstrate different sides of this theme, allowing the reader to gain a deeper understanding of the nature of manipulation and its consequences. Against this background, Porfiry Petrovitch manipulates because his profession as an investigator requires it.

The analysis shows that approaching the novel from this position can be very effective for a better perception of the text.

Keywords and phrases: F. Dostoevsky, Crime and Punishment, Manipulation, Manipulator, Victim, Manipulation Techniques.

ПРИЕМЫ МАНИПУЛЯЦИИ В РОМАНЕ Ф. М. ДОСТОЕВСКОГО «ПРЕСТУПЛЕНИЕ И НАКАЗАНИЕ»

ВЕРА АДАМЯН

Доцент кафедры русской литературы Ереванского государственного университета,
Международный научно-образовательный центр НАН РА, преподаватель кафедры языкознания
кандидат филологических наук, доцент

vera.adamyan@ysu.am

vera.adamyan@isec.am

Аннотация

В настоящее время активно развиваются такие области литературы, в которых рассматриваются вопросы, лежащие на стыке двух наук: литературы и психологии, литературы и социологии, литературы и философии, литературы и культурологии. В данной статье мы опираемся на достижения психологии, с ее позиций рассматриваем роман Ф.М. Достоевского «Преступление и наказание». Мы, в частности, обращаемся к проблеме манипуляции в романе. Нами исследуются манипулятивные стратегии и уловки, применяемые персонажами для достижения своих целей.

Особое внимание уделено на используемые манипулятивные приемы, тактики персонажей- манипуляторов: Раскольникова, Порфирия Петровича, Свидригайлова, Лужина, Дуни. Анализ показал, что практически все персонажи в романе либо сами являются манипуляторами, либо же подвергаются манипуляции. Единственный персонаж в романе, выступающий исключительно в роли манипулятора, – Свидригайлов. Он также является самым искусным манипулятором в романе. Также мы рассматриваем, насколько манипуляция

была эффективной, обращаясь к реакции жертв манипуляции. Нашей целью было не только выявить манипулятивные ходы в романе, но и показать их влияние на сюжет. Мы попытались классифицировать манипулятивные приемы в романе. Нами выделены следующие манипулятивные стратегии: намеки, увлечение интересами жертвы, фамильярность и шутки, разговор “издалека”, навязывание выбора, эффект внезапности, чередование вопросов (многовопросье), шантаж, гипербола, ультиматум, минимизация (принижение), комплимент и лесть, привлечение авторитетов, откровенность, утаивание, клевета, мнимая обида, внушение.

Самым искусным манипулятором в романе является Свидригайлов. Он богатый и бессовестный человек, который играет с жизнями других как игрушками. Его манипуляции приводят к трагическим последствиям многих персонажей романа, и он становится одним из символов порока и разложения общества. Не менее подлым манипулятором является Лужин, который также прибегает к самым гнусным приемам, чтобы достичь своих целей.

В этом плане их манипуляция коренным образом отличается от манипуляции Раскольникова. Все они преследуют свои интересы и стремятся достичь своих целей, но их методы и приемы сильно различаются. Раскольников, хотя и использует манипуляцию, в конечном итоге ищет истину и моральное искупление, тогда как Свидригайлов и Лужин безжалостно действует в угоду своим желаниям и аморальным стремлениям. Персонажи демонстрируют разные стороны этой темы, позволяя читателю глубже понять природу манипуляции и ее последствия. На этом фоне Порфирий Петрович манипулирует, потому что так требует профессия следователя.

Проведенный анализ показывает, что обращение к роману с этой позиции может быть весьма эффективным для лучшего восприятия текста.

Ключевые слова и словосочетания: Ф. Достоевский, «Преступление и наказание», манипуляция, манипулятор, жертва, приемы манипуляции.

ՄԱՆԻՊՈՒԼՅԱՑԻՈՆ ՀՆԱՐՔՆԵՐԸ Ֆ. Մ. ԴՈՍՏՈԵՎՍԿՈՒ «ՈՃԻՐ ԵՎ ՊԱՏԻԺ» ՎԵՊՈՒՄ

ՎԵՐԱ ԱԴԱՄՅԱՆ

Երևանի պետական համալսարանի
ռուս բանասիրության ֆակուլտետի
ռուս գրականության ամբիոնի դոցենտ,
ՀՀ ԳԱԱ գիտակրթական միջազգային կենտրոն, լեզվաբանության ամբիոնի դասախոս,
բանասիրական գիտությունների թեկնածու, դոցենտ

vera.adamyan@ysu.am

vera.adamyan@isec.am

Համառոտագիր

Վերջին տարիներին ակտիվորեն զարգանում են գրականության այնպիսի ոլորտներ, որոնք անդրադառնում են երկու գիտությունների՝ գրականության և հոգեբանության, գրականության և սոցիոլոգիայի, գրականության և փիլիսոփայության, գրականության և մշակութաբանության ուսումնասիրությունների խաչմերուկում ընկած խնդիրներին: Այս հոդվածում մենք, մասնավորապես, ապավինում ենք հոգեբանության նվաճումներին: Այս տեսանկյունից մենք դիտարկում ենք Ֆ. Մ. Դոստոևսկու «Ոճիր և պատիժ» վեպը և անդրադառնում ենք մանիպուլյացիայի խնդրին: Ուսումնասիրում ենք կերպարների կողմից կիրառվող մանիպուլյատիվ տեխնիկան և հնարքները, որոնք նրանք օգտագործել են իրենց նպատակներին հասնելու համար:

Հատուկ ուշադրություն է դարձվում մանիպուլյատիվ տեխնիկայի օգտագործված կերպարների մարտավարությանը՝ Ռասկոլնիկովին, Պորֆիրի Պետրովիչին, Սվիդրիգայլովին, Լուժինին, Դունյային: Վերլուծությունը ցույց է տվել, որ վեպի գրեթե բոլոր կերպարները կամ իրենք են մանիպուլյատորներ, կամ ենթարկվում են մանիպուլյացիայի:

Վեպի միակ կերպարը, որը գործում է միայն որպես մանիպուլյատոր, Սվիդրիգայլովն է: Նա նաև վեպի առավել հմուտ մանիպուլյատորն է: Մենք նաև ցույց ենք տալիս, թե որքան արդյունավետ էր մանիպուլյացիան՝ դիտարկելով մանիպուլյացիայի զոհերի արձագանքը: Մեր նպատակն է ոչ միայն բացահայտել վեպի հերոսների մանիպուլյատիվ քայլերը, այլև ցույց տալ դրանց ազդեցությունը սյուժեի վրա:

Մենք փորձել ենք դասակարգել մանիպուլյատիվ ռազմավարությունները, մասնավորապես բացահայտել ենք հետևյալ տեսակները. ակնարկներ, զոհի հետաքրքրություններով տարվածություն, կատակներ, «հեռվից» զրույց սկսելը, ընտրություն պարտադրելը, հանկարծակիության ազդեցությունը, բազմաթիվ հարցեր, հուզական շանտաժ, հիպերբոլա, մինիմիզացիա (նսեմացում), շողոքորթություն, հեղինակությունների ներգրավում, անկեղծություն, քողարկում, զրպարտություն, կեղծ վիրավորանք, ներշնչում:

Վեպի առավել հմուտ մանիպուլյատորը Սվիդրիգայլովն է: Նա հարուստ և անսկզբունքային մարդ է, ով խաղալիքի պես խաղում է ուրիշների կյանքի հետ: Նրա մանիպուլյացիաները ողբերգական հետևանքներ են ունենում վեպի շատ հերոսների համար, և նա դառնում է հասարակության արատավորության և քայքայման խորհրդանիշներից մեկը: Ոչ պակաս մանիպուլյատոր է Լուժինը, որը նաև իր նպատակներին հասնելու համար դիմում է ամենաասարսափելի մեթոդների:

Այս առումով նրանց մանիպուլյացիաները արմատապես տարբերվում են Ռասկոլնիկովի մանիպուլյացիայից: Բոլորն էլ հետապնդում են իրենց սեփական շահերը և ձգտում են հասնել իրենց նպատակներին, բայց նրանց մեթոդներն ու տեխնիկան շատ տարբեր են: Ռասկոլնիկովը, չնայած մանիպուլացիա է կիրառում, սակայն ի վերջո ձգտում է ճշմարտության և բարոյական փրկագնման, մինչդեռ Սվիդրիգայլովն ու Լուժինը գործում են՝ բացառապես ծառայելով իրենց ցանկություններին և անբարոյական նկրտումներին: Կերպարները ցույց են տալիս այս թեմայի տարբեր կողմերը՝ ընթերցողին թույլ տալով ավելի խորը հասկանալ մանիպուլյացիայի բնույթը և դրա հետևանքները: Այս ֆոնի վրա Պորֆիրի Պետրովիչը մանիպուլյատոր է, քանի որ դա պահանջում է քննիչի իր մասնագիտությունը:

Հետազոտությունը ցույց է տալիս, որ այս տեսանկյունից վեպի վերլուծությունը կարող է շատ արդյունավետ լինել տեքստի ավելի լավ ընկալման համար:

Բանալի բառեր և բառակապակցություններ. Ֆ. Դոստոևսկի, «Ոճիր և պատիժ», մանիպուլյացիա, մանիպուլյատոր, զոհ, մանիպուլյացիոն հնարքներ:

Introduction

Dostoevsky's works have repeatedly become the subject of various philological research. They are a subject of interest not only to literary scholars, but also to philosophers, theologians, sociologists, but above all to psychologists. The novel has been examined many times in various aspects of psychology. Psychology is represented in all the works of the writer. We will turn to the novel *Crime and Punishment*, which Dostoevsky himself called "a psychological report of one crime" and we will study the novel from the point of view of the psychology of manipulation, which is one of the most intensively developed areas of modern psychological science. In particular, we address the relationships of the characters in the context of manipulation.

However, the gamut of strategies and tactics of manipulative speech influence depicted in *Crime and Punishment* has not been analyzed so far. There are also many works that mention manipulation in passing, but there is no such work that reveals exactly manipulative techniques using specific examples from the novel. Few studies focus on the main characters and explicit manipulations in the novel. In our work, we address the manipulative techniques of all characters and have tried to identify implicit manipulations as well.

The purpose of the paper is to identify and systematize manipulative techniques and tricks in the novel. In accordance with the purpose, the main objective of the work is to identify strategies and tactics of manipulative speech influence of the characters in the novel, and to create a typology.

The results of the study can be used in various courses both in literature, filling the gaps that exist on the problem of manipulation in the novel, and in psychology, as specific examples from fiction on the psychology of influence and manipulation.

In order to solve the set tasks, the work uses descriptive, analytical and comparative methods.

A person constantly experiences psychological influence from external factors, because any external influence, having reached a certain value, causes a certain reaction in the corresponding analyzer. This is quite consistent with the interpretation of psychological impact found in modern reference literature, where most often the impact is understood as purposeful transfer of movement and information from one participant of interaction to another.

Kara–Murza rightly notes that "all living things influence the behavior of those with whom they coexist in their ecological niche" **[9, p. 9]**.

Theoretical and methodological basis

Before proceeding directly to a consideration of manipulative techniques and strategies in the novel, let us consider the concept of manipulation.

The phenomenon of manipulation is developed by many researchers of both Western (Shostrom, Cialdini, Forward et al), and Russian origins (Dotsenko, Yermakov, Zelinsky, Kara–Murza et al). While there are many definitions of manipulation, all off them emphasize the specificity of "covertly controlling people," **[9, p. 16]** and "of covertly influencing people's behavior" **[11, p. 25]; [6, p. 59]; [14]**. Bityanova describes manipulation as "playing on the peculiarities of human nature and human weaknesses" **[5, p. 125]**. The Concise Dictionary of Psychology by Svenitski defines manipulation as deception, a covert influence used to achieve a one–sided gain through the covert inducement of a partner **[13, p. 225]**.

As we can see, in manipulation, using certain strategies in the process of communication, the manipulator tries to control the actions of others. We have tried to identify the most obvious cases of manipulation in *Crime and Punishment*. We examine the most important manipulators in the novel: Arkady Ivanovitch Svidrigailov, Peter Petrovitch Luzhin, Porfiry Petrovitch, Rodion Raskolnikov.

Main Results

Shostrom is sure that a manipulator lives in every person. The researcher describes a manipulator as a person "who exploits, uses, or controls himself and others as 'things' in self–defeating ways" **[3, p. 11].** He points out several main types of manipulator: the Dictator, demonstrating power and strength to control his victims; the Weakling, the polar opposite of the Dictator, acting as his victim; The Calculator, striving at all costs to calculate and control other people; the Clinging Vine, the person, who wants to be led, fooled, to be taken care of; the Bully, who demonstrates his aggression, cruelty and unkindness; the Nice Guy, who exaggerates his caring, love, and kills with kindness; the Judge, criticizing and disturbing everybody; and the Protector, the opposite of the Judge, who exaggerates his support **[3, pp. 11–14].**

We will dwell in detail on those types that are important in the context of

our study. In each of these types Shostrom distinguishes several varieties. In the novel under consideration, manipulators tend to be combinations of all these types. Raskolnikov shows himself as a Bully, controlling others with threats and as a Judge. This type "distrusts everybody and is blameful, resentful, slow to forgive." Porfiry Petrovitch also belongs to the latter manipulative type, but he is more of a Nice Guy, demonstrating care and love. "In one sense, he is much harder to cope with than the Bully. You can't fight a Nice Guy! Curiously, in any conflict with the Bully, Nice Guy almost always wins!", –summarizes Shostrom. The words of the researcher concerning the victory of the Nice Guy are confirmed by the example of Raskolnikov the Bully, and Porfiry Petrovitch the Nice Guy.

By the way, the magistrate Porfiry also embodies the signs of the Protector, who is the opposite of the Judge and in every way demonstrates his support and leniency to mistakes. Thus, Svidrigailov carries the whole bouquet of these types, but to a greater extent he shows the signs of the Calculator, who "deceives, lies, and constantly tries to outwit and control other people" **[3, p. 13].** At the same time, Svidrigailov is the embodiment of all the varieties of this type: the High–pressure Salesman, the Seducer, the Poker Player, the Con Artist, the Blackmailer, the Intellectualizer.

Shostrom also classifies manipulators according to their use of a manipulative scheme. In particular, the researcher distinguishes the following manipulative schemes:

1. The active manipulator, who attempts to control others by active methods. He avoids facing his own weaknesses by assuming the role of the powerful one in a relationship, using his status or social position to do so.

2. The passive manipulator decides, since he cannot control life, he allows the active manipulator to control him. The active manipulator wins by winning, the passive manipulator, paradoxically, wins by losing.

3. For the competitive manipuator life is a battle, and all others are competitors or enemies. He may be seen as somewhat of a mixture between the active and passive manipulator.

4. The indifferent manipulator's stock phrase is "I don't care". He treats the other as if he were dead, a puppet who has lost the capacity for growth and change. His methods are also both active and passive. Husbands and wives often play this game with each other. The "Divorce Threatening Game" is an example, by which the manipulator wants to win back his partner, rather than to truly separate from him **[3, pp. 18–21].**

A good example of the latter type in the novel is Svidrigailov's manipulative game with his wife Marfa Petrovna. Raskolnikov and Porfiry Petrovitch, on the other hand, are Active Manipulators, at times using passive methods. Raskolnikov also shows signs of an Indifferent Manipulator.

When selecting targets of influence, the manipulator seeks to find such structures with the help of which it is possible to obtain the desired result. In the novel a special place is occupied by manipulative techniques in the context of mutual confrontation between two characters – Porfiry Petrovitch and Raskolnikov [for more details see 5]. Manipulation of the experienced examining magistrate is aimed at

solving the crime. The author himself also speaks about these techniques, so we will focus on the other cases.

Insinuation

Manipulation by means of insinuation is very effective, as the unspoken and unexpressed innuendo can put the victim in a state of stress, as a result of which the person may lose control over himself. At the beginning of the conversation, when Raskolnikov says that he would like to know what became of the pawned watch and ring, Porfiry Petrovitch states that he knows exactly when he pawned it. In particular, he says that they were wrapped up in a piece of paper, and on the paper Raskolnikov's name was legibly written in pencil, with the date of the day she had received these things from him. By saying so, he insinuates that Raskolnikov could have been Alyona Ivanovna's killer.

Then, the magistrate starts talking about Raskolnikov's article and his division of people into ordinary and extraordinary, such as Napoleon. Zametov states that maybe it was some "future Napoleon who bumped off Alyona Ivanovna last week with an axe." Razumikhin's reaction shows that it was a manipulation: *"Razumikhin was frowning darkly. Even before this, he thought he could sense something. He cast an angry glance round the room. A minute passed in gloomy silence".*

According to specialists, the profession requires from the investigator a lot of purely technical and manipulative skills and actions **[12, p. 22].** Porfiry Petrovitch uses a full arsenal of legal and manipulative techniques. His insinuation is aimed at making Raskolnikov lose his self–control. The magistrate almost always hints in a calm tone, which irritates the victim even more: "Did you know, by–the–by, that I called on you the night before last? ... I was in this very room [...] Your door was open – I entered, hoping to see you in a few minutes, but went away again without leaving my name with your servant. Do you never shut your place?". Raskolnikov's face grew gloomier and gloomier. Porfiry Petrovitch evidently guessed what the latter was thinking about: '"You did not expect visitors, Rodion Romanovitch?' said Porfiry, smiling graciously. 'I have called just to clear things up a bit.'" Raskolnikov also makes it clear to the examining magistrate in every possible way that he understands that he is not having a friendly conversation with him, but is examining him: '"Yesterday,' observed Raskolnikov, 'you had, I fancy, a wish to examine me formally – with reference to my dealings with the victim?'".

Passionate about the victim's interests

Psychologists say that manipulators very often induce action by their interest in the victim's hobbies. This move is also observed in Porfiry. He shows that he is "greatly interested" in the victim's theory, moreover, he says that he is "ready to bow down" to its author, at the same time showing his concern if there are many such people. Raskolnikov finds himself on the hook by openly showing his sympathy for "extraordinary men". Razumikhin, who was present during this conversation, picks up the manipulative attacks from both sides: '"I really think that both of you are joking,' exclaimed, at last, Razumikhin, 'you are mystifying one another, I fancy!'". In our opinion, the expression "mystifying one another" may well be replaced by the expression "manipulating each other".

Familiarity and jokes

Another manipulative trick is familiarity, the desire to show a friendly attitude. At the police station, Porfiry at first tries to put the conversation on good terms, familiarizes himself and apologizes for his familiarity. He called Raskolnikov "my respectable friend", "batuchka", holding out both hands. At the end of the conversation Porfiry was very friendly too. He extends his hand to him extremely kindly, saying affectionately that he was very glad to meet him.

During the next meeting, Porfiry Petrovich, having lit a cigarette, says that he is not allowed to smoke, he has asthma and is always coughing, but he can't give them up. To defuse the situation, he even jokes: "Tobacco is a bad thing for you – your lungs are affected. That's all very well, but how am I to go without my tobacco? What am I to use as a substitute? Unfortunately, I can't drink, hah! hah! Everything is relative, I suppose, Rodion Romanovitch?". The last phrase, of course, refers not only to cigarettes. Researchers point to the importance of humor in creating a favorable background for manipulation: "A successful joke improves the mood of interlocutors, the joker arouses affection towards himself" **[14, p. 61].**

Roundabout chatter

Porfiry begins almost all his interrogations with seemingly irrelevant talk. The victim of manipulation, Rodion Raskolnikov, notices this. At the second meeting, Porfiry talks about his quarters provided by the State. He explains why he is here and turns to Rodion: "Do you know that quarters provided by the State are by no means to be despised?".

Raskolnikov, as always, understood the magistrate's manipulative move: "Is it true that it is a judicial maxim, a maxim resorted to by all magistrates, to begin an interview about trifling things, or even, occasionally, about more serious matter, foreign to the main question however, with a view to embolden, to distract, or even to lull the suspicion of a person under examination, and then all of a sudden to crush him with the main question…".

And at the last meeting the magistrate delays the subject, although he came to Raskolnikov himself, and, as it turns out, this is not his first attempt. Having lit a cigarette, Porfiry Petrovich says that he cannot smoke due to the enlargement of his lungs. The move in the game is clear to the victim: '"There, he is beginning with some more of his legal palaver!', Raskolnikov growled to himself".

Imposing choice

The manipulator asks a question in such a way that leaves no opportunity for the victim to refuse, the latter must make a choice between the options offered by the manipulator **[3, p. 38].** In conversation with Raskolnikov, Porfiry Petrovich, wanting Raskolnikov to come to the office for questioning, makes this meeting take place tomorrow, naming the time he needs: "Or, perhaps, you had better do this. Come and see me before long tomorrow, if you like. I shall be here without fail at eleven o'clock".

The element of surprise

Surprise is used to get the most truthful reaction possible. It is a favorite

technique of Porfiry Petrovitch. At the end of one of his conversations with Raskolnikov, he asks if he has seen two painters in one of the apartments, or at least one of them, who are known to have worked there on the day of the murder. Raskolnikov, realizing that this is a trap, replies that he does not remember that there were painters. After the exclamation of Razumikhin that it was on the very day of the murder that painters were busy in that room, Porfiry says that he has confused the dates. The sudden effect might have worked if someone else had been in Raskolnikov's place. Raskolnikov was a very clever opponent and knew, as he himself said, judicial maxims and anticipated the actions of the investigator, that's why the trap did not work.

Alternating questions

Another very effective manipulation technique is alternating questions, multiple-questioning **[10, p.26].** Porfiry Petrovitch uses this technique quite often: "What, sir, were you doing at ten o'clock last night in your victim's house? Why, I beg, did you ring the bell? Why did you make inquiries about blood? Why did you astound the porters by asking them to take you to the police-office?". The manipulator probably thinks that the victim will not have time to think and will be as sincere as possible**.**

Blackmail

Emotional blackmail is a powerful form of manipulation in which people close to us threaten, either directly or indirectly, to punish us if we don't do what they want **[2, p. 6].**

Forward speaks about the six emotional blackmail "symptoms": a demand, resistance, pressure, threats, compliance and repetition **[2].** As our examination has shown, in the novel emotional blackmail is resorted to by the most despicable manipulators Luzhin and Svidrigailov. Luzhin can be characterized by all six symptoms.

Forward points out the following types of emotional blackmailers: Punishers, who let us know exactly what they want – and the consequences we'll face if we don't give it to them. Meanwhile, they may express themselves aggressively, or they may smolder in silence. Self-punishers, on the other hand, turn the threats inward, emphasizing what they'll do to themselves if they don't get their way. Sufferers are talented blamers and guilt-peddlers who often make us figure out what they want and always conclude that it is up to us to ensure that they get it. Tantalizers put us through a series of tests and hold out a promise of something wonderful if we'll just give them their way **[2, p. 27].** We consider Luzhin to always be the Punisher, while Svidrigailov is the embodiment of all types.

Let's move on to concrete examples. First of all, we pay attention to the fact that Peter Petrovitch had promised to come and meet Dounia Romanovna and Pulcheria Alexandrovna at the station, but in his place appeared a servant, who said his master would call on. And then, instead of coming, Peter Petrovitch has sent this note: "I have the honour to give you notice beforehand that, if, in spite of my express desire, I should find Rodion Romanovitch with you, I shall be obliged

at once to retire, and the blame will rest with yourself". As we can see, Luzhin manipulates by blackmail.

Svidrigailov also resorts to blackmail when manipulating Dounia. The bait is love for her brother, the desire to know what happened to him. The manipulator's aim is to lure her into his apartment. He appeals to the fact that he has to show some documents. Manipulation develops into blackmail: "...if you should refuse to come to my rooms, I shall refuse every explanation, and move off in a trice".

Hyperbole

Hyperbole is a very common method of manipulation. Arkady Svidrigailov makes Dounia meet him, saying that he knows "a very singular secret" affecting her brother, and that in this case "... the slightest word heedlessly dropped is almost tantamount to an accusation". The manipulator thus emphasizes the seriousness of the case. Dounia came for evidence, and Svidrigailov's manipulative move was very effective.

Luzhin manipulates Dounia and Pulcheria Alexandrovna with his statement that he supposedly wished to clear up with them "certain points of the utmost importance", "some matters of the utmost gravity" and won't do it if Raskolnikov doesn't leave.

Earlier, in the letter to Pulcheria Alexandrovna he writes, apologizing for not being able to meet their train because of the "unexpected engagement". Then he reminds her that he has sent a "reliable person" in his place, saying that tomorrow there is "Senate business" too. In our opinion, this is done in order to show his superiority one more time.

Luzhin tries to manipulate Raskolnikov as well. He begins his manipulation even before meeting him. Peter Petrovitch says that, having arrived in St. Petersburg, he has "very serious and weighty business in the Senate". As noted in the research of Sheinov, manipulators can use stereotypes of behavior, in particular the rules of etiquette to achieve their goals. The researcher notes that the manipulator can set the necessary background of the meeting by his punctuality: "The one who wants to show respect – will come early, the one who wants to emphasize his partner's dependence on him – will make himself wait" **[14, p.71]**. His whole conversation is an attempt to manipulate. First, Peter Petrovitch states that he would have come earlier if he had known that Raskolnikov was ill. And at once he declares that it is impossible and reminds him of his business and, consequently, his position in society.

Ultimatum

One of the common ways of psychological pressure on the interlocutor is an ultimatum, demonstration of the presence of another possibility. Thus, Raskolnikov, having brought a pledge to Alyona Ivanovna and having seen her suspicions, says: "Will you take it or not? or shall I take it elsewhere? I have no time to waste". The instant agreement and the reaction of the old usurer show that the manipulation was successful.

Minimization, Belittlement

Raskolnikov goes to Porfiry ostensibly to have his mortgaged things returned to him, the latter says that he must write a statement. Raskolnikov asks if he can write such a letter on unstamped paper. Porfiry Petrovitch answers: "On any paper you like!". The magistrate only needed Raskolnikov to come to his office and he gets what he wants.

The examining magistrate resorts to the manipulative technique of belittlement at the last meeting, calling himself a man "who has had his day". Porfiry says this wanting to show that they're equal, otherwise the murderer's pride will not allow him to turn himself in.

Compliment, Flattery

Arkady Ivanovitch Svidrigailov is another skillful manipulator in the novel. He possesses all the skills of manipulation. When meeting Raskolnikov, Svidrigailov, first, compliments him, saying that he wished to make his acquaintance personally, having for some time heard speak of him "in the most flattering terms". Immediately after the compliment, the manipulator makes an indirect request to arrange a meeting with Dounia, concerning her interest. In this case, the compliment, in our opinion, was both for expressing the request and a manipulative technique together with assurances that the case concerns Dounia's interest.

Svidrigailov then goes on to talk about all the manipulative strategies and tactics:

From that time we often used to have private interviews, when she used to read me a lecture, would implore me with tearful eyes to change my mode of life. Yes with tearful eyes! That will tell to what extent a passion for proselytism can go with young women. Of course I attributed all my shortcomings to my unlucky star. I posed as a man longing for light, and finally I used an instrument which never fails in its effect on the feminine heart: in other words–flattery. I hope you will not be angry if I add that Euxodia Romanovna did not turn a deaf ear to the eulogy I lavished on her. Unfortunately, I spoiled the whole thing by my impatience and want of discretion.

He goes on to describe how he seduced a lady, devoted to her husband by means of flattery. By the tricks he resorted to, we realize that he is indeed a skillful manipulator. He pretended that everything he achieved was done by force, that she was innocent.

Svidrigailov says that Marfa Petrovna also succumbed to flattery, and if only he had wanted to, of course, he would have written off her entire estate to himself. According to him, the same effect began to come true with Dounia. As we can see, the manipulator had a premeditated scenario for the development of the situation.

It's quite remarkable that Cialdini notes that compliment is one of the best manipulative techniques. Particularly he says: "Apparently we have such an automatically positive reaction to compliments that we can fall victim to someone who uses them in an obvious attempt to win our favor" **[1, p. 132].** At the same time, he points out that a person, as a rule, believes the praise and feels sympathy

for those who praise him, and often even when the praise is obviously false. Note that Svidrigailov was of the same opinion. He said that even if the flattery is fake and it is obvious to the victim, it is still very effective.

Porfiry Petrovitch was apparently also aware of the role of compliment in manipulation. In his speech, he notes that he respects him and considers Raskolnikov intelligent.

Appeal to authority

Raskolnikov's manipulation culminates in the manipulation of his friend, Razumikhin. Having learned that the examining magistrate is a relative of Razumikhin, he begins to talk about the significance of the pledged things for his mother, he repeats twice that this watch is the only memory of his father. And they go together to visit Porfiry Petrovitch. As we see, the manipulation immediately yields fruits.

By the way, according to experts, this is the usual behavior of a criminal. Thus, Ratinov notes in this regard, that interest in the course of the investigation sometimes leads the criminal to the place of the crime, makes him look for sources of information about what is happening, get closer to the persons conducting the investigation, offer them their help and services. As we can see, Raskolnikov's appearance in the magistrate's entourage has a legal explanation, although he himself realizes that in such a case "the butterfly itself flies to the candle". Thus, the magistrate says the same about the psychological state of a criminal*:* "Have you ever seen a butterfly close to the candle? My man will hover incessantly round me in the same way as the butterfly gyrates round the candle– light". However, we shall note that he says this to Raskolnikov to see how he reacts.

Luzhin, a skillful manipulator, uses an arsenal of techniques in his attempt to manipulate Raskolnikov (see above). Seeing that all this was to no avail, he resorts to a backup weapon – manipulation through the people dearest to his victim: his mother and sister: "I have, besides, very serious and weighty business in the Senate, and I do not lose sight of other matters which you may guess. Your mother and sister I expect hourly <…> Yes, hourly. I have found apartments for them".

Curiosity

Curiosity is the perfect bait for a manipulator. Dounia agrees to meet with the hated Svidrigailov because of the latter, where the latter insinuates that her brother has committed a crime.

Curiosity pushes Raskolnikov into the magistrate's manipulative trap. He tries in every possible way to understand what Porfiry Petrovitch knows: "Can they know anything about my visit to the old woman's room? "But do they really know that I went there at all?". His actions give the magistrate the ground for the investigation.

Controlling information

Information is a trump card in the hands of a manipulator. Porfiry Petrovitch often resorts to this technique, and very often he does not possess information against his victim, but just pretends to*:* "I ought to tell you that I manage to make the most of every opportunity. I have already had a chat with every single person that has been in the habit of pledging things with the old woman–several have given me very useful information and as you happen to be the last one". The actions of

Raskolnikov after these words can be very useful for the examining the magistrate.

Svidrigailov resorts to this technique as well. At his first meeting with Raskolnikov, Svidrigailov asks if his mother and sister arrived yesterday, and, not receiving any information, says that he knows they did. Thus, he wants to demonstrate that he has some information, and therefore can arrange a sudden meeting with Raskolnikov's sister. By doing so, he wants to put pressure on the victim.

Later, after overhearing Raskolnikov's confession, he shows that he knows about everything by the short phrases he used to talk to Sonia: "…that woman, at all events, was not 'vermin', like a certain old money–lender", "Do you grant that it was better for her to die", "Poletchka would be condemned to the same existence as her sister". The manipulation was very successful and the victim stammered forth "How do you know that?"

Openness

Openness can also become a tool in the hands of a skillful manipulator. In the novel, Svidrigailov resorts to this technique. He himself confesses to Raskolnikov that he directly announced to Marfa Petrovna, that he cannot be absolutely faithful to her. According to psychologists, frankness between a couple is very often manipulation. Svidrigailov says, that his "rough frankness" pleased Marfa Petrovna in a way: it means that he does not want to lie, if he announces so in advance. He also had a good tactic during quarrels: as a rule, he kept silent and did not get irritated in order to eventually solve everything in his favor [see on the manipulation of spouses, 14, pp. 252–265].

Svidrigailov does his best to gain Raskolnikov's trust, telling him about the secrets of his soul, about playing cards, cheating, for being locked up for debt, about Marfa Petrovna, who made terms with his creditor, paid him thirty thousand rubles and secured his liberty.

He wants to influence Raskolnikov in every possible way so that he, in turn, would influence Dounia. After Rodion refuses his request to pass on what he said to his sister (Svidrigailov wanted to give her ten thousand rubles), Arcadius threatens to seek a personal visit with her (see above a manipulation through blackmail). He says the last phrase to enhance the effect. Raskolnikov asks if he will give up his desire to see her if he passes on. This shows that the manipulator has achieved his goal.

Concealment

Svidrigailov speaks of Marfa Petrovna's will, leaving Dounia the sum of three thousand rubles only after he receives a refusal to donate ten thousand rubles to Dounia. Most likely, this was also a certain manipulation, because if he had learned about the will in advance, Rodion would definitely have refused, and so Svidrigailov cherished a small hope that he would still take the money. Some time later, Svidrigailov wants to give the money by manipulating Raskolnikov.

Defamation

Manipulation, of course, cannot be without slander. This is Looshin's favorite technique, which he uses in his letter to Pulcheria Alexandrovna, claiming that

Raskolnikoff has recovered, and, and *"gave five-and-twenty roubles to the daughter of the deceased, a young person of notorious conduct"* under the pretext of paying for her father's funeral expenses". Luzhin, according to Raskolnikov, by his statement wanted to quarrel the latter with his family.

Feigned offense

Imaginary offense is one of the techniques of manipulation. Luzhin manipulates Dounia by reminding her of her past and claiming that she has suddenly become "inclined" to acquit Svidrigailov.

Suggestion

Svidrigailov uses psychologicalsuggestion on Raskolnikov. The latter himself does not realize how he finds himself in the traktir, where Svidrigailov used to spend his time. In a conversation Svidrigailov somehow mentioned this place, aroused Rodion's interest, showing that he knows his deed, and the programming was successful. The hero marvels: "I never come in this direction at all. I always go to the right as soon as I get across the Haymarket. happen to be the best way, either, to find you. No sooner had I turned than I saw you... Isn't it a miracle?". Svidrigailov replies that there is no miracle*:* "I told you the way to come, and at what time I could be found here <...> The address has become mechanically fixed on your memory, which has brought you here in spite of yourself".

When Raskolnikov's mother tells him about Luzhin's demand not to invite him to dinner, Rodion was indignant: "The decision does not rest with me. It is for you and Dounia to see whether you feel aggrieved by Peter Petrovitch's requirements. I shall do just as you like". Raskolnikov as if programs the mother, having made it clear that such a demand should be offensive to them.

This kind of manipulation is seen in relation to Luzhin by Raskolnikov's sister: "...be the clever and noble man that I have always considered you to be and want you to be." After this move, any man who considers himself noble must behave accordingly.

Conclusions

The analysis conducted shows that *Crime and Punishment* is saturated with manipulation. In the article we show how different characters in the novel use manipulative moves to achieve their goals, what means the characters use, and how this affects the course of the plot. Almost all of the characters in the novel are involved with manipulation in one way or another: either manipulating themselves or being manipulated by other characters. The manipulators in the novel are Svidrigailov, Raskolnikov, Porfiry Petrovitch, Luzhin, Dounia.

Raskolnikov, Porfiry Petrovitch, Luzhin, Dounia, Pulcheria Alexandrovna are subjected to manipulation. Only Svidrigailov acts solely as a manipulator.

We have identified the following manipulative strategies: insinuation, passionate about the victim's interests, familiarity and jokes, roundabout chatter, imposing choice, the element of surprise, alternating questions, emotional blackmail, hyperbole,

ultimatum, minimization (belittlement), flattery, appeal to authority, openness, concealment, defamation, feigned offense, suggestion.

References

1. Cialdini R., Influence. The Psychology of Persuasion, New York, London, HarperCollins e–books, 2009, 279c.
2. Forward S., Emotional Blackmail, New York, London, HarperCollins, 2019, 219p.
3. Shostrom E., Man, the Manipulator: The Inner Journey from Manipulation to Actualisation, USA, Nashville, Abingdon Press, 1967, 189p.
4. Адамян В., Манипулятивная игра Порфирия Петровича в романе «Преступление и наказание»// Вестник Ереванского университета. Русская филология, 2023, № 2 (23), С. 3–14.
5. Битянова М., Социальная психология: наука, практика и образ мыслей, Москва, ЭКСМО–Пресс, 2001, 575с.
6. Доценко Е., Психология манипуляции: феномены, механизмы и защита. Москва, Изд.–во ЧеРо, 1997, 344с.
7. Ермаков Ю., Манипуляция личностью: Смысл, приемы, последствия. Екатеринбург, Изд–во Урал.–ого ун–та, 1995, 208с.
8. Зелинский С., Манипулирование личностью и массами. Манипулятивные технологии власти при атаке на подсознание индивида и масс, Санкт–Петербург, СКИФИЯ, 2008, 240с.
9. Кара–Мурза С., Манипуляция сознанием, Москва, Эксмо, 2005, 832с.
10. Оконечникова Л., Психология манипулирования, Екатеринбург, Изд–во Уральского ун.–та, 30с.
11. Копнина Г., Речевое манипулирование, Москва, Флинта, 2012, 170с.
12. Ратинов А., Избранные труды, Москва, изд.–во Академии Генеральной прокуратуры Российской Федерации, 2016, 212с.
13. Свенцицкий А.Л. Краткий психологический словарь, Москва, Проспект, 2014, 512с.
14. Шейнов В., Манипулирование и защита от манипуляций, Санкт–Петербург, Питер, 2023, 384с.

The article has been submitted for publication: 20.05.2024
Հոդվածը ներկայացվել է տպագրության. 20.05.2024
Статья представлена к публикации: 20.05.2024

The article is sent for review: 24.07.2024
Հոդվածն ուղարկվել է գրախոսության. 24.07.2024
Статья отправлена на рецензию: 24.07.2024

The article is accepted for publication: 16.08.2024
Հոդվածն ընդունվել է տպագրության. 16.08.2024
Статья принята к печати: 16.08.2024

TRANSFORMING ORGANIZATIONAL CULTURE IN HIGHER EDUCATION INSTITUTIONS IN THE REPUBLIC OF ARMENIA: A MANAGEMENT MODEL

ROBERT KHACHATRYAN

Head of Quality Control, Higher Education Sector Abu Dhabi
Department of Education and Knowledge (ADEK), UAE
PhD in Philological Sciences, Associate Professor

robert_khachatryan@yahoo.com

MARIAM MAKARYAN

Lecturer, PhD student at Chair of Management
Brusov State University, Armenia

mariam_makaryan@yahoo.com

DOI:10.54503/2579-2903-2024.2-104

Abstract

The management of organizational culture is a multifaceted process that embeds strategic approaches, shapes and guides the values, beliefs, and behaviors of organizational members defined by the organization. Effective culture management is crucial for aligning an organization's operational practices and outputs with its strategic objectives and outcomes, enhancing stakeholder engagement, and achieving long–term success and excellence. This process involves creating, implementing, and continuously refining cultural practices to foster a positive work environment that supports the organization's strategic goals and values.

The article presents a multi–stage model for managing organizational culture at the higher education institutions in the Republic of Armenia (RA). The proposed model for the RA HEIs has been thoroughly developed based on comprehensive professional literature review findings and international best practices, encompassing diverse field–related research outcomes. This research ensures that the model is both flexible and adaptable, tailored to meet the context, needs and challenges of the Armenian HEIs. This article emphasizes the critical importance of a structured approach to organizational culture management within the context of higher education landscape in Armenia. A well–managed organizational culture is essential for fostering an environment where internal stakeholders (including students, faculty, staff) can collaborate and thrive. External stakeholders can contribute to these processes by providing valuable insights (continuous feedback and guidance), resources and support, enhancing the institution's growth and success that will produce competitive advantage in the long–run. It not only supports institutional development and academic excellence but also contributes to the overall well–being and satisfaction of the academic community.

Furthermore, the model delivers a conceptual structure for managing organizational culture. This approach ensures that the culture remains dynamic and responsive to the evolving needs of the institution and its stakeholders. Overall, this article underscores the significance of organizational culture management in higher education and provides a comprehensive guide for RA HEIs seeking to achieve excellence through a well-defined and strategically managed cultural framework.

Keywords and phrases: organizational culture, organizational culture management, management model of organizational culture, HEIs organizational culture.

ТРАНСФОРМАЦИЯ ОРГАНИЗАЦИОННОЙ КУЛЬТУРЫ В ВУЗАХ РА: МОДЕЛЬ УПРАВЛЕНИЯ

РОБЕРТ ХАЧАТРЯН

Руководитель отдела контроля качества сектора высшего образования
Департамент образования и знаний Абу-Даби, ОАЭ
Кандидат филологических наук, доцент

robert_khachatryan@yahoo.com

МАРИАМ МАКАРЯН

Преподаватель, соискатель кафедры управления,
Государственный университет имени В. Брюсова, Армения

mariam_makaryan@yahoo.com

Аннотация

Управление организационной культурой – это комплекс стратегических подходов и процессов, которые формируют и направляют ценности, убеждения и поведение членов организации. Эффективное управление культурой имеет решающее значение для согласования операционной практики и результатов организации с ее стратегическими целями и результатами, повышения вовлеченности стейкхолдеров и сотрудников, а также достижения долгосрочного успеха и совершенства. Этот процесс включает в себя создание, внедрение и постоянное совершенствование культурных практик для создания позитивной рабочей среды, поддерживающей стратегические цели и ценности организации.

В статье представлена модель управления организационной культурой в вузах Республики Армения (РА), а также этапы управления организационной культурой. Предлагаемая модель для вузов РА была тщательно разработана на основе результатов всестороннего обзора профессиональной литературы и передовой международной практики, охватывающей различные

результаты исследований, связанных с областью. Данное исследование гарантирует, что модель является гибкой и адаптируемой, приспособленной к контексту, потребностям и проблемам армянских вузов. В настоящей статье подчеркивается критическая важность структурированного подхода к управлению организационной культурой в армянских вузах. Эффективно управляемая организационная культура необходима для создания среды, в которой внутренние стейкхолдеры (студенты, преподаватели, сотрудники) могут сотрудничать и преуспевать. Внешние стейкхолдеры могут внести свой вклад в эти процессы, предоставляя ценную информацию (непрерывную обратную связь и руководство), ресурсы и поддержку, способствуя росту и успеху учреждения, что обеспечит конкурентное преимущество в долгосрочной перспективе. Модель не только поддерживает институциональное развитие, академическое превосходство, но и способствует общему благополучию и удовлетворению.

Кроме того, модель обеспечивает концептуальную структуру управления организационной культурой. Такой подход гарантирует, что культура остается динамичной и реагирует на меняющиеся потребности учреждения и его заинтересованных сторон. В целом, статья подчеркивает важность управления организационной культурой в высшем образовании и представляет собой комплексное руководство для армянских вузов, стремящихся достичь совершенства посредством четко определенной и эффективной модели управления организационной культурой.

Ключевые слова и словосочетания: организационная культура, управление организационной культурой, модель управления организационной культурой, организационная культура вузов.

ՀՀ ԲՈՒՀԵՐՈՒՄ ԿԱԶՄԱԿԵՐՊԱԿԱՆ ՄՇԱԿՈՒՅԹԻ ԿԱՌԱՎԱՐՄԱՆ ՓՈԽԱԿԵՐՊՈՒՄ. ԿԱՌԱՎԱՐՄԱՆ ՄՈԴԵԼ

ՌՈԲԵՐՏ ԽԱՉԱՏՐՅԱՆ

Որակի վերահսկողության բաժնի ղեկավար
Աբու Դաբիի կրթության և գիտության վարչություն, ԱՄԷ
բանասիրական գիտությունների թեկնածու, դոցենտ

robert_khachatryan@yahoo.com

ՄԱՐԻԱՄ ՄԱԿԱՐՅԱՆ

Վ. Բրյուսովի անվան պետական համալսարանի
կառավարման ամբիոնի դասախոս, հայցորդ

mariam_makaryan@yahoo.com

Համառոտագիր

Կազմակերպական մշակույթի կառավարումը ռազմավարական մոտեցումների և գործընթացների համալիր է, որը ձևավորվում և կիրառվում է կազմակերպության արժեքների, շահակիցների համոզմունքների ու վարքագծի ձևավորման և ուղղորդման նպատակով: Մշակույթի արդյունավետ կառավարումը չափազանց կարևոր է կազմակերպության գործառություններն ու գործունեության արդյունքներն իր ռազմավարական նպատակներին համապատասխանեցնելու, շահակիցների և հատկապես աշխատակիցների ներգրավվածությունը բարձրացնելու, ինչպես նաև գործունեության երկարաժամկետ հաջողությունն ու գերազանցությունն ապահովելու համար: Այս գործընթացը ներառում է մշակույթի կառավարման փորձի ձևավորման և զարգացման փուլեր, որոնք միտված են բարենպաստ աշխատանքային միջավայրի ապահովմանը և դրա միջոցով կազմակերպության ռազմավարական նպատակների իրականացմանը:

Հոդվածում ներկայացված է Հայաստանի Հանրապետության (ՀՀ) բուհերում կազմակերպական մշակույթի կառավարման մոդելը, ինչպես նաև՝ կազմակերպական մշակույթի կառավարման փուլերը: Մոդելը մշակվել է մասնագիտական գրականության համապարփակ ուսումնասիրության արդյունքների և միջազգային լավագույն փորձի հիման վրա: Ոլորտին առնչվող հետազոտությունների արդյունքների հիման վրա մշակված այս մոդելը և՛ ճկուն է, և՛ հարմարեցված է ՀՀ բուհերի գործունեության համատեքստին, կարիքներին և մարտահրավերներին: Այս հոդվածն ընդգծում է հայաստանյան բուհերում կազմակերպական մշակույթի կառավարման կառուցվածքային մոտեցման կարևորությունը: Արդյունավետ կառավարվող կազմակերպական մշակույթն էական նշանակություն ունի այնպիսի միջավայրի ստեղծման համար, որտեղ ներքին շահակիցները (ուսանողները, դասախոսները, անձնակազմը) կկարողանան համագործակցել և զարգանալ: Արտաքին շահակիցները կարող են աջակցել կազմակերպական մշակույթի

կառավարման գործընթացներին՝ տրամադրելով ռեսուրսներ, կարծիքներ, առաջարկություններ և ուղղորդումներ՝ ի նպաստ կազմակերպության մրցունակության բարձրացման և երկարաժամկետ զարգացման: Այդպիսի մշակույթը ոչ միայն խթանում է բուհի զարգացումը, ակադեմիական գերազանցությունը, այլև նպաստում է ակադեմիական համայնքի ընդհանուր բարեկեցությանը և բավարարվածությանը:

Մոդելը տրամադրում է նաև կազմակերպական մշակույթի կառավարման հայեցակարգային կառուցվածք: Այս մոտեցումը երաշխավորում է մշակույթի դինամիկ և հաստատության շահակիցների կարիքներին արձագանքող բնույթը: Ընդհանուր առմամբ այս հոդվածն ընդգծում է կազմակերպական մշակույթի կառավարման նշանակությունը բարձրագույն կրթության ոլորտում և տրամադրում է համապարփակ ուղեցույց հայաստանյան բուհերի համար, որոնք ձգտում են գերազանցության հասնել հստակ սահմանված և կազմակերպական մշակույթի կառավարման գործուն մոդելի միջոցով:

Բանալի բառեր և բառակապակցություններ. կազմակերպական մշակույթ, կազմակերպական մշակույթի կառավարում, կազմակերպական մշակույթի կառավարման մոդել, բուհերի կազմակերպական մշակույթ:

Introduction

Organizational culture is a fundamental element that reflects the core values, beliefs and traditions of higher education institutions (HEIs) and influences their success and effectiveness of performance. In the RA, HEIs are increasingly striving to focus on cultivating a strong and positive organizational culture to enhance their academic and administrative performance. This article also analyzes the essentials and strategic stages of the organizational culture management. An effective management model of organizational culture for the RA HEIs integrates external (microenvironment, macroenvironment, mesoenvironment) and internal (inputs, processes and systems, outputs/results, outcomes/impact) environments. By focusing on these core components and implementing strategic approaches, the HEIs in Armenia can cultivate a positive and dynamic culture that supports their mission, enhance institutional performance, and foster a thriving academic community and produce competitive advantage. The effective management of organizational culture in the RA HEIs is essential for fostering an environment conducive to academic excellence and innovation. This article explores a comprehensive management model designed to optimize organizational culture in RA HEIs. By emphasizing the collective responsibility of all stakeholders – ranging from senior leadership to faculty, staff, and students – this model ensures a dynamic and inclusive cultural framework. Each role plays a pivotal part in developing, implementing, and sustaining cultural initiatives. Senior leadership provides strategic direction, faculty and staff integrate cultural practices into daily operations, and students contribute through active participation and feedback. This collaborative approach not only enhances the institutional culture but also aligns it with the broader mission and values of the institution, ultimately leading to a more cohesive and supportive educational environment.

Theoretical and methodological framework

The model proposed for the RA HEIs has been developed based on the results of an in-depth analysis of the professional literature and international best practices, including various research results related to this field (Clark 1972, 1983; Deal & Kennedy 1982; Masland 1985; Tierney 1988; Kotter & Heskett 1992; Dill & Sporn 1995a; Sporn 1996; Maassen 1996; Bartell 2003; Schein 2010; Խաչատրյան 2016; Shattock 2020; Մակարյան 2022; Puiu 2023). This paper highlights the crucial importance of a structured approach to transforming the management of organizational culture in RA HEIs. Edgar Schein **[10]** defines organizational culture as a pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, which have worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems. In the HEIs level, organizational culture can be defined as the values and beliefs of HEIs stakeholders (i.e., HEI's governing bodies, administrators, faculty, students, support staff), based on tradition and verbal and nonverbal communication **[4], [1].** Over the past few decades, organizational culture has been the subject of much research due to its complexity. Organizational culture in higher education management has been recognized as an important area of research by only a few authors **[7].** Especially Clark **[2], [3]** developed the concept of organizational saga and its influence on different types of academic beliefs. Tierney **[13]** tried to establish key cultural dimensions that could be used by administrators to change institutional elements that are out of balance with the predominant culture. Masland **[8]** looked at methods and techniques for uncovering the relationship between organizational culture and higher education. Organizational culture is the basis of the HEI's activity potential, it largely determines the success of the HEI in the long term. Organizational culture is what distinguishes one institution from another. The success of the HEI is determined not only by knowledge, not only by breakthroughs in the field of technologies and educational innovations, but to a large extent by the moral principles by which the HEI operates, its common culture and value-driven practices. Organizational culture plays a crucial role in contemporary management of higher education institutions (HEIs). It focuses on optimizing staff functionality, enhancing their work effectiveness and output, increasing staff loyalty and motivation, and ensuring overall job satisfaction, and in general ensuring the effective activities of the HEI **[15].**

Results and Discussion

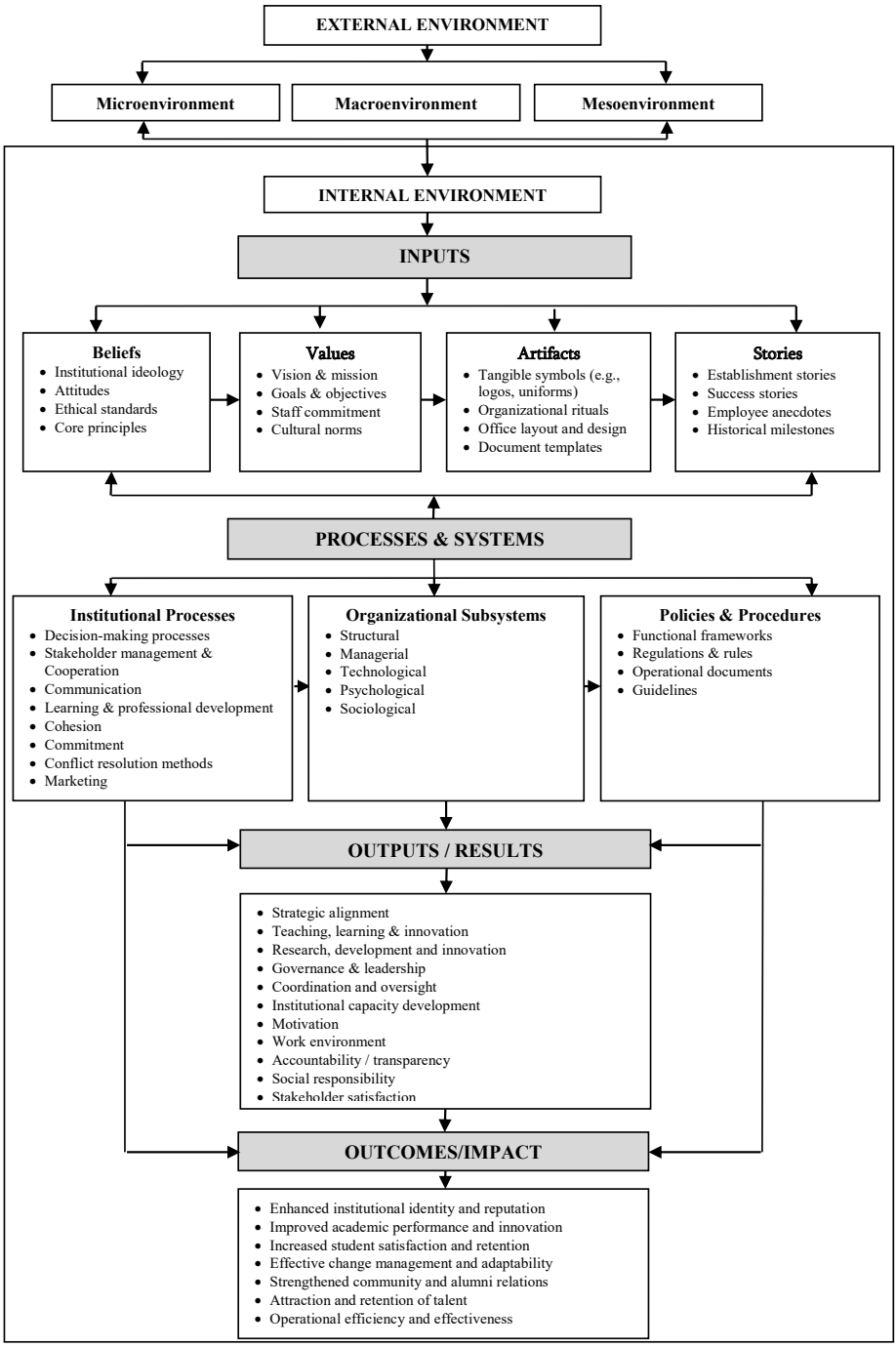
A HEI culture involves stories, special language, norms, institutional ideology and attitudes that emerge from individual and organizational behavior **[13].** Research in higher education, however, has moved toward defining managerial techniques based on strategic planning, marketing, and management oversight. In the RA HEIs, leaders and administrators often base their understanding of cultural conditions and influences on experiential knowledge and experience, rather than on systematic analysis. This experiential approach can lead to gaps in effectively managing and

shaping organizational culture. University leaders and managers should sense the general mood or prevailing attitudes within the institution, but without a structured model to assess and address these cultural factors, their decision–making can be inconsistent and reactive. This underscores the need for a comprehensive and strategic management model that provides leaders with concrete stages and actionable insights to better navigate and influence the cultural dynamics at play. Leaders and managers have only a passive awareness of cultural codes, norms, symbols, beliefs and conventions and tend to recognize organizational culture only when conflicts are about to burst and adverse relationships manifest in a variety of forms. As a result, individuals find themselves dealing with organizational culture in an atmosphere of crisis instead of calm reflection and consensual change **[13].** Since HEIs are complex organizations with strongly formalized structure and convoluted control mechanisms, HEI culture as a regulator needs special attention. The increased interest in the application of organizational culture to HEIs derives from almost the same problems business companies are facing. A new, more competitive environment, less public funding, changes in the role of the state, or the claim for more academic management, accountability, and autonomy let HEIs encounter problems like adaptation, coordination, communication, evaluation or effectiveness **[5].** Taking into consideration the experiences deriving from business cases, different types of cultures seem to facilitate the management and the performance of HEIs in times of a more dramatically changing environment. A kind of "ideal" culture can facilitate the following functions **[12], [6]** identification (who are we?), motivation, legitimization (why do we do the work?), communication (to whom do we talk?), coordination (with whom do we work?), development (what are the perspectives?). If all or most of these functions are supported by the culture, the organization can better adapt to environmental changes and address innovations **[12], [6].** Since many HEIs are facing new developments in their directions and functions, strategies have to be developed in order to set the guidelines for dealing with changing internal and external conditions. HEI culture management refers to the processes of cultivation and maintenance of the academic values, norms, and practices that define the unique environment of a higher education institution and diverse landscape. This includes **[9]:** 1) Academic values that emphasize the importance of academic freedom, integrity, and the pursuit of knowledge. 2) Principles of collegiality and collaboration that encourage a collaborative environment where faculty, staff, and students work together in pursuit of educational and research goals. 3) Traditions and rituals that uphold long–standing traditions and ceremonies that foster a sense of belonging and continuity.

HEIs as complex social organizations are dependent on the external environment and the culture plays a major role for strategic management. The specific external environment and its influence on the university lead to the development of a distinctive academic culture. Mission statements and intentions for decision–making are the basis for the formulation of university goals and strategies. Depending on the culture, the mission and intentions will be influenced

and over time will affect the culture as well. Goal and strategy formulation as part of strategic management can therefore be limited to certain alternatives which fit the culture. Assessing the culture and integrating the results in management processes enhances the possibilities of cultural changes at universities. Involving a diverse and large number of university members into a strategic planning effort is only one example. Generally, the central idea of understanding HEI culture is "to minimize the occurrence and consequences of cultural conflict and help foster the development of shared goals" **[13].** In the context of Armenian HEIs, the organizational culture model must be tailored to address specific local challenges while embracing global standards. The proposed model for RA HEIs has been thoroughly developed based on comprehensive professional literature review findings and international best practices, encompassing diverse field-related research outcomes. Specifically, the model integrates insights from an in-depth analysis of the charters, institutional accreditation processes, and self-evaluation reports of public and private Armenian HEIs. The study of public and private Armenian HEIs revealed that the proposed model is exceptionally well-suited to their organizational contexts. This model aims to align the institutional culture with RA HEIs educational objectives and values, fostering an environment conducive to academic excellence, inclusivity, and institutional growth. The model proposed to the RA universities has been developed based on the findings of international practices, including field related research different outcomes. Here is a detailed model for managing organizational culture in RA HEIs.

FIGURE 1. THE MANAGEMENT MODEL OF ORGANIZATIONAL CULTURE IN HEIs



The HEI external environment encompasses various factors outside the institution that can impact its operations, performance and strategic direction. By analyzing the external environment, the HEI consistently coordinates and evaluates possible changes affecting its activities and information on development trends, predicts development directions, as well as an assessment of the impact of existing and potential trends degree on one's own activity **[14].** The external environment consists of three key components: the microenvironment, the macroenvironment and the mesoenvironment. The microenvironment in a HEI context includes the internal, day–to–day factors and interactions that directly influence the HEI organizational culture. The macroenvironment encompasses external factors that affect the HEI's culture indirectly. The mesoenvironment represents the broader organizational context within the HEI that influences its culture but is less directly controllable than the microenvironment.

In the context of HEIs, the internal environment refers to the various internal factors and conditions that influence how the institution operates and achieves its objectives. The HEIs' internal environment consists of four key components: inputs, processes and systems, outputs and outcomes/impact. The inputs interact in complex ways to shape the unique culture of an organization. The inputs refer to the various factors and resources that influence and shape the institution's cultural environment. The inputs are foundational elements that contribute to the development and evolution of the HEI's culture.

The processes and systems include institutional processes, organizational subsystems, policies and procedures. Understanding these components and their interplay can help in creating a more effective and harmonious organization.

The outputs of the organizational culture management model in HEIs, categorized under various focus areas, encompass several critical aspects:

1. **Strategic Alignment:** the process of adjusting and coordinating an organi–zation's activities, resources, and strategies to achieve its long–term goals and objectives effectively, vision and mission integration specific, measurable met–rics used to assess progress towards achieving long–term strategic goals and objectives, operational alignment.
2. **Teaching, Learning and Innovation**: enhanced quality and delivery of ed–ucational programs, innovative pedagogy (adoption of innovative teaching, learning and assessment methodologies and practices), improved student en–gagement and academic performance, dynamic culture of innovation and com–petitive problem–solving, innovative pedagogy.
3. **Research Development and Innovation**: increased research output and quality, integration of new technologies and innovative research practices, en–hanced collaboration between academia and industry.
4. **Governance & Leadership**: development of effective and visionary leader–ship, empowerment of leaders to drive change and inspire others, creation of a shared vision and strategic direction, encouragement of lifelong learning opportunities for faculty and students.
5. **Coordination and Oversight**: improved organizational efficiency and effec–

tiveness, streamlined processes and clear communication channels, effective governance and accountability structures, facilitation of knowledge sharing across the institution.

6. **Institutional Capacity Development**: strengthening of institutional capabilities and competencies, development of institutional learning (including professional development and training opportunities for staff, enhancement of institutional reputation and competitiveness, building adaptive and innovative institutional practices).
7. **Motivation**: increased motivation and job satisfaction among staff and faculty, recognition and reward systems that promote high performance, cultivation of a supportive and inclusive work environment, development of career advancement opportunities, enhancement of psychological contract.
8. **Work Environment**: creation of a positive and collaborative work culture, ensuring a safe and healthy work environment, promoting work–life balance and all types of well–being, encouraging teamwork and collaboration.
9. **Accountability/Transparency**: establishment of transparent accountability mechanisms, regular evaluation and feedback processes, ensuring responsible use of resources and ethical conduct, implementation of performance measurement systems.
10. **Social Responsibility**: a broad range of activities and commitments aimed at positively impacting society and addressing various global and local challenges.
11. **Stakeholder Satisfaction**: the degree to which the institution meets or exceeds the expectations, needs, and preferences of its various stakeholder groups. These groups include students, faculty, staff, alumni, employers, donors, and the broader community.

Together, these elements create a rich tapestry of institutional identity and organizational capacity influencing how members of the HEI community perceive and engage with their academic and social surroundings.

The outcomes/impact reflect how well the HEI's culture supports its mission, vision, and strategic goals, and they significantly influence various aspects of institutional performance and stakeholder experience. Below are the components of the outcomes/impacts:

1. **Enhanced institutional identity and reputation**
   - **Unified vision and mission:** Strong organizational culture fosters a clear and unified vision, aligning faculty, staff, and students and other stakeholders with the HEI's mission. This shared sense of purpose can enhance the HEI's reputation and attract top talent.
   - **Brand consistency:** A well–managed culture ensures consistency in messaging and actions, which can positively affect the HEI's public image and brand reputation.
2. **Improved academic performance and innovation**
   - **Collaboration and support:** A positive culture promotes collaboration among departments and encourages interdisciplinary research, leading to

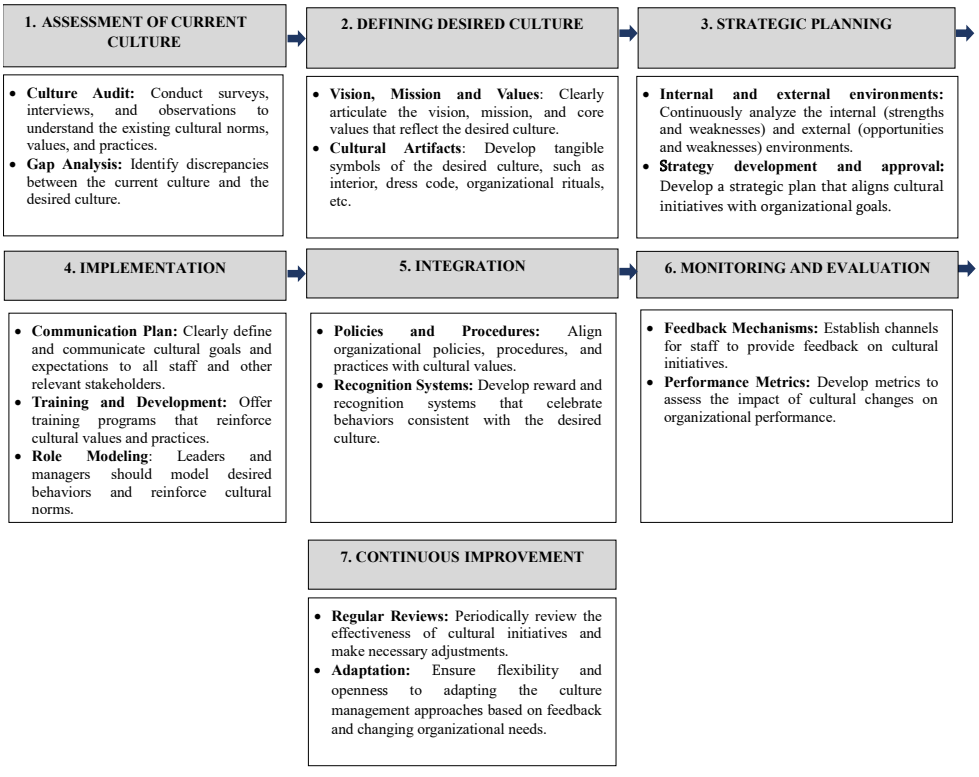
innovative academic programs and research breakthroughs.
- **Faculty and staff engagement:** When faculty and staff feel valued and supported, they are more likely to be engaged and productive, leading to higher quality teaching and research outputs.

3. **Increased student satisfaction and retention**
   - **Supportive environment:** A culture that prioritizes student well-being and support services can enhance the overall student experience, leading to higher satisfaction and retention rates.
   - **Enhanced learning experience:** Engaged and motivated faculty create a more stimulating and effective learning environment, improving student outcomes and satisfaction.
4. **Effective change management and adaptability**
   - **Responsive to change:** An adaptable culture helps the HEI navigate changes more effectively, whether they involve curriculum updates, technological advancements, or shifts in higher education trends.
   - **Resilience:** A strong organizational culture provides stability and resilience during periods of change or crisis, helping the institution to remain focused and effective.
5. **Strengthened community and alumni relations**
   - **Alumni engagement:** A positive culture fosters strong connections with alumni, who can contribute through mentoring, fundraising, or advocacy. Engaged alumni also enhance the HEI's network and reputation.
   - **Community integration:** A culture that emphasizes community involvement and social responsibility can strengthen relationships with local and global communities, enhancing the HEI's role and impact.
6. **Attraction and retention of talent**
   - **Recruitment:** A positive and well-managed culture attracts high-quality faculty, staff, and students who are seeking a supportive and dynamic environment.
   - **Retention:** A strong culture contributes to job satisfaction and loyalty, reducing turnover rates among faculty and staff.
7. **Operational efficiency and effectiveness**
   - **Process improvement:** A culture that promotes continuous improvement and feedback can lead to more efficient administrative processes and better resource management.
   - **Problem-solving:** Collaborative and innovative cultures are better equipped to tackle challenges and find effective solutions, enhancing overall operational effectiveness.

Understanding internal and external environments facilitate HEIs to navigate challenges, seize opportunities, and adapt their strategies to better serve their students, faculty, and communities. No matter the type of the organizational culture, if it is in alignment with the internal and external environments, it will be conducive to the staff's identifying themselves with their organization. In the context of the

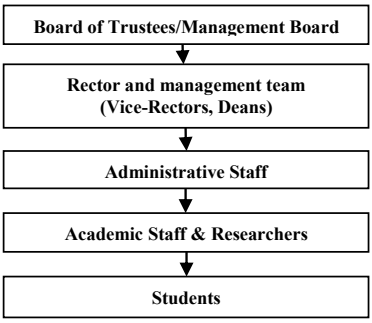
management model of organizational culture in the HEIs, the processes play crucial roles in shaping a collaborative and effective academic environment. These processes are interrelated and essential for fostering a positive and productive HEI culture. Implementing this model is not merely an option but a strategic imperative for the Armenian HEIs. As the higher education sector in Armenia faces increasing pressures from globalization, technological advancements, and the need for enhanced academic quality, the model offers a structured pathway to adapt and thrive. It emphasizes leadership development, collaborative practices, and the alignment of strategic priorities, organizational goals and objectives, with cultural change initiatives–key elements that are often missing or underdeveloped in the existing frameworks of Armenian universities. By embracing this model, HEIs in Armenia can ensure they are not only meeting accreditation standards but are also cultivating a robust, adaptable, and progressive organizational culture that supports their long–term success and relevance in the global educational landscape. This tailored approach will empower Armenian universities to transition from traditional operational paradigms to innovative, strategic, and student–centered institutions that are well–positioned to lead in the 21st century. Managing organizational culture involves several key stages to ensure that the culture aligns with the other components of organization (Figure 2).

FIGURE 2. STAGES IN THE ORGANIZATIONAL CULTURE MANAGEMENT



To realize and implement effectively a management model of organizational culture in HEI, several key people are essential. Each of these roles contributes in unique ways to developing, embedding, and maintaining the desired organizational culture. Here's a breakdown of these crucial roles (Figure 3).

FIGURE 3. ROLES AND RESPONSIBILITIES IN ORGANIZATIONAL CULTURE MANAGEMENT IN RA HEIs



Organizational culture management in the RA HEIs is a collective responsibility that involves all stakeholders, as depicted in Figure 3. Each role with its responsibility framework, from senior leadership to staff and students, is crucial in developing, implementing and sustaining an effective organizational culture model. The synergy among these roles fosters a cohesive and supportive environment essential for achieving cultural goals. Leadership provides the vision and sets the tone, while faculty and staff drive day–to–day cultural practices. Students, as key stakeholders, contribute to and shape the culture through their engagement and feedback. This collaborative approach ensures that the organizational culture is dynamic, inclusive, and aligned with the institution's values and objectives. Below are the main functions of these key individuals in managing organizational culture.

Board of Trustees/Management Board

- **Governance and Oversight:** Ensuring that organizational values and cultural norms align with the mission and vision of the entity. Providing strategic direction and set policies that influence the cultural climate.
- **Leadership and Support:** Modeling desired behaviors and reinforcing cultural values through their actions and decisions. Supporting leadership in promoting a positive culture and address any cultural issues that arise.
- **Strategic Planning:** Integrating cultural considerations into strategic planning and decision–making processes, ensuring that culture supports organizational goals and long–term sustainability.
- **Accountability and Evaluation:** Monitoring and evaluating the impact of cultural initiatives and policies, and holding leadership accountable for maintaining a healthy and productive organizational culture.
- **Fiduciary Responsibilities**: Caring for and being loyal to the institution.

Rectors and Management team

Rector's Functions:

- **Cultural Leadership:** Embodying and promoting core values and ethical standards. They serve as a role model for behavior and decision-making, influencing the overall cultural environment.
- **Strategic Vision:** Providing strategic direction that integrates cultural considerations, fostering an environment that supports innovation, inclusivity, and collaboration.
- **Conflict Resolution:** Addressing and resolving cultural conflicts and challenges, and ensuring a positive and cohesive working environment.

Management Team's Functions:

- **Policy Development:** Developing and implementing policies that shape organizational culture, ensuring that they align with the institution's mission and values.
- **Cultural Implementation:** Executing and reinforcing cultural initiatives and values in daily operations, ensuring that the culture is lived out throughout the organization.
- **Communication:** Facilitating open communication about cultural expectations and changes, and gathering feedback to address cultural concerns.
- **Employee Engagement:** Promoting a positive work environment by recognizing achievements, fostering teamwork, and supporting professional development in line with cultural values.
- **Monitoring and Feedback:** Assessing the impact of cultural initiatives and making adjustments based on feedback and performance metrics to ensure alignment with organizational goals.

Administrative Staff

- **Cultural Integration:** Implementing and upholding organizational policies and procedures that reflect and reinforce the organization's values and cultural norms in day-to-day operations.
- **Communication Facilitation:** Ensuring clear and consistent communication of cultural values, expectations, and updates across the organization, helping to keep everyone informed and aligned.
- **Support and Assistance:** Providing support to leadership and staff by assisting in the execution of cultural initiatives, programs, and events that promote a positive and cohesive work environment.
- **Feedback Collection:** Gathering and relaying feedback from staff about cultural issues and concerns, helping to identify areas for improvement and facilitate a responsive and adaptive culture.

Academic Staff & Researchers

- **Modeling Values:** Demonstrating and embodying the institution's core values and cultural norms in their interactions with students and colleagues, serving as role models.
- **Cultural Integration:** Integrating organizational values into their teaching methods, curricula, and classroom management, helping to reinforce and promote the desired culture within the academic environment.
- **Student Engagement**: Fostering a positive and inclusive classroom environment that reflects and supports the organization's culture, encouraging student engagement and participation.
- **Feedback and Communication**: Providing feedback to the administration on cultural issues and student concerns, and communicating cultural expectations to students to support alignment with institutional values.

Students

- **Cultural Participation:** Engaging actively in cultural and institutional activities, thereby helping to shape and reinforce the organizational values and norms.
- **Peer Influence:** Modeling desired behaviors and attitudes among peers, contributing to a positive and supportive cultural environment within the academic community.
- **Feedback Provision:** Providing constructive feedback to the administration and faculty on cultural aspects of the institution, helping to identify areas for improvement and facilitate a responsive culture.
- **Community Building:** Contributing to a sense of community and inclusiveness through involvement in student organizations, events, and collaborative projects that reflect and support the institution's cultural values.

In managing organizational culture, rectors or managers will find that their staff are their greatest assets and greatest allies. As with organizational culture development, managing organizational culture starts with strong leadership that provides the framework for an authentic, caring culture to flourish – and continues to grow organically from the bottom up. When managed well, a strong organizational culture will keep staff united with a shared sense of purpose that motivates them and gives meaning to their work. This is why culture management isn't just the responsibility of leadership, it is the responsibility of every team member in the organization. When well–managed and reinforced often, staff will ensure that the organization stays true to its mission, vision, and values.

Good academic work flourishes in academic cultures, which value academic interchange and give respect to colleagues and to students, and where certain modes of thought and academic processes are regarded as customary and normative. Organizational cultures cannot stand still and must adapt to changing conditions, but the institutional leader or dean who chooses to suborn the culture or set it aside risks losing a powerful set of academic safeguards and a climate

which facilitates progress and will probably stimulate internal political turbulence and negative reactions to adapting to change **[11].**

Conclusion: Organizational culture management refers to the strategies and practices that leaders and managers use to shape, influence, and maintain the culture within an organization. Achieving long–term success and excellence, improving stakeholder and employee involvement, and matching an organization's operational procedures and inputs with its strategic aims and outcomes all depend on effective culture management. This process entails developing, putting into practice, and iteratively improving cultural practices to promote a supportive work environment that aligns with the organization's values and strategic goals. The stages of organizational culture management are described in the article along with the management model for managing organizational culture in RA HEIs. The management model is adaptive and flexible enough to fit the needs, circumstances, and difficulties faced by Armenian HEIs. Stakeholders may boost the institution's growth and performance, which will eventually give it a competitive advantage, by contributing important insights (ongoing feedback and guidance), resources, and support. It promotes academic performance and institutional growth in addition to the general happiness and well–being of the academic community. In addition, the model offers a theoretical framework for regulating organizational culture. By using this approach, the culture is guaranteed to stay flexible and adaptable to the changing demands of the organization and its stakeholders.

References

1. Bartell, M. 2003. *Internationalization of universities: A university culture–based framework*. Higher Education, 45, pp. 43–70.
2. Clark, B. 1972. *The organizational saga in higher education*, Administrative Science Quarterly 17, pp. 178–183.
3. Clark, B. 1983. *The Higher Education System: Academic Organization in Cross–National Perspective*. Berkeley: University of California Press, 330 p.
4. Deal, T. E. and Kennedy, A. A. 1982. *Corporate Cultures: The Rites and Rituals of Corporate Life*. Addison Wesley Publishing Company, Reading, 126 p.
5. Dill, D. D. and Sporn, B. 1995a. *Emerging Patterns of Social Demand and University Reform: Through a Glass Darkly*. Oxford: Pergamon, pp. 1–19.
6. Kotter, J. P. and Heskett, J. L. 1992. *Corporate culture and performance*. New York: Free Press, 147 p.
7. Maassen, P. 1996. *The Concept of Culture and Higher Education.* Tertiary education and management 1, No 2, pp. 153–159.
8. Masland, A. T. 1985. *Organizational culture in the study of higher education*, Review of Higher Education 8(2), pp. 157–168.
9. Puiu, S. 2023. *Organizational Culture.* In: Idowu, S. O., Schmidpeter, R., Capaldi, N., Zu, L., Del Baldo, M., Abreu, R. (eds) Encyclopedia of Sustainable Management. Springer, Cham, pp. 2519–2522.
10. Schein, E. H. 2010. *Organizational Culture and Leadership*. Wiley, San Francisco, 464 p.
11. Shattock, M. 2020. *Organizational Culture in Higher Education,* The International En–

cyclopedia of Higher Education Systems and Institutions, Springer Nature B. V., 2807 p.

12. Sporn, B. 1996. *Managing university culture: An analysis of the relationship between institutional culture and management approaches*, Higher Education, Vol. 32, pp. 41–61.
13. Tierney, W. G. 1988. *Organizational Culture in Higher Education: Defining the Essentials.* Higher Education 59, Taylor & Francis, Ltd, No 1, pp. 2–21.
14. Խաչատրյան, Ռ., *PEST* վերլուծությունը որպես բուհերի արտաքին միջավայրի վերլուծության ռազմավարական պլանավորման գործիք, Բանբեր Երևանի պետական լեզվահասարակագիտական համալսարանի, 2016, 2(37), էջեր 287–337:
15. Մակարյան, Մ., Բուհերի կազմակերպական մշակույթի գործառույթների զարգացման և ընդլայնման միտումների շուրջ, Կրթությունը 21-րդ դարում, 2022 (1), էջեր 209–216:

The article has been submitted for publication: 02.08.2024
Հոդվածը ներկայացվել է տպագրության. 02.08.2024
Статья представлена к публикации: 02.08.2024

The article is sent for review: 19.08.2024
Հոդվածն ուղարկվել է գրախոսության. 19.08.2024
Статья отправлена на рецензию: 19.08.2024

The article is accepted for publication: 23.08.2024
Հոդվածն ընդունվել է տպագրության. 23.08.2024
Статья принята к печати: 23.08.2024

THE RATIO OF DEBT, ITS COMPONENTS AND SALES REVENUE OF DIAGEO

ANI GRIGORYAN

Armenian State University of Economics Department of Finances
Lecturer, PhD in Economics

ani.grigoryan@asue.am

DOI:10.54503/2579-2903-2024.2-122

Abstract

Celebrating life, every day, everywhere! [1, Diageo's slogan]

Diageo owns more than 200 brands, operates in over 180 countries, and employs just under 28,000 people globally. They own some of the world's most recognizable international brands such as Johnnie Walker, Smirnoff, Baileys, Tanqueray, Captain Morgan and Guinness as well as several brands that are important within smaller markets.

Scotch whisky represents 24% of Diageo's net sales as of 2022, and is therefore one of the most important aspects of their portfolio. Diageo owns 30 whisky distilleries in Scotland, including Lagavulin, Clynelish and Talisker, and control the production of 27.71% of Scotland's Scotch production capacity. For reference, Pernod Ricard is their closest competitor and owns 13 distilleries producing 19.14% of Scotland's total capacity.

Diageo isn't new to Scotch Whisky, they have been one of the biggest producers of Scotch since they formed as DCL in 1877, although their origins can be traced back to a few Lowlands distilleries in 1865. Diageo as we recognize it today was formed in 1998 after the merging of Grand Met and Guinness was announced in 1997 [2, The History Of Diageo, 2020].

Diageo must also comply with corporate governance rules contained in the UK Financial Conduct Authority Listing Rules and Disclosure Guidance and Transparency Rules and certain related provisions in the Companies Act 2006.

Diageo is also listed on the New York Stock Exchange (NYSE), and as such is subject to applicable rules of this exchange and jurisdiction, including the listing requirements of the NYSE and the rules of the US Securities and Exchange Commission (SEC), as they apply to foreign private issuers.

In 2007 the company made a revenue of$31.34 Ban increase over the years 2006 revenue that were of$26.87 B. Unlike with the earnings no expenses are subtracted. The company made an earning of–$0.94 Ba decrease over its 2006 earnings that were of–$0.9 B.

According to Diageo's latest financial reports the company's total assets are$46.76 B. The company's total liabilities are$35.04 B, total debt is$21.48 B**.** Latest borrow fee for Diageo shares on Interactive Brokers:0.2500%.

As of July 2024Diageohas a market cap of$73.07 Billion. This makes Diageo

the world's 253th most valuable company by market cap according to Diageo Annual Report.

In the course of the research, we carried out evaluations of the company's debt, its components and the ratio of sales revenue, indicators characterizing the relationship between the components of the capital structure, indicators characterizing the level of coverage of liabilities with assets using the methodology proposed in the research.

Keywords and phrases. market capitalization, capital structure, total assets, total liabilities, revenue, EBIT.

СООТНОШЕНИЕ ДОЛГА, ЕГО СОСТАВЛЯЮЩИХ И ВЫРУЧКИ ОТ ПРОДАЖ ПРОИЗВОДИТЕЛЯ DIAGEO

АНИ ГРИГОРЯН

Армянский государственный экономический университет,
кафедра финансов
Преподаватель, кандидат экономических наук

ani.grigoryan@asue.am

Аннотация

Празднование жизни, каждый день, везде! [1, слоган Диагео]

Диагео владеет более чем 200 брендами, работает в более чем 180 странах и насчитывает чуть менее 28 000 сотрудников по всему миру. Им принадлежат некоторые из самых узнаваемых в мире международных брендов, такие как Джонни Уокер, Смирнофф, Бейлис, Танкерей, Капитан Морган и Гиннесс, а также несколько брендов, которые важны на небольших рынках.

Шотландский виски составляет 24% от чистых продаж Диагео по состоянию на 2022 год и, следовательно, является одним из важнейших аспектов их портфеля. Diageo владеет 30 винокурнями в Шотландии, включая Лагавулин, Клайнелиш и Талискер, и контролирует производство 27,71% мощностей шотландского виски. Для справки, Pernod Ricard является их ближайшим конкурентом и владеет 13 винокурнями, производящими 19,14% от общей мощности Шотландии.

Компания Диагео не новичок в шотландском виски, она была одним из крупнейших производителей скотча с момента своего основания под названием DCL в 1877 году, хотя ее истоки можно проследить до нескольких винокурен Лоулендса в 1865 году. Компания Диагео, какой мы ее знаем сегодня, была образована в 1998 году после объявления о слиянии Гранд Мет и Гиннесс в 1997 году [2, История Diageo, 2020].

Диагео также должна соблюдать правила корпоративного управления, содержащиеся в Правилах листинга Управления по финансовому поведению

Великобритании и Правилах раскрытия информации и прозрачности, а также некоторые связанные положения Закона о компаниях 2006 года. Диагео также котируется на Нью-Йоркской фондовой бирже (NYSE) и, как таковая, подчиняется применимым правилам этой биржи и юрисдикции, включая требования листинга NYSE и правила Комиссии по ценным бумагам и биржам США (SEC), поскольку они применяются к иностранным частным эмитентам.

В 2007 году компания получила доход в размере $31,34 млрд, увеличившись по сравнению с доходом 2006 года, который составил $26,87 млрд. Доход — это общая сумма дохода, который компания получает от продажи товаров или услуг. В отличие от прибыли, никакие расходы не вычитаются. Компания получила доход в размере -$0,94 млрд, уменьшившись по сравнению с доходом 2006 года, который составил -$0,9 млрд. Доход, отображаемый на этой странице, представляет собой доход до вычета процентов и налогов или просто ЕВИТ. На конец 2008 года компания имела коэффициент P/S 2,89.

Согласно последним финансовым отчетам Диагео, общие активы компании составляют $46,76 млрд. Общие активы компании — это сумма всех текущих и внеоборотных активов, таких как запасы, денежные средства и их эквиваленты, недвижимость и оборудование.

Общие обязательства компании составляют $35,04 млрд, общий долг — $21,48 млрд. Последняя комиссия за заем акций Диагео на Интерактивные брокеры: 0,2500%.

По состоянию на июль 2024 года рыночная капитализация Диагео составляет $73,07 млрд. Это делает Диагео 253-й самой дорогой компанией в мире по рыночной капитализации, согласно нашим данным.

В ходе исследования нами были проведены оценки задолженности компании, ее компонентов и соотношения выручки от продаж, показателей, характеризующих взаимосвязь компонентов структуры капитала, показателей, характеризующих уровень покрытия обязательств активами с использованием предложенной в исследовании методики.

Ключевые слова и словосочетания: рыночная капитализация, структура капитала, совокупные активы, совокупные обязательства, выручка, ЕВИТ.

ՊԱՐՏՔԻ, ԴՐԱ ԲԱՂԱԴՐԻՉՆԵՐԻ ԵՎ ԻՐԱՅՈՒՄԻՑ ՀԱՍՈՒՅԹԻ ՀԱՐԱԲԵՐԱԿՑՈՒԹՅՈՒՆԸ ԴԻԱԳԵՈ ԸՆԿԵՐՈՒԹՅՈՒՆՈՒՄ

ԱՆԻ ԳՐԻԳՈՐՅԱՆ

Հայաստանի պետական տնտեսագիտական համալսարանի
ֆինանսների ամբիոնի դասախոս,
տնտեսագիտության թեկնածու

ani.grigoryan@asue.am

Համառոտագիր

Տունենք կյանքը, ամեն օր, ամենուր: [1, Դիագեոյի կարգախոսը]

Դիագեոն ունի ավելի քան 200 ապրանքանիշ, գործում է ավելի քան 180 երկրներում և ունի շուրջ 28000 աշխատակից ամբողջ աշխարհում: Նրանք տիրապետում են աշխարհի ամենաճանաչված միջազգային բրենդներին, ինչպիսիք են՝ Johnnie Walker–ը, Smirnoff–ը, Baileys–ը, Tanqueray–ը, Captain Morgan–ը և Guinness–ը, ինչպես նաև մի քանի ապրանքանիշեր, որոնք կարևոր են փոքր շուկաներում:

Շոտլանդական վիսկին 2022 թվականի դրությամբ կազմում է Դիագեոյի զուտ վաճառքի 24%–ը և, հետևաբար, նրանց պորտֆելի կարևորագույն տարրերից մեկն է: Diageo–ն ունի վիսկիի թորման 30 գործարան Շոտլանդիայում, որոնց թվում են Lagavulin, Clynelish և Talisker գործարանները, և վերահսկում է շոտլանդական վիսկիի հզորության 27,71%–ի արտադրությունը: Pernod Ricard–ը նրանց ամենամոտ մրցակիցն է և ունի թորման 13 գործարաններ, որոնք արտադրում են շոտլանդական վիսկիի ընդհանուր հզորության 19,14%–ը:

Դիագեոն նոր չէ շոտլանդական վիսկիների շուկայում: Այն եղել է շոտլանդական խոշորագույն արտադրողներից մեկը, քանի որ ձևավորվել է 1877 թ., չնայած ծագումը կարելի է համարել 1865 թ : Դիագեոն, ինչպես մենք այսօր ճանաչում ենք, ձևավորվել է 1998 թ , երբ 1997 թվականին հայտարարվեց Grand Met–ի և Guinness–ի միաձուլման մասին [2, The History Of Diageo, 2020]:

Դիագեոյի կորպորատիվ կառավարումը համապատասխանում է կորպորատիվ կառավարման կանոններին, որոնք պարունակվում են Միացյալ Թագավորության ֆինանսական վարքագծի մարմնի ցուցակման և ուղեցույցի կանոններում, ինչպես նաև 2006 թ «Ընկերությունների մասին» օրենքի որոշ հարակից դրույթներում:

Դիագեոն գրանցված է նաև Նյու Յորքի ֆոնդային բորսայում և որպես այդպիսին ենթակա է այս բորսայի և իրավասության գործող կանոններին, ներառյալ ցուցակման պահանջները և ԱՄՆ արժեթղթերի և բորսաների հանձնաժողովի (SEC) կանոնները, դրանք վերաբերում են օտարերկրյա

մասնավոր թողարկողներին:

2007 թ. ընկերության հասույթը կազմել է 31,34 մլրդ դոլար, ինչը 2006 թ. համեմատ ավելացել է 26,87 մլրդ ԱՄՆ դոլարի չափով: Ընկերությունը վաստակել է –0,94 միլիարդ դոլար, ինչը նվազել է 2006 թվականի իր շահույթի համեմատ, որը կազմել է –0,9 միլիարդ դոլար:

Համաձայն Դիագեոյի վերջին ֆինանսական հաշվետվությունների՝ ընկերության ընդհանուր ակտիվները կազմում են 46,76 միլիարդ դոլար: Ընկերության ընդհանուր ակտիվները բոլոր ընթացիկ և ոչ ընթացիկ ակտիվների հանրագումարն են, ինչպիսիք են պաշարները, դրամական միջոցները և դրամական միջոցների համարժեքները, գույքը և սարքավորումները:

Ընկերության ընդհանուր պարտավորությունները կազմում են 35,04 միլիարդ դոլար, ընդհանուր պարտքը՝ 21,48 միլիարդ դոլար: Դիագեոյի բաժնետոմսերի վերջին փոխառության վճարը «Interactive Brokers»-ում կազում է 0,2500%:

2024 թ հուլիսի դրությամբ՝ Դիագեոն ունի 73,07 միլիարդ դոլար շուկայական կապիտալ: Սա Դիագեոյին դարձնում է աշխարհի 253-րդ ամենաթանկ ընկերությունը՝ ըստ շուկայական կապիտալի: Շուկայական կապիտալիզացիան, որը սովորաբար կոչվում է շուկայական կապիտալ, հանդիսանում է հրապարակային վաճառվող ընկերության չմարված բաժնետոմսերի ընդհանուր շուկայական արժեքը և սովորաբար օգտագործվում է ընկերության արժեքը չափելու համար:

Հետազոտության ընթացքում կատարել ենք ընկերության պարտքի, դրա բաղադրիչների և վաճառքից ստացված հասույթի հարաբերակցության, կապիտալի կառուցվածքի, դրա բաղադրիչների միջև կապը բնութագրող ցուցանիշների, ակտիվներով պարտավորությունների ծածկույթի մակարդակը բնութագրող ցուցիչների գնահատումներ՝ մեր կողմից առաջարկվող մեթոդաբանության համաձայն:

Բանալի բառեր և բառակապակցություններ. շուկայական կապիտալիզացիա, կապիտալի կառուցվածք, ընդհանուր ակտիվներ, ընդհանուր պարտավորություններ, եկամուտ, EBIT:

Introduction

Comprehensive income due to changes in fair value. A gain of $13 million was transferred out of other comprehensive income to other operating expenses and a loss of $54 million to other finance charges, respectively, (2022 – a loss of $42 million and a gain of $239 million; 2021 – a loss of 10 million and a loss of $175 million) to offset the foreign exchange impact on the underlying transactions. A gain of $33 million (2022 – $46 million gain, 2021 – $2 million gain) was transferred out of other comprehensive income to operating profit in relation to commodity hedges. The carrying amount of hedged items recognized in the consolidated balance sheet in relation to hedges of cash flow risk arising from foreign currency debts equals the notional value of the hedging instruments at 30 June 2023 and

are included within borrowings.

Picture 1. Diageo's Portfolio [3, Corporate governance***]***

The notional amount for cash flow hedges of foreign currency debt at 30 June 2023 was $873 million (2022 – $1,694 million). For cash flow hedges of forecast transactions at 30 June 2023, based on year end interest and exchange rates, a gain to the income statement of $143 million in the year ending 30 June 2024 and a gain of $20 million in the year ending 30 June 2025 is expected to be recognised. In respect of hedges of foreign currency borrowings that are no longer applicable at 30 June 2023, a loss of $18 million (2022 – a loss of $19 million) was reported in reserves. There was no significant ineffectiveness on net investment and cash flow hedges during the year ended 30 June 2023. The $3,999 million (2022 –$4,444 million) notional value of hedged items in fair value hedges equals to the notional value of hedging instruments designated in these relationships at 30 June 2023 and the carrying amount of hedged items are included within borrowings in the consolidated balance sheet. For fair value hedges that are no longer applicable, the accumulated fair value changes shown on the consolidated balance sheet at 30 June 2023 was $nil (2022 – $1 million).

According to Diageo Annual Report **[4, p. 207]** Diageo manages its capital structure to achieve capital efficiency, provide flexibility to invest through the economic cycle and give efficient access to debt markets at attractive cost levels.This is achieved by targeting an adjusted net borrowings (net borrowings aggregated with post employment benefit liabilities) to adjusted EBITDA leverage of 2.5 – 3.0 times, this range for Diageo being currently broadly consistent with an A band credit rating. Diageo would consider operating outside of this range in order to effect strategic initiatives within its stated goals, which could

have an impact on its rating. The group regularly assesses its debt and equity capital levels against its stated policy for capital structure. As at 30 June 2023, the adjusted net borrowings ($15,914 million) to adjusted EBITDA ratio was 2.6 times. For this calculation, net borrowings are adjusted by post employment benefit liabilities before tax ($373 million) whilst adjusted EBITDA ($6,120 million) comprises operating profit excluding exceptional operating items and depreciation, amortisation and impairment and includes share of after tax results of associates and joint ventures.

Methodological foundations.

In the first step, we evaluate the behavior of the debt–to–income ratio in the studied organization, the R2 estimates of the mathematical trend of the total debt to the income and its components.

In the second step, we determine the indicators characterizing the relationships between the components of the capital structure.

In the third step, we determine the indicators characterizing the level of coverage of liabilities with the organization's assets.

In the fourth step, we determine the debt service indicators.

Results

The price–earnings ratio is calculated by taking the most recent closing price and dividing it by the most recent earnings per share (EPS) number. The PE ratio is a simple way to assess whether a stock is overvalued or undervalued and is the most widely used valuation tool.

2023–2009 /Enterprise Value (EV) = Market Value of Equity + Market Value of Debt – Cash

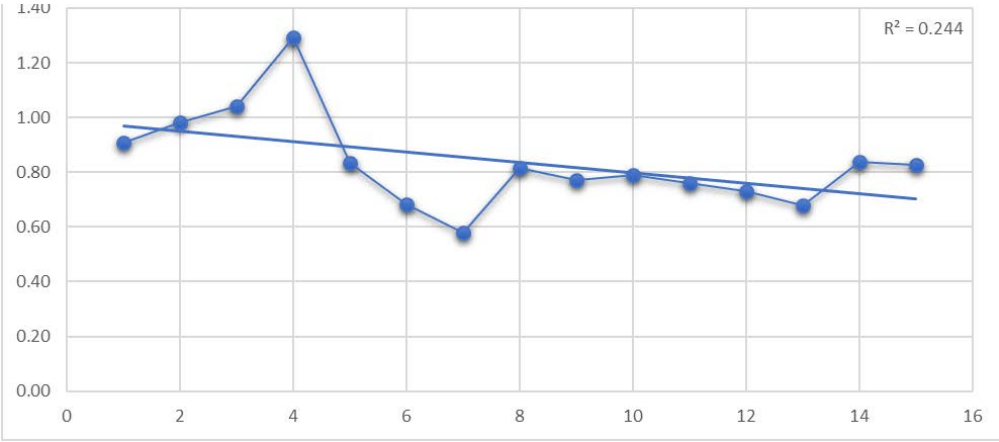


Figure 1: Diageo's Enterprise Value (EV)

Table 1.

The ratio of debt, its components and sales revenue in a listed entity producing alcoholic beverages[2] (US dollar)

	2023	2022	2021	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009
Non-current liabilities	22542.22	24705.21	22045.84	23163.41	18294.69	15681.77	12885.93	17993.23	17743.73	17115.66	17928.54	17045.6	14123.31	16968.58	17593.92
Current liabilities	9171.063	11237.15	9612.418	8190.157	9062.582	8566.92	8446.878	9182.127	8337.569	7890.151	8699.091	7582.16	7819.76	6240.59	6442.59
Equity	11192.21	12664.08	11347.28	10641.15	13142.88	15777.41	15255.11	15108.14	14588.38	12345.13	12720.69	10794.75	9522.13	7572.88	5204.81
Assets:	42905.5	48606.45	43005.54	41994.73	40500.15	40026.11	36587.92	42283.49	40669.68	37350.95	39348.32	35422.51	31465.2	30782.06	29241.32
Supplies	9227.675	9442.823	8135.965	7277.337	7081.315	6755.205	6072.621	6795.694	7209.082	6867.083	6624.74	6268.27	5525.54	5191.52	5109.47
Long term debt	18727.57	20234.05	17831.83	19142.73	13872.75	11161.24	8834.978	12720.22	13176.2	13150.25	13660.58	12465.23	10736.06	12938.46	12418.19
Current assets	14934.6	17216.45	15403.83	14462.64	12129.6	11706.78	10973.33	13137.25	12088.69	12148.33	13484.85	11495.27	11393.15	11000.14	10026.65
General Obligations	31713.28	35942.36	31658.26	31353.57	27357.27	24248.69	21332.81	27175.36	26081.3	25005.81	26627.63	24627.76	21943.07	23209.17	24036.51
EBIT:	5579.244	5868.819	5021.552	2694.33	5230.753	4971.776	4513.88	4216.327	4408.353	4402.936	5383.582	5005.119	4128.64	4072.85	3947.649
Gross profit	12302.76	12617.5	10356.7	8949.158	10354.09	10141.56	9347.371	9251.879	9776.549	10131.47	10925.64	10306.61	9428.26	8989.05	8771.109
Financial means	2151.237	3375.67	3862.733	4284.198	1370.452	1224.423	1613.278	2350.814	816.4198	1203.61	2882.437	1705.35	2520.14	2299.08	1476.93
receivables	3555.684	4102.45	3405.127	2901.101	3593.716	3694.821	3287.434	3986.292	3837.803	4064.624	3897.644	2771.99	3145.4	3177.25	3281.89
net cash flow	-973.236	-567.049	-694.484	3066.266	36.2348	-301.728	136.9764	633.7107	-236.415	-1810.3	977.5493	-846.33	276.83	873.42	263.39
Proceeds from sale	20612.61	20568.16	17137.34	14816.92	16651.19	16383.56	15283.01	15560.79	17042.37	16684.64	17939.52	17056.69	15808.17	15474.89	15045.64

2 The data of the studied alcoholic beverage organizations taken from the website https://www.macrotrends.net/stocks/industry/19/alcoholic-beverages were used to build the table, the last seen: 04/05/2024.

Table 2.

The ratio of debt, its components and sales revenue in a listed entity producing alcoholic beverages[3]

	2023	2022	2021	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009
Total Debt/ Realization Income	1.54	1.75	1.85	2.12	1.64	1.48	1.40	1.75	1.53	1.50	1.48	1.44	1.39	1.50	1.60
Short Term Debt/Accounts Payable	0.44	0.55	0.56	0.55	0.54	0.52	0.55	0.59	0.49	0.47	0.48	0.44	0.49	0.40	0.43

Table 3.

The estimation of R2 based on the mathematical tendency of the sales revenue and the total debt of its components in the studied organization

	Total Debt / Realized Income Short-term Debt / Realized Income Long-term Debt / Realized Income	Total Debt / Realized Income Short-term Debt / Realized Income Long-term Debt / Realized Income	Total Debt / Realized Income Short-term Debt / Realized Income Long-term Debt / Realized Income
Diageo	0.2677	0.3542	0.244

In the second step, we determine the indicators characterizing the relationships between the components of the capital structure:

- (non-current liabilities + current liabilities)/ equity capital: C1.1,
- current liabilities/ assets: C1.2,
- non-current liabilities/ assets: C1.3
- non-current liabilities/ (equity + non-current liabilities): C1.4.

In the third step, we determine the indicators characterizing the level of coverage of liabilities with the organization's assets:

- (inventories – current liabilities)/ non-current liabilities: C2.1,
- current assets/current liabilities: C2.2,
- (current assets – current liabilities)/ current assets: C2.3,
- Long-term debt/assets: C2.4.

In the fourth step, we determine debt service using the following indicators:

- gross profit/ net cash flows: C3.1.
- EBIT / long-term debt: Г3.2.
- funds / current liabilities: C3.3.
- (cash + receivables)/ (long-term debt + current liabilities): C3.4.

The calculated values of the indicators characterizing the relationships between the components of the capital structure are presented in the table below.

3 The data of the studied alcoholic beverage organizations taken from the website https://www.macrotrends.net/stocks/industry/19/alcoholic-beverages was used to build the table, the last seen: 04/05/2024.

Table 4.

Indicators characterizing the relationship between the components of the capital structure in the company Diageo

	2023	2022	2021	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009
C1.1:	2.83	2.84	2.79	2.95	2.08	1.54	1.40	1.80	1.79	2.03	2.09	2.28	2.30	3.06	4.62
C1.2	0.21	0.23	0.22	0.20	0.22	0.21	0.23	0.22	0.21	0.21	0.22	0.21	0.25	0.20	0.22
C1.3	0.53	0.51	0.51	0.55	0.45	0.39	0.35	0.43	0.44	0.46	0.46	0.48	0.45	0.55	0.60
C1.4	0.67	0.66	0.66	0.69	0.58	0.50	0.46	0.54	0.55	0.58	0.58	0.61	0.60	0.69	0.77

The indicators characterizing the level of coverage of liabilities with the company's assets are presented in table No. 5.

Table 5.

Indicators characterizing the level of asset-liability coverage in the Diageo company

	2023	2022	2021	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009
C2.1:	0.003	–0.07	–0.067	–0.039	–0.108	–0.12	–0.184	–0.133	–0.064	–0.060	–0.116	–0.08	–0.16	–0.062	–0.08
C2.2	1.63	1.53	1.60	1.77	1.34	1.37	1.30	1.43	1.45	1.54	1.55	1.52	1.46	1.76	1.56
C2.3	0.39	0.35	0.38	0.43	0.25	0.27	0.23	0.30	0.31	0.35	0.35	0.34	0.31	0.43	0.36
C2.4	0.44	0.42	0.41	0.46	0.34	0.28	0.24	0.30	0.32	0.35	0.35	0.35	0.34	0.42	0.42

From the point of view of the relationship between the organization's debt burden and debt service, the calculated magnitudes of the indicators characterizing the debt service are presented in table No. 6.

Table 6.

Indicators characterizing debt service in Diageo company

	2023	2022	2021	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009
C3.1:	–12.64	–22.25	–14.913	2.91859	285.75	–33.61	68.241	14.6	–41.353	–5.597	11.177	–12.18	34.06	10.292	33.3
C3.2	0.298	0.29	0.28161	0.14075	0.3771	0.4455	0.5109	0.3315	0.3346	0.3348	0.3941	0.4015	0.385	0.3148	0.318
C3.3	0.235	0.3	0.40185	0.52309	0.1512	0.1429	0.191	0.256	0.0979	0.1525	0.3313	0.2249	0.322	0.3684	0.229
C3.4	0.205	0.238	0.26482	0.26288	0.2164	0.2494	0.2836	0.2893	0.2163	0.2504	0.3032	0.2233	0.305	0.2855	0.252

Diageo manages its capital structure with the aim of achieving capital efficiency, providing flexibility to invest through the economic cycle and giving efficient access to debt markets at attractive cost levels. The group regularly assesses its debt and equity capital levels to enhance its capital structure by reviewing the ratio of adjusted net borrowings to adjusted EBITDA (earnings before exceptional operating items, non–operating items, interest, tax, depreciation, amortisation and impairment) **[7, p. 239].**

Long–term debt obligations comprise the principal amount of borrowings (excluding foreign currency swaps) with an original maturity of greater than one year. Interest obligations comprise interest payable on these borrowings and are calculated based on the fixed amounts payable and where the interest rate is variable on an estimate of what the variable rates will be in the future. Credit support obligations represent liabilities to counterparty banks in respect of cash received as collateral under credit support agreements. Purchase obligations include various long–term purchase contracts entered into for the supply of raw materials, principally bulk whisk(e)y, cereals, cans and glass bottles. Contracts are used to guarantee the supply of raw materials over the long term and to enable a more accurate prediction of costs of raw materials in the future. For certain provisions, discounted numbers are disclosed. Corporate tax payable of $135 million and deferred tax liabilities of $2,183 million are not included in the table above, as the ultimate timing of settlement cannot be reasonably estimated. Management believe that it has sufficient funding for its working capital requirements **[8, p. 241].**

Conclusion

Diageo is a global leader in the "international–western" spirits market with a strong presence across all continents. Over 40% of sales are generated by emerging markets. Diageo benefits from a very broad product portfolio and strong brands.

Summarizing the research findings, we note that Diageo is currently in a strong position to withstand margin pressures due to its high pricing power and portfolio of high–growth premium brands that allows it to cover cost increases through changes in its product mix.

So, Diageo's business profile is also stronger than any other spirits producer, including Pernod Ricard, Bacardi and Becle. This stems from Diageo's larger scale and its strong and highly diversified brand portfolio, both by product category and pricing segment.

References

1. Diageo's slogan *https://www.diageo.com/en/careers/why–diageo/purpose–culture–and–values*
2. The History Of Diageo, *https://www.marklittler.com/history–of–diageo–whisky–company/* the last seen: 16/03/2020
3. Corporate governance *https://www.diageo.com/en/our–business/corporate–governance* the last seen: 02/07/2024.

4. Diageo Annual Report 2023, p. 207 *https://staticcontents.investis.com/files/d/diageo/diageo-annual-report-2023.pdf*
5. The data of the studied alcoholic beverage organizations taken from the website *https://www.macrotrends.net/stocks/industry/19/alcoholic-beverages* were used to build the table 1 . the last seen: 04/05/2024.
6. The data of the studied alcoholic beverage organizations taken from the website *https://www.macrotrends.net/stocks/industry/19/alcoholic-beverages* was used to build the table 2. the last seen: 04/05/2024.
7. Diageo Annual Report 2023, p. 239 *https://media.diageo.com/diageo-corporate-media/media/p1bljst1/diageo-annual-report-2023.pdf* the last seen: 02/06/2024.
8. Diageo Annual Report 2023, p. 241 *https://media.diageo.com/diageo-corporate-media/media/p1bljst1/diageo-annual-report-2023.pdf* the last seen: 02/06/2024.

The article has been submitted for publication: 30.07.2024
Հոդվածը ներկայացվել է տպագրության. 30.07.2024
Статья представлена к публикации: 30.07.2024

The article is sent for review: 15.08.2024
Հոդվածն ուղարկվել է գրախոսության. 15.08.2024
Статья отправлена на рецензию: 15.08.2024

The article is accepted for publication: 21.08.2024
Հոդվածն ընդունվել է տպագրության. 21.08.2024
Статья принята к печати: 21.08.2024

THE MANAGERIAL ROLE OF THE INTERIM DIRECTOR IN THE PROCESS OF STRATEGIC DEVELOPMENT OF A STATE EDUCATIONAL INSTITUTION

MKHITAR GASPARYAN

Armenian State University of Economics
Department of Management, PhD researcher
mkhitargasparyan98@gmail.com

DOI:10.54503/2579-2903-2024.2-134

Abstract

The development program is an exemplary strategic document, the planning and effective application of which, in accordance with the fundamental principles of programmatic and targeted approaches, ensures the stable operation and progress of a given institution.

The main hypothesis put forward for this study was that in recent years, in particular, as a result of the introduction of a new management model from January 1, 2023, the number of public general education institutions of the Republic of Armenia in which the interim director has been managing for a long time has increased.

This article analyzes the extended interim position's possible negative impact on the process of sustainable development of the institution, as well as its contribution to a sense of instability and uncertainty, which leads to a decrease in the managerial role.

In this context, the importance of striving for stability in each system was also emphasized, which is a condition and a starting point for progressive development. It was emphasized in the work that, on the other hand, a reasonable time period may be required during which the system reaches equilibrium, and with the introduction of appropriate mechanisms, it can be useful, as well as a stage in facilitating the preparation of a strategic school development plan.

The analysis is mainly based on statistical data provided by the Ministry of Education, Science, Culture, and Sports of the Republic of Armenia, the administrations of the Governors of the Republic of Armenia, and the Yerevan Municipality for the period 2019–2023.

The article also presents linear and functional organizational management mechanisms and the possibilities of their use in the school system: Based on the study, recommendations were presented regarding the management mission of the interim director in the process of strategic development of a state educational institution.

Based on the study, recommendations are presented regarding the interim director's management mission in the strategic development of a state educational institution.

Keywords and phrases: Development program, educational institution, school, director, acting director, management, management mechanisms.

УПРАВЛЕНЧЕСКАЯ РОЛЬ ВРЕМЕННО ИСПОЛНЯЮЩЕГО ОБЯЗАННОСТИ ДИРЕКТОРА В ПРОЦЕССЕ СТРАТЕГИЧЕСКОГО РАЗВИТИЯ ГОСУДАРСТВЕННОГО ОБЩЕОБРАЗОВАТЕЛЬНОГО УЧРЕЖДЕНИЯ

МХИТАР ГАСПАРЯН

Государственный экономический университет Армении,
соискатель кафедры менеджмента,
mkhitargasparyan98@gmail.com

Аннотация

Программа развития является образцовым стратегическим документом, планирование и эффективное применение которого в соответствии с основополагающими принципами программного и целевого подходов позволяет обеспечить стабильную деятельность и прогресс данного учреждения.

Основная гипотеза, выдвинутая для исследования, заключалась в том, что в последние годы, в частности, в результате внедрения новой модели управления с 1 января 2023 года, увеличилось количество государственных общеобразовательных учебных заведений Республики Армения, в которых длительное время управление осуществляется временно исполняющим обязанности директора. В данной статье проанализировано возможное негативное влияние длительного пребывания последнего в указанной должности на процессе устойчивого развития учреждения, в том числе ощущение нестабильности и неопределенности, что приводит к снижению управленческой роли. В этом контексте также была подчеркнута важность стремления каждой системы к стабильности, что является условием и отправной точкой для прогрессивного развития.

В работе было подчеркнуто, что, с другой стороны, может потребоваться разумный временной период, в течение которого система достигает равновесия, и при внедрении соответствующих механизмов он может быть полезен, являясь также этапом содействия подготовке стратегического плана развития школы.

Анализ большей частью основан на статистических данных, предоставленных Министерством образования, науки, культуры и спорта РА, администрациями губернаторов РА и мэрией Еревана за период 2019–2023 гг.

В статье также были представлены линейные и функциональные организационные механизмы управления и возможности их задействования в

школьной системе. На основе исследования были представлены рекомендации относительно управленческой миссии временно исполняющего обязанности директора в процессе стратегического развития государственного общеобразовательного учреждения.

На основе исследования были представлены рекомендации относительно управленческой миссии временно исполняющего обязанности директора в процессе стратегического развития государственного общеобразовательного учреждения.

Ключевые слова и словосочетания: программа развития, учебное заведение, школа, директор, временно исполняющий обязанности, менеджмент, механизмы управления.

ՏՆՕՐԵՆԻ ԺԱՄԱՆԱԿԱՎՈՐ ՊԱՇՏՈՆԱԿԱՏԱՐԻ ԿԱՌԱՎԱՐՉԱԿԱՆ ԴԵՐԸ ՊԵՏԱԿԱՆ ՀԱՆՐԱԿՐԹԱԿԱՆ ՈՒՍՈՒՄՆԱԿԱՆ ՀԱՍՏԱՏՈՒԹՅԱՆ ՌԱԶՄԱՎԱՐԱԿԱՆ ՋԱՐԳԱՑՄԱՆ ԳՈՐԾԸՆԹԱՑՈՒՄ

ՄԽԻԹԱՐ ԳԱՍՊԱՐՅԱՆ

Հայաստանի պետական տնտեսագիտական համալսարանի
կառավարման ամբիոնի հայցորդ

mkhitargasparyan98@gmail.com

Համառոտագիր

Զարգացման ծրագիրն այն ռազմավարական օրինակելի փաստաթուղթն է, որի ծրագրային և նպատակային մոտեցումների հիմնարար սկզբունքներին համապատասխան պլանավորվում և արդյունավետ կիրառմամբ հնարավոր է դառնում ապահովել տվյալ հաստատության կայուն գործունեությունն ու առաջընթացը:

Հետազոտության համար առաջադրված հիմնական վարկածն այն էր, որ վերջին տարիներին, մասնավորապես՝ կառավարման նոր մոդելի 2023 թվականի հունվարի 1-ից ներդրման հետևանքով աճել է Հայաստանի Հանրապետության պետական հանրակրթական այն ուսումնական հաստատությունների թիվը, որոնցում տևական ժամանակ կառավարումն իրականացվում է տնօրենի ժամանակավոր պաշտոնակատարների կողմից: Սույն հոդվածում վերլուծվել է հաստատության կայուն զարգացման գործընթացում վերջինիս կողմից տևական ժամանակ պաշտոնավարելու հնարավոր բացասական ազդեցությունը, այդ թվում՝ անկայունության, անորոշության և անհստակության ընկալումը, որն էլ հանգեցնում է

կառավարչական դերի նվազեցմանը: Այս համատեքստում կարևորվել է նաև այն հանգամանքը, որ յուրաքանչյուր համակարգ ձգտում է կայունության, որը առաջադեմ զարգացման պայման է և սկզբնակետ:

Աշխատանքում ընդգծվել է, որ ժամանակավոր ողջամիտ շրջանը, մյուս կողմից, կարող է լինել անհրաժեշտ, որի ընթացքում համակարգը հասնում է հավասարակշռության, և համապատասխան մեխանիզմների ներդրման դեպքում այն կարող է լինել օգտակար՝ հանդիսանալով իբրև դպրոցի զարգացման ռազմավարական ծրագրի նախապատրաստմանն օժանդակող փուլ:

Վերլուծությունն առավելապես հիմնվում է ըստ ենթակայության 2019–2023 թթ. ժամանակահատվածի համար ՀՀ կրթության, գիտության, մշակույթի և սպորտի նախարարության, ՀՀ մարզպետների աշխատակազմների և Երևանի քաղաքապետարանի տրամադրած անհրաժեշտ վիճակագրական տվյալների վրա:

Հոդվածում ներկայացվել են նաև կառավարման գծային և ֆունկցիոնալ կազմակերպչական մեխանիզմները և դպրոցական համակարգում գործարկման հնարավորությունները:

Հետազոտության հիման վրա ներկայացվել են առաջարկներ՝ պետական հանրակրթական ուսումնական հաստատության ռազմավարական զարգացման գործընթացում տնօրենի ժամանակավոր պաշտոնակատարի կառավարչական առաքելության վերաբերյալ:

Բանալի բառեր և բառակապակցություններ. զարգացման ծրագիր, ուսումնական հաստատություն, դպրոց, տնօրեն, ժամանակավոր պաշտոնակատար, կառավարում, կառավարման մեխանիզմներ:

Introduction

The challenges of the modern social world call for the implementation of new management approaches in every field. During the period from 2021 to 2022, the sphere of public education in the Republic of Armenia saw the introduction of substantive and systemic reforms based on new school management ideas and principles.

One of the more important reforms is the change in the procedures of appointing a director.

All reforms can present problems during the transitioning process, including negative consequences and certain contradictions, therefore it is important to carry out studies ascertaining and preventing possible risks during the implementation period.

Theoretical–methodological bases

According to the RA government decision "On amending the February 9, 2023 decision N 181–N of the Government of the Republic of Armenia", the idea behind transitioning to the new organizational model in RA state institutions of public education is putting substantive responsibility on the director, entailing the creation of a development program for the institution by the latter, which would reveal the extent to which the candidate understands the prospects of the institution's development and the steps towards improving the quality of education within the institution **[1]**.

The development program is a strategic document synthesizing various structurally, qualitatively and functionally distinct plans, formed and realized according to foundational principles of programmatic and targeted approaches, and serving as a roadmap for the candidate's five–year term.

After being put into practice by the latter, it provides a basis for the candidate's certification and reappointment **[2]**.

Considering the aforementioned circumstances, the development program standards ought to guide the candidate towards the correct planning of the school program.

As a management tool, the development program is an exemplary document which by its application ensures the purposefulness, efficiency and coordination of predesignated functions.

It is the foundational document that describes educational needs, adopted policies, infrastructures, human and material resources, and afterwards defines strong and weak points based on the analysis of the school's situation. Supposedly, the goal must be the regulation of the weaker sides of any given educational institution, which ought to suggest action–driven problem–solving avenues wherein the candidate presents actions complete with schedules, responsibilities, actors and an expected inventory of necessary material and human resources.

All goals and objectives must be risk–assessed, and risk mitigation policies must be outlined.

The purpose of strategic organization in the educational system is to optimize the relationship between traditional and modern approaches by creating the necessary conditions, contributing to the system's stability, completeness, and its full integration into society **[3]**.

Strategy and the development of strategic programming is currently an important tool when it comes to quality of management. Strategy and planning are inseparably intertwined.

Strategic programming can be regarded as an approach to determining the long–term future of the institution as well as the correct avenue for its development **[4]**.

Strategic programming can be best perceived as the aligning of the organization's operation with its environment and resource capabilities **[5]**.

Based on the above, it is obvious that managing the institution by means of

a strategic program is a necessary condition, hence it is impossible to attain the director's position without a positively reviewed development program, however, until the vacancy of the institution's director is filled through competition, the institution is governed by the interim director.

The latter fulfils this role without a development program, which, if prolonged, can negatively affect the institution's progress and the quality of educational services provided, as well as reduce the interim director's organizational role in the institution's strategic development.

Research methods

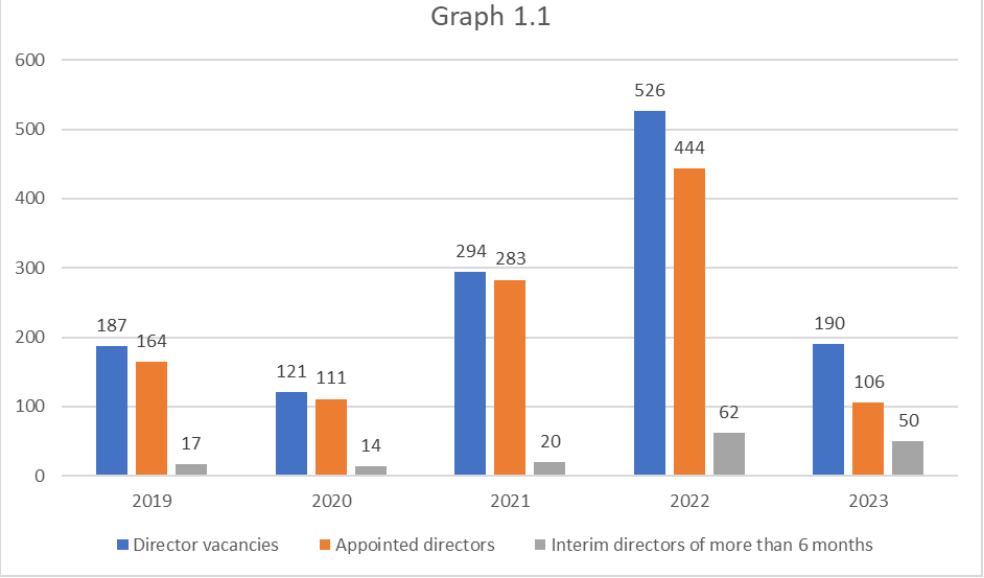
We have carried out surveys on this issue within the RA Ministry of Education, Science, Culture and Sport, the RA marz governors' offices, and the Yerevan Municipality to gather and analyze statistical data for the period from 2019 to 2023.

Results

According to our received statistical data, Graph 1 displays absolute numerical indicators for vacant director positions, appointed directors, and interim directors of more than 6 months between the years 2019 and 2023.

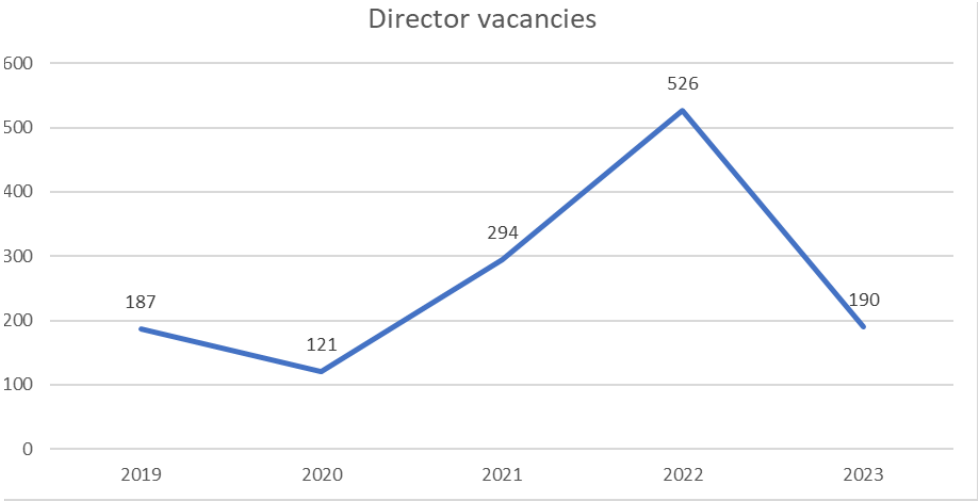
As displayed in Graphs 1.1–1.4, years 2021 and 2022 show a growth trend – the 2022 indicators are more than quadrupled from 2020. However, 2023 represents an interesting situation: while the indicators for director vacancies and appointments stabilize, the indicator for interim directors of more than 6 months continues to remain high.

Graph 1.1. Numerical indicators for three positions of the directors



Data for each director position is presented below.

Graph 1.2. Numerical indicators for the first position of the directors



As we can see from Graph 1.2, director values vary significantly during the 2019–2023 time period.

This may indicate that director vacancies are related to the management system in such a way that they are most susceptible to influence from the external environment.

This may also explain the jump in the curve in 2022.

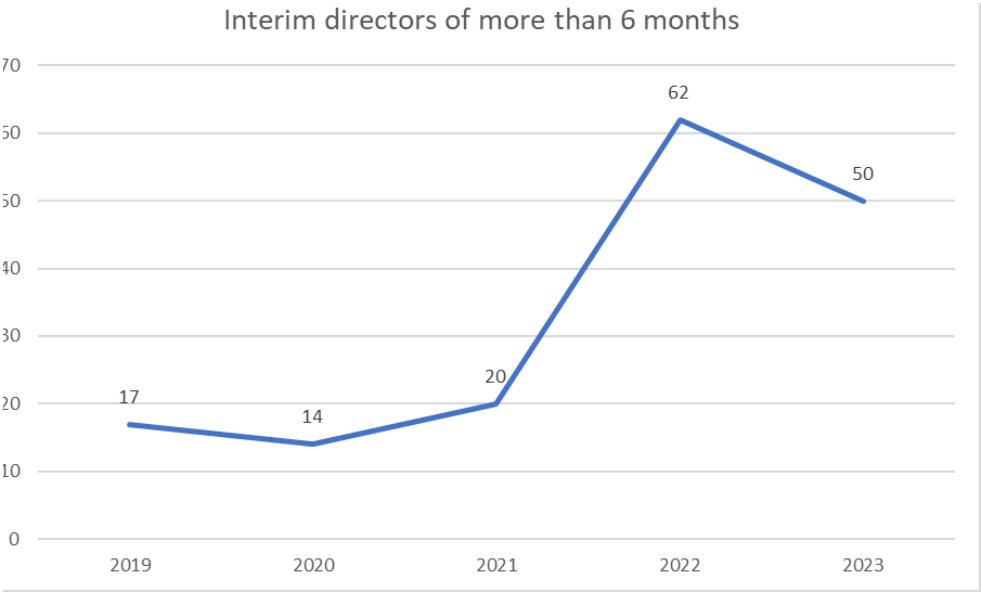
Graph 1.3. Numerical indicators for the second position of the directors

We see approximately the same picture in Graph 1.3.

The position of appointed directors moves along the same curve as that of director vacancies.

During the period under study, the lowest rates are observed in 2020 and 2023.

Graph 1.4. Numerical indicators for the third position of the directors



The values for interim directors are slightly different from the first two indicators. Even though 2022 also has the highest indicator here, the values of all other indicators are quite close. Thus, one can observe a slight difference in the indicators for 2019–2021, as well as in the indicators for 2022–2023.

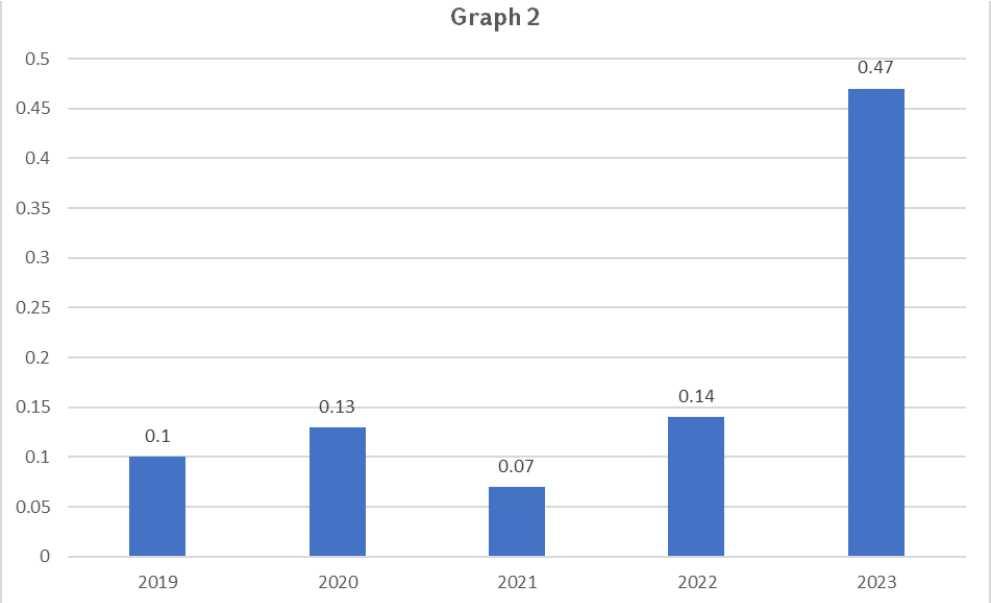
This can be explained by a certain resistance to the position of interim directors, in this case, for more than 6 months, to external changes in the social environment.

Our studies show that the sudden increase during 2022 is most probably tied to the January 1, 2023 implementation of the new organizational model of state public educational institutions, as a result of which a considerable number of directors were terminating their term in order to be reappointed through previous (two–stage) procedures, thus avoiding the extra processes (three–stage) designated by the new model.

In this context we place importance on the analysis of the ratio between the number of interim directors and the number of appointed directors, presented in Graph 2.

Despite the quantitative difference in absolute numerical indicators between the years 2019 and 2022 shown by Graphs 1.1–1.4, it can nevertheless be seen in Graph 2 that the ratio coefficient remains relatively stable (≈0.1), while the year 2023 displays a sudden increase (≈0.5). It is clear, then, that a considerable portion of the schools transitioning to the new model are governed by interim directors, or to be more precise, in 2023 a large number of schools continue to operate under interim directors for more than 6 months.

Graph 2. Ratio data



Considering that interim directors manage the institutions without a strategic development program for a prolonged amount of time, it is important to note that this phenomenon has become more prevalent as a result of the 2023 introduction of the new organizational model, which is one of the consequent risks of the latter and is necessary to be prevented.

We think that the status of interim director and the associated term duration is perceived as a temporary phenomenon by society and especially school communities, one which possesses negative connotations of instability, uncertainty and ambiguity. It is additionally concerning that the interim director also experiences a sense of instability on account of not being certain about the duration of the term, all while competitions for the director's vacancy, which can end the latter's term, are happening periodically.

Let us note that all systems strive for stability, which is both the starting point and the precondition for progressive development. On the other hand, the temporary period can be necessary for the system to reach equilibrium. It needs to be considered that after the appointment of a director the school once again enters a transitionary period, which also carries instability and variability.

So, our opinion is that there should be an introduction of a mechanism whereby, by defining a reasonable timeframe for the interim director's term, this term will be perceived not as something negative, but as something necessary and even useful in terms of being a supporting stage for preparing the school's strategic development plan.

According to a current widespread stereotype, in governing the school

and conceptualizing the strategic programming, the school's director appears as a "lone and heroic leader embodying and understanding the entire process with leadership skills and management abilities" **[6]**.

Such an approach to the organization of an institution corresponds to linear organizational structure, which entails a hierarchic assignment of tasks, i.e. a top–down power structure **[7]**.

This mechanism has become rooted in public consciousness because it represents a simplicity and clarity in mutual connections, enables fast decision–making and efficient coordination, and contributes to single–person management. The composition and realization of the institution's development program by the director is an example of this very mechanism.

The latter's organizational role and image as a full–fledged leader weaken during the interim director's term. These conditions can sprout favorable prerequisites for a functional (collective) organizational model, partially replacing the vertical government with a horizontal one.

Within a functional organizational structure, each branch of the system receives a clearly defined area of authorizations and responsibilities **[8, 9]**.

Such decentralization of the school's organizational system, coupled with the right approaches from the interim director, can additionally activate the collaborative and constructive operation of the institution's organizational, pedagogical, parental and student councils.

Within these conditions, the mentioned bodies carry a greater functional responsibility.

Conclusion

In conclusion, based on the studies conducted, we propose the following:

1. The issue of the duration of the public educational institution's interim director's term under current legislative configurations necessitates defining a clear timeframe, preferably not exceeding 6 months, since in conditions of uncertainty the school's extended operation without a development program is inappropriate.

2. To evaluate the efficiency of the interim director's performance, it is necessary to develop and introduce certain mechanisms, which will help clear up the purpose of the latter's running, thus contributing the stable development of the institution.

3. It is important that during their term, by means of functional organizational mechanisms, the interim director implement a compound analysis regarding the institution's current status, strong and weak points, traditions and other educational aspects, which will become the basis for a most current development program and help the candidates for the director's vacancy in creating such programs.

References

1. «Հայաստանի Հանրապետության կառավարության 2023 թվականի փետրվարի 9-ի N 181-Ն որոշման մեջ փոփոխություն կատարելու մասին» Հայաստանի Հանրապետության կառավարության որոշման նախագիծ (քննարկվել է 13.07.2023 – 28.07.2023), https://www.e-draft.am/projects/5984/about, 08.04.2024 թ.:
2. ՀՀ կրթության, գիտության, մշակույթի և սպորտի նախարարի 2022 թ. դեկտեմբերի 5-ի՝ «Պետական հանրակրթական ուսումնական հաստատության տնօրենի ատեստավորման կարգը սահմանելու մասին» N 76-Ն հրաման (http://www.arlis.am/DocumentView.aspx?DocID=171309, 08.04.2024 թ.):
3. Дюков В.М., Семонов И.Н., Шайхутдинова Р.В. «Основания для разработки стратегии развития школ» // Муниципальное образование: инновации и эксперимент, №6, 2010, С. 22.
4. Bell L. "Strategic planning and school management: Full of sound and fury, signifying nothing?" // Journal of Educational Administration, August 2002, P. 407-408.
5. Johnson G., Scholes K. Exploring Corporate Strategy, Hemel Hempstead, Prentice Hall, 1989, P. 48.
6. Bolman L.G., Deal T.E. Reforming Organisations, artistry, choice and leadership, Jossey-Bass, San Francisco, 1991, P. 331.
7. https://www.toppr.com/guides/business-management-and-entrepreneurship/organizing/formal-organization-line-organization/, 12.04.2024 թ.:
8. Баринов В. А. Организационное проектирование: Учебник. – М.: Инфра-М, 2012, С. 63.
9. https://www.aihr.com/hr-glossary/functional-organizational-structure/ 12.04.2024 թ.:

The article has been submitted for publication: 27.05.2024
Հոդվածը ներկայացվել է տպագրության. 27.05.2024
Статья представлена к публикации: 27.05.2024

The article is sent for review: 03.07.2024
Հոդվածն ուղարկվել է գրախոսության. 03.07.2024
Статья отправлена на рецензию: 03.07.2024

The article is accepted for publication: 13.08.2024
Հոդվածն ընդունվել է տպագրության. 13.08.2024
Статья принята к печати: 13.08.2024

STABILITY AND DEVELOPMENT OF THE BANKING SYSTEM OF THE REPUBLIC OF ARMENIA IN THE POST-COVID PERIOD

RAFIK HARUTYUNYAN

National Academy of Sciences of the Republic of Armenia
Postgraduate student at the Institute of Economics
rafik.harutyunyan.g@gmail.com

DOI: 10.54503/2579-2903-2024.2-147

Abstract

Risks associated with the financial stability of the banking system of Armenia arise mainly from three sources: the external economy, the domestic economy, and the financial system itself. The latter is usually considered separately since the financial system is a special component of the economy.

In recent years, the banking sector of Armenia has been subject to some shocks and the accumulation of systemic risk, which has led to a higher level of dollarization and thereby limited the ability of the Central Bank to influence the economic environment through traditional monetary policy instruments.

However, a comprehensive analysis of early warning indicators of credit market trends, especially over the past two years, allows us to conclude that the credit market is in a phase of moderate growth, and cyclical systemic risks are generally balanced, except mortgage lending, where there is a risk of overheating.

Keywords and phrases: banking system, commercial banks, financial stability, systemic risk, capital adequacy.

СТАБИЛЬНОСТЬ И РАЗВИТИЕ БАНКОВСКОЙ СИСТЕМЫ РЕСПУБЛИКИ АРМЕНИЯ В ПОСТКОВИДНЫЙ ПЕРИОД

РАФИК АРУТЮНЯН

Национальная академия наук Республики Армения
соискатель Института экономики
rafik.harutyunyan.g@gmail.com

Аннотация

Риски, связанные с финансовой стабильностью банковской системы Армении, возникают в основном из трех источников: внешней экономики,

внутренней экономики и самой финансовой системы. Последнее обычно рассматривают отдельно, поскольку финансовая система является особой составляющей экономики.

В последние годы банковский сектор Армении подвергся ряду потрясений и накоплению системного риска, что привело к более высокому уровню долларизации и тем самым ограничило возможности Центрального банка влиять на экономическую среду с помощью традиционных инструментов денежно-кредитной политики.

Однако комплексный анализ индикаторов раннего предупреждения тенденций кредитного рынка, особенно за последние два года, позволяет сделать вывод, что кредитный рынок находится в фазе умеренного роста, а циклические системные риски в целом сбалансированы, за исключением ипотечного кредитования, где есть риск перегрева.

Ключевые слова и словосочетания: банковская система, коммерческие банки, финансовая устойчивость, системный риск, достаточность капитала.

ՀՀ ԲԱՆԿԱՅԻՆ ՀԱՄԱԿԱՐԳԻ ԿԱՅՈՒՆՈՒԹՅՈՒՆԸ ԵՎ ԱՌԿԱ ՋԱՐԳԱՑՈՒՄՆԵՐԸ ՀԵՏՔՈՎԻԴՅԱՆ ՇՐՋԱՆՈՒՄ

ՌԱՖԻԿ ՀԱՐՈՒԹՅՈՒՆՅԱՆ

ՀՀ գիտությունների ազգային ակադեմիայի
տնտեսագիտության ինստիտուտի հայցորդ

rafik.harutyunyan.g@gmail.com

Համառոտագիր

Հայաստանում բանկային համակարգի ֆինանսական կայունության տեսանկյունից ծագող ռիսկերն առաջանում են հիմնականում երեք աղբյուրներից՝ արտաքին տնտեսությունից, ներքին տնտեսությունից և բուն ֆինանսական համակարգից: Վերջինը սովորաբար դիտարկվում է առանձին, որովհետև ֆինանսական համակարգը տնտեսության առանձնահատուկ բաղադրատարրն է:

Վերջին տարիների ընթացքում Հայաստանի բանկային ոլորտը ենթարկվել է մի շարք շոկերի և համակարգային ռիսկի կուտակման՝ հանգեցնելով դոլարայնացման ավելի բարձր մակարդակի, այդպիսով սահմանափակելով Կենտրոնական բանկի՝ դրամավարկային քաղաքականության ավանդական գործիքների միջոցով տնտեսական միջավայրի վրա ազդելու հնարավորությունը:

Սակայն, հատկապես վերջին երկու տարիներին վարկային շուկայի միտումները ներկայացնող վաղ ահազանգման ցուցանիշների համապարփակ վերլուծությունը թույլ է տալիս եզրահանգել, որ վարկային

շուկան գտնվում է չափավոր ածի փուլում, իսկ ցիկլային համակարգային ռիսկերը, ընդհանուր առմամբ, հավասարակշռված են, բացառությամբ հիփոթեքային վարկավորման, որտեղ առկա են գերտաքացման ռիսկեր:

Բանալի բառեր և բառակապակցություններ. բանկային համակարգ, առևտրային բանկեր, ֆինանսական կայունություն, համակարգային ռիսկ, կապիտալի համարժեքություն:

Introduction

The banking system is the most important component of any country's financial infrastructure, which directly impacts the economy. The assessment of the banking system's stability has a rather wide spectrum, as it requires careful analysis not only in the financial sector but in general, taking into account the main trends prevailing in the economy and the influences of the world. From this point of view, the banking system, the economic relations of the outside world, and the indicators characterizing the general state of the economy act as the main evaluation indicators **[1, page 16]**.

The risks arising from the financial stability of the banking system in Armenia arise mainly from three sources: the external economy, the domestic economy, and the financial system itself. The latter is usually considered separately because the financial system is a special component of the economy.

When conducting any analysis on financial stability, primary attention is always paid to the external environment, which regularly exhibits severe fluctuations, which is noticeable especially in the recent period. Accordingly, certain negative impulses from abroad are transferred occasionally to Armenia through various channels, particularly, through the transfer of exports and private remittances.

It should be noted that in recent years, the RA financial system faced some risks that were transferred from the foreign economy, which had a certain impact on both the stability of the financial system and the rate of growth of the banking system indicators.

In 2021, despite outbreaks in various countries of the pandemic, the recovery of the global economy was recorded, although still with the disruption of production chains and the factors of supply constraints still in place to some extent.

After the 2020 economic recession, in 2021, the RA economy entered the stage of recovery of economic growth. In the conditions of relatively favorable external and internal developments in 2021 the economic growth of RA was 5.7% **[5]**, to which the growth of the services sector had the biggest positive contribution due to the relaxation of anti-epidemic conditions, the cancellation of restrictions on the movement of citizens and the tourism sector growth.

In 2022 at the beginning of the year, the economic consequences of the

pandemic were still present in the world economy, and already in March, the deterioration of economic conditions deepened as a result of the escalation of the Russian–Ukrainian conflict and the harsh sanctions imposed on Russia by the West. As a result, there were some disruptions in the supply of raw materials and food products and a sharp decrease in supply, which caused a large wave of inflation at the world level.

Since the beginning of the year, central banks of many countries have gradually tightened financial conditions to counter rising inflationary pressures. In particular, the US Federal Reserve refinancing rate in 2022 gradually increased by 4 percentage points bringing it to 4.5% at the end of the year **[9]**. The European Central Bank also tightened monetary policy, raising the interest rate from 0, by a total, of 2.5 percentage points starting in the middle of the year **[8]**.

Referring to Armenia, it should be stated that during 2022 economy of our country was mostly characterized by positive development trends. During the year, economic activity remained at a fairly high level – 12.6% **[6]**, due to the sharp increase in external demand, which in turn was stimulated by international visitors, remittances, inflow of labor, and an increase in export volumes.

A high inflationary environment was maintained during the year in the conditions of high demand in the economy. The 12–month inflation was 8.3%, which had negative consequences on the real income of the economy. To curb inflation in 2022, the Central Bank of Armenia raised the refinancing rate by a total of 3 percentage points, setting it at 10.75% **[7]**.

In 2022 due to the high demand of international visitors for domestic services and the significant inflow of financial funds, certain fluctuations were recorded in the currency market of Armenia. In December 2022 compared to December last year, the Armenian dram appreciated by 22% against the US dollar, 29% against the Euro, and 15% against the Russian ruble.

Results

In 2022, favorable conditions were formed for the banking system of Armenia. In the conditions of high economic activity, lending grew at a fairly high rate – 15.5%, which was mainly contributed by the sharp increase in the volume of mortgage loans – 34.2%. The concentration of the loan portfolio also decreased, in particular, the share of loans granted to large borrowers decreased by 4.1 percentage points **[2]**.

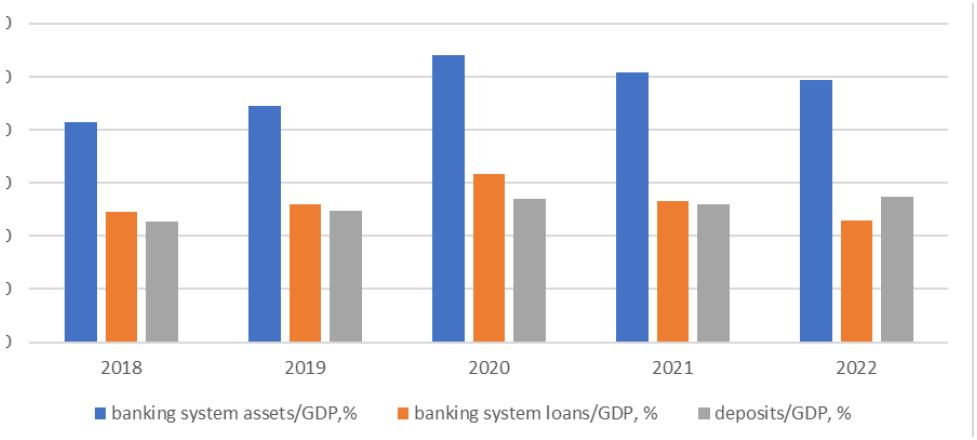
It should be noted that, as in previous years, in 2022 the dollarization of loans has continuously decreased. During the year, the Central Bank implemented another change in the structure of mandatory reserves: the share of foreign currency reserves against foreign currency funds was increased by another 2 percentage points at the expense of the share of AMD.

Deposits of legal and natural persons also recorded a dynamic growth. The latter increased by around 43% at a fixed exchange rate (in monetary terms, the increase was 28.8%), while deposits of residents increased by 29.4%, and deposits

of non–residents by 96.3% **[2]**.

The banking system continued to occupy a dominant position in the RA financial system, the share of which in 2022 was 85% **[2]**. Observing the main indicators characterizing the banking system in recent years, we see that they have had certain fluctuating dynamics (Diagram 1).

Diagram 1. The ratio of assets, loans, and deposits of the RA banking system to GDP 2018-2022



As we can see from the diagram, in 2022 a decline in the banking system's credit/GDP ratio was recorded, although lending continued at a normal growth rate. The growth of loans granted by banks and credit organizations to the real sector (at a fixed exchange rate) was 13%. As a result of dram appreciation, the dram equivalent of loans increased by only 3.4% at the actual exchange rate, and was about 18 percentage points less than the nominal GDP growth. The banking system's assets/GDP and loans/GDP indicators decreased by 2.8 and 7.1 percentage points, respectively, and made 98.7% and 45.9%. Due to the high growth of deposits, the ratio of deposits/GDP increased by 3.0 percentage points to 54.8%. The share of cash deposits in total deposits almost did not change and made about 50% at the end of the year **[2]**.

Referring to lending to households, it should be noted that in 2022 the total credit portfolio of this sector increased by around 18%. In 2022 the share of dram mortgage and consumer loans in total household loans made 87.4% increasing by 5.4 percentage points compared to the previous year.

Compared to the previous year, the growth of loans granted to individuals was higher–17.9%, it was mainly determined by the high growth of mortgage loans–27.6%, which was about 11% of GDP **[2]**. In 2022 in case of recovery of economic growth and increase in crediting, the household credit/GDP ratio

decreased and amounted to around 27% (2021–28%, 2020–30.2%). This indicator remains high compared to the median of the countries of the region, being inferior only to Georgia's level of 38% **[2]**.

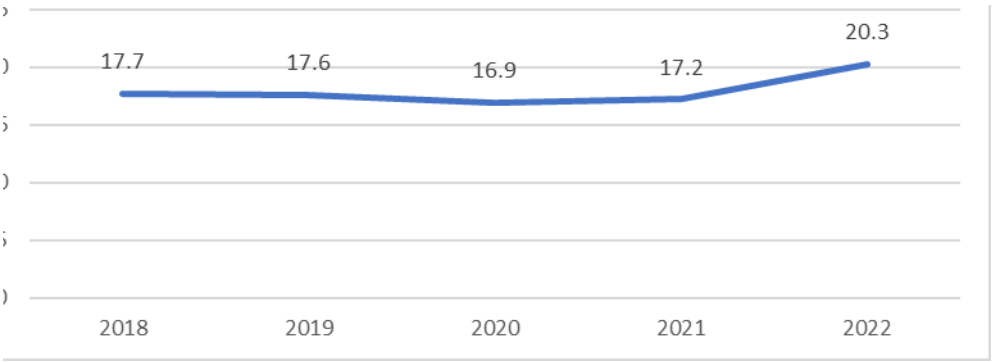
As in previous years, the high growth rates of mortgage lending continued to be maintained. The annual flow of mortgage loans also increased significantly– by the results of the 2022 year, it amounted to about 304 billion drams instead of 263 billion drams in 2021, registering a 17% increase. It should also be noted that such developments in the mortgage market were accompanied by a significant increase in real estate prices. Thus, the average monthly price of representative real estate in 2022 exceeded the same indicator level in 2021 by about 10%. In 2022 as of the fourth quarter, the amount of overvaluation of real estate prices, that is, the deviation of actual prices from the fundamental price, was estimated by the Central Bank at 16–22% **[2]**.

To effectively manage systemic risks since April of 2022 the Central Bank of Armenia has launched the macroprudential instrument of the maximum limit of the ratio of claim/collateral value (loan–to–value). Moreover, in the case of AMD loans, the maximum normative limit was set at 90%, and in the case of foreign currency loans, it was set at 70%. At the same time, banks were allowed to issue loans that did not meet the requirements of the established norms, for dram and foreign currency loans, in the amount of 10% and 5%, respectively, in the amount of 10% and 5% of the average of the sums of the contractual principal amounts of loans in AMD secured by real estate provided by the bank during the two quarters preceding the reporting quarter. The rates of this instrument are subject to change in the event of further changes in the mortgage market.

It should be noted that the high rate of growth of mortgage loans in recent years was mainly due to the state program for the return of interest payments in the amount of income tax and its phase–out, as well as the sharp increase in real estate prices and rents, especially as a result of the large influx of foreigners during 2022.

Referring to the capital adequacy of commercial banks, it should be noted that the banking system has always maintained a level of capital adequacy exceeding the required minimum limit, which is an important prerequisite for absorbing possible losses and ensuring the continuity of operations. Diagram 2 below shows the dynamics of the capital adequacy ratio of commercial banks over the last 5 years.

Diagram 2. Dynamics of the capital adequacy ratio of commercial banks over the last 5 years



At the end of the year 2021, the total capital adequacy of the banking system was 17.2%, increasing by 0.3 percentage points compared to December last year. The change in capital adequacy was influenced positively by the growth of capital, the decrease in dram equivalent of risk-weighted assets (loans) as a result of dram appreciation as well as the decrease in dollarization of loans. Regulatory capital increased by 4.3% due to almost equal increases in authorized capital and retained earnings (including allocation to general reserve). The balance sheet capital/assets ratio decreased by 0.1 percentage point and made 13.0% at the end of the year **[3]**.

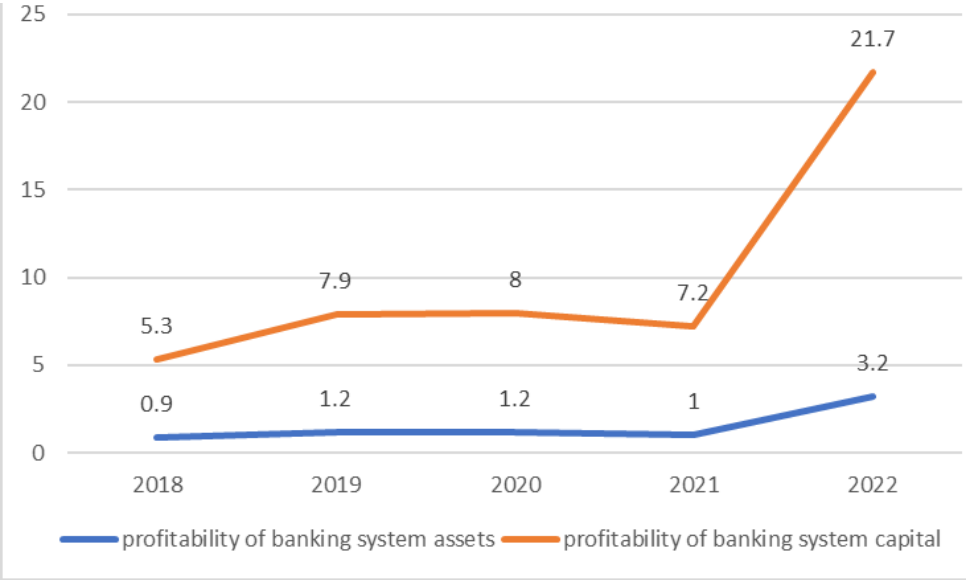
The actual banking system entered 2022 with a high level of capital adequacy, which strengthened further during the year. Total capital adequacy in 2022 in December was 20.3%, increasing by 3.1 percentage points compared to December last year. Capital growth, dram devaluation of risk-weighted assets (loans) as a result of dram devaluation, as well as reduction of the share of foreign currency loans had a positive impact on the change in capital adequacy. The regulatory capital increased by 36%, mainly due to the increase in profit, as well as the statutory capital, and the ratio of regulatory capital/assets increased by about 2 percentage points and made 14.6% at the end of the year **[2]**.

Referring to the ratio of risk-weighted assets to total assets, it should be noted that it has shown a continuous downward trend in recent years, mainly due to the decrease in the share of foreign currency loans. According to the structure of risk-weighted assets, the specific weights of price risks of credit, interest rate, operational, foreign exchange, and capital instruments were 88.3%, 6.9%, 3.5%, 1.1%, and 0.1%, respectively, compared to 84.5%, 10.8%, 3.0%, 1.0%, and 0.1% of the same period of the last year **[2; 3]**.

In 2022 the concentration of the credit portfolio of commercial banks also decreased, in particular, the share of loans granted to large borrowers decreased by 4.1 percentage points.

Analyzing indicators of profitability of banking system assets and capital in recent years, we see the following picture (Diagram 3).

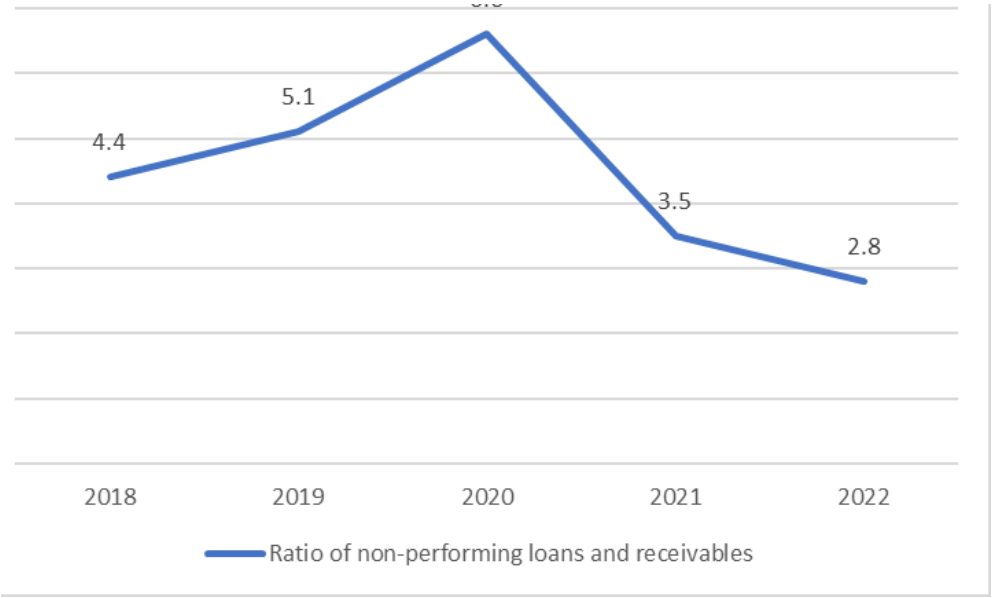
Diagram 3. Indicators of profitability of banking system assets and capital in 2018-2022, %



In 2022 the banking system has shown a level of profitability typical of non-crisis years, which has significantly improved since the 2nd quarter of the year. According to the reports presented by the Central Bank of the Republic of Armenia, in 2022 the indicators of profitability of the banking system according to assets (RoA) and according to capital (RoE) tripled compared to the previous year and made 3.2% and 21.7%, respectively. The increase in profitability was mainly due to the sharp increase of the volumes of settlement and foreign exchange operations as a result of the large inflow of new customers. In particular, in 2021 compared to the indicators, the net non-interest income of banks increased by 220 billion drams, while the net amount of interest income and expenses and losses from loans increased by only 7 billion drams **[2, 3]**.

Referring to the share of bad-quality loans in the credit portfolio of commercial banks, it should be noted that the latter had a growing trend in the 2018-2020 period, then it started to decrease sharply (Diagram 4).

Diagram 4. The share of non-performing loans and receivables in the credit portfolio of commercial banks in the 2018-2022



As a result of the shocks caused by the pandemic and the humanitarian situation in 2020, the deterioration of the quality of the banks' credit portfolio was recorded. At the same time, the growth of problematic loans was most pronounced in the fourth quarter, which was also preserved in the first quarter of 2021. During the year, the share of non–performing loans in total loans increased by 1.1 percentage points and amounted to 6.6% at the end of the year, while the increase of 0.5 percentage points is attributed to the fourth quarter **[4]**. The growth of non–performing loans was contributed mainly by an increase in the volume of non–performing loans for consumer loans.

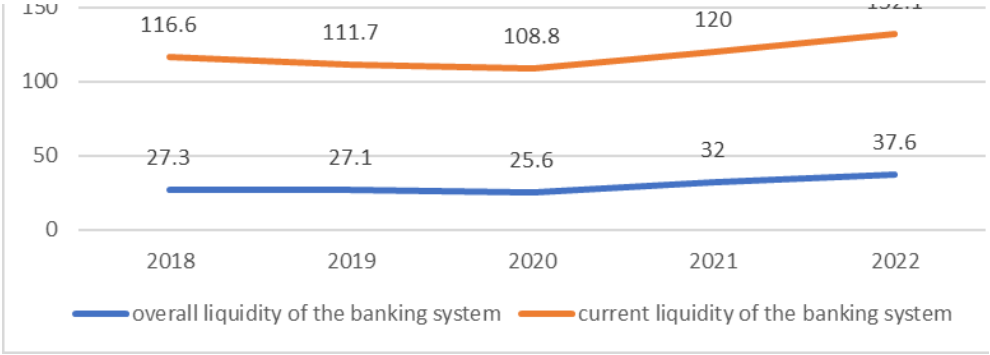
In 2021 the indicators characterizing the credit risk at the level of the general system tended to improve, in particular, there was a decrease in the percentage of non–performing loans in all main types of loans. The share of classified loans (including supervised class loans) in total loans decreased by 3.0 percentage points and made 3.5% at the end of the year. The decrease in the absolute volume of classified loans was mainly contributed by the write–off of non–performing loans in terms of consumer and business loans **[3]**.

In 2022 amid high economic activity and income growth, the weight of non–performing loans, with some fluctuations, continued to remain below both the

long-term average and pre-pandemic levels. The share of non-performing loans was 2.8% at the end of the year **[2]**. Among the main types of loans provided to residents, the share of non-performing loans increased only in the case of business loans. Compared with 2021, the losses from loans have increased, moreover, due not so much to the increase in the weight of non-performing loans, but to the banks' conservative policy of reserving risky loans on their balance sheets.

Regarding the liquidity of the RA banking system, it should be noted that despite some negative phenomena that have occurred in recent years, commercial banks ensured a sufficient liquidity level (Diagram 5).

Diagram 5. Overall and current liquidity indicators of the RA banking system in the 2018-2022



As we see, in 2021 with the growth of deposits and the almost unchanged level of the loan portfolio, liquidity of the banking system has increased significantly. Compared to the beginning of the year, the total liquidity of banks in all currencies increased by 6.4 percentage points and made 32.0%. The current liquidity index increased by 11.2 percentage points and made 120%. The foreign currency liquidity of the system was at an unprecedented high level the – total liquidity in foreign currencies of the first group increased by 10.4 percentage points and made 30.3% **[3]**.

In 2022 the foreign currency liquidity of commercial banks continued to grow due to both the Central Bank's long-term liquidity risk regulation policy and the 2022 developments. As a result of the inflow of deposits of non-residents, foreign currency liquidity was at a historical maximum level. Compared to the beginning of the year, total liquidity in all currencies increased by 5.6 percentage points, and foreign currency liquidity by 12.1 percentage points **[2]**.

The trends of the loan/deposit indexes also indicate the strengthening of the

foreign currency liquidity position of the banks, and the ratio has decreased both at the level of the general portfolio and at the level of residents. The progressive growth of deposits over lending was due to several factors. First, as a result of the low demand for foreign currency loans, the growth of the portfolio was only 4.8%, and the funds attracted from non–residents and based on risk management approaches, were allocated by banks in highly liquid assets. On the other hand, as a result of the increase in interest rates in the international markets, the tendency of commercial banks to replace external sources of financing with domestic deposits has increased.

Improvements in profitability and liquidity in banks have enabled the latter to make smaller adjustments to the increase in credit interest rates, thus mitigating the increase in the burden of servicing loans, and thus also the adverse effects on credit risk. In 2022, consumer lending rates increased by an average of 1.0 percentage points, mortgage lending rates by 0.8 percentage points, and business lending rates by 0.6 percentage points **[2]**.

During 2022, the macroeconomic policy of the Central Bank of RA was aimed at revitalizing the lending market and normal lending of the economy, maintaining the trends that began in 2021, while increasing the ability of the banking system to withstand possible future shocks through the accumulation of capital buffers.

In 2022, the capital adequacy regulation requirements for commercial banks were revised. Since June 2023, the capital adequacy requirement has been set according to three levels of capital:

1. Common EquityTier 1(CET 1),
2. Tier 1 capital,
3. Total capital.

At the same time, the minimum limit of 12% of total capital adequacy was reduced by 1 percentage point.

Taking into account that the costs of capital accumulation were low and the level of capitalization of banks was sufficient to maintain the normal growth rates of lending to the economy, the Central Bank decided to increase the countercyclical capital buffer rate. Moreover, the latter was raised twice. Since May 2023, commercial banks had to meet the requirements of a countercyclical capital buffer rate of 1%, and since August 2023 – 1.5%.

Since January 2023, the requirements provided for by the regulation of capital maintenance and buffers of systemic banks have also increased, according to the schedule of the introduction of buffers. The buffers were raised by 0.5 percentage points each and set at 2.0% and 1.5%, respectively **[2]**.

Conclusion

In recent years, Armenia's banking sector has been exposed to a series of shocks and the accumulation of systemic risk, leading to a higher level of dollarization, thus limiting the ability of the Central Bank to influence the economic environment through traditional monetary policy instruments.

However, a comprehensive analysis of early warning indicators of credit market trends, especially in the last two years, allows us to conclude that the credit market is in a moderate growth phase, and cyclical systemic risks are generally balanced, except for mortgage lending, where there are risks of overheating. Complementary increases in mortgage lending and real estate prices may indicate the accumulation of systemic risks in this area.

In the post–COVID period, the macroeconomic policy of the Central Bank of RA was aimed at revitalizing the lending market and normal lending of the economy, maintaining the trends that began in 2021, while increasing the ability of the banking system to withstand possible future shocks through the accumulation of capital buffers. Strengthening the ability of the banking system to absorb losses was considered a priority of the macroprudential policy of the Central Bank of the Republic of Armenia to expand the uninterrupted crediting of the economy in the event of the materialization of cyclical systemic risks.

References

1. Արզոյան Ա. Ն., ՀՀ ֆինանսական համակարգի կայունության գնահատման հիմնահարցերը, Ատենախոսություն, Երևան, 2006
2. Ֆինանսական կայունության հաշվետվություն 2022, ՀՀ կենտրոնական բանկ, Երևան, 2023
3. Ֆինանսական կայունության հաշվետվություն 2021, ՀՀ կենտրոնական բանկ, Երևան, 2022
4. Ֆինանսական կայունության հաշվետվություն 2020, ՀՀ կենտրոնական բանկ, Երևան, 2021
5. https://armstat.am/am/?nid=82&id=2459, 04.06.2024
6. https://armstat.am/am/?nid=82&id=2547, 04.06.2024
7. https://www.cba.am/en/SitePages/fmompiinterestrates.aspx, 04.06.2024
8. https://www.federalreserve.gov/monetarypolicy/publications/mpr_default.htm, 04.06.2024
9. https://www.ecb.europa.eu/stats/policy_and_exchange_rates/key_ecb_interest_rates/html/index.en.html, 04.06.2024

The article has been submitted for publication: 31.05.2024
Հոդվածը ներկայացվել է տպագրության. 31.05.2024
Статья представлена к публикации: 31.05.2024

The article is sent for review: 02.07.2024
Հոդվածն ուղարկվել է գրախոսության. 02.07.2024
Статья отправлена на рецензию: 02.07.2024

The article is accepted for publication: 27.08.2024
Հոդվածն ընդունվել է տպագրության. 27.08.2024
Статья принята к печати: 27.08.2024

DEVELOPMENT OF LEGAL AND POLITICAL CONCEPTUAL FRAMEWORK FOR NATIONAL SECURITY OF THE REPUBLIC OF ARMENIA

BAGRAT BAGRATYAN

PhD student at the Institute of Philosophy,
Sociology and Law of NAS RA

bsbagratyan@gmail.com

DOI:10.54503/2579-2903-2024.2-160

Abstract

The security system of the Republic of Armenia is constantly and consistently improving on the basis of establishing and maintaining its stable legal and political framework. An effectively functioning, high–quality legal and political system is paramount for the national security of the Republic of Armenia, which should be shaped and implemented at the international and regional levels in accordance with security realities and military–political realities. The country's security policy is based on the legal and political framework of national security, which in turn determines the vision of the state's development.

The strategy defines the main values of national security, factors and actions to ensure security, as well as threats against them. The RA National Strategy aims to ensure the sustainable development of the state and society by preventing internal and external threats and eliminating their consequences.

Organizational work is continuously carried out within national security and other spheres of state life. In the military sphere of the state, this activity is carried out by all all bodies of state power (including local self–government bodies), as well as by state bodies and organizations specifically created and functioning for this purpose, all of which together form the military formations of the state.

Keywords and phrases: national security, security sector, governance system, politics, law, by–laws, strategy, concept, doctrine.

РАЗВИТИЕ ПОЛИТИКО-ПРАВОВЫХ КОНЦЕПТУАЛЬНЫХ ОСНОВ НАЦИОНАЛЬНОЙ БЕЗОПАСНОСТИ РЕСПУБЛИКИ АРМЕНИЯ

БАГРАТ БАГРАТЯН

соискатель Института философии,
социологии и права НАН РА

bsbagratyan@gmail.com

Аннотация

Система обеспечения безопасности Республики Армения постоянно и последовательно совершенствуется, имея в основе установление и поддержание ее стабильной политико-правовой базы. Для обеспечения национальной безопасности РА первостепенное значение имеет эффективно действующая, находящаяся на качественно высоком уровне политико-правовая система, которая должна быть сформирована и реализована в соответствии с реалиями международной и региональной безопасности и военно-политической ситуации. Политика безопасности страны строится на основе политико-правовой базы национальной безопасности страны, которая определяет видение развития государства.

Стратегия определяет фундаментальные ценности национальной безопасности, факторы и действия по обеспечению безопасности, а также направленные против них угрозы. Национальная стратегия РА направлена на обеспечение устойчивого развития государства и общества посредством предотвращения внутренних и внешних угроз и устранения их последствий.

В сфере национальной безопасности, а также в других сферах государственной жизни постоянно проводятся необходимые организационные работы. В военной сфере государства эту деятельность осуществляют как все органы государственной власти (в том числе местного самоуправления), так и, в частности, созданные и действующие с этой целью государственные органы и организации, совокупность которых составляет воинское формирование государства.

Ключевые слова и словосочетания: национальная безопасность, сфера безопасности, система управления, политика, закон, подзаконный акт, стратегия, концепция, доктрина.

ՀԱՅԱՍՏԱՆԻ ՀԱՆՐԱՊԵՏՈՒԹՅԱՆ ԱԶԳԱՅԻՆ ԱՆՎՏԱՆԳՈՒԹՅԱՆ ԻՐԱՎԱՔԱՂԱՔԱԿԱՆ ՀԱՅԵՑԱԿԱՐԳԱՅԻՆ ՀԻՄՔԵՐԻ ՋԱՐԳԱՑՈՒՄՆԵՐԸ

ԲԱԳՐԱՏ ԲԱԳՐԱՏՅԱՆ

ՀՀ ԳԱԱ Փիլիսոփայության, սոցիոլոգիայի
և իրավունքի ինստիտուտի հայցորդ

bsbagratyan@gmail.com

Համառոտագիր

Հայաստանի Հանրապետության անվտանգության ապահովման կառուցակարգը մշտապես և հետևողական կերպով կատարելագործվում է, հիմքում ունենալով դրա իրավաքաղաքական կայուն հենքի հաստատումն ու պահպանումը: ՀՀ ազգային անվտանգության ապահովման համար առաջնային նշանակություն ունի արդյունավետորեն գործող, որակապես բարձր մակարդակի վրա գտնվող իրավաքաղաքական համակարգը, որը պետք է ձևավորվի ու իրականացվի միջազգային և տարածաշրջանային անվտանգային ու ռազմաքաղաքական իրողություններին համապատասխան: Ազգային անվտանգության իրավաքաղաքական հենքի հիման վրա կառուցվում է երկրի անվտանգության քաղաքականությունը, որն էլ պայմանավորում է պետության զարգացման տեսլականը:

Ռազմավարությունը սահմանում է ազգային անվտանգության հիմնարար արժեքները, անվտանգության ապահովման գործոններն ու գործողությունները, ինչպես նաև դրանց դեմ ուղղված սպառնալիքները: ՀՀ ազգային ռազմավարությունը միտված է պետության և հասարակության կայուն զարգացումն ապահովելուն՝ ներքին և արտաքին սպառնալիքների կանխման ու դրանց հետևանքների վերացման միջոցով:

Ազգային անվտանգության, ինչպես նաև պետական կյանքի մյուս ոլորտներում մշտապես անհրաժեշտ կազմակերպչական աշխատանքներ են իրականացվում: Պետության ռազմական բնագավառում այդ գործունեությունն իրականացնում են ինչպես պետական իշխանության (նաև տեղական ինքնակառավարման) բոլոր մարմինները, այնպես էլ հատկապես այդ նպատակով ստեղծված և գործող պետական մարմիններն ու կազմակերպությունները, որոնց ամբողջությունն էլ կազմում է պետության ռազմական կազմավորումը:

Բանալի բառեր և բառակապակցություններ. ազգային անվտանգություն, անվտանգության ոլորտ, կառավարման համակարգ, քաղաքականություն, օրենք, ենթաօրենսդրական ակտ, ռազմավարություն, հայեցակարգ, դոկտրին:

Introduction

From the perspective of developing a state governance system and forming national policy, it is essential to consider the concepts of national security and national development in a functional context. For this purpose, it is crucial to determine the alignment of the concept, ideology, and national security strategy with the logic of national development. This issue is becoming increasingly relevant for the Republic of Armenia, as the security environment and development rates of small countries are not always stable.

Current geopolitical developments and regional challenges continue to pose immediate and potential threats to the stable and secure development of the Republic of Armenia, the neutralisation of which requires fundamentally new approaches and resources. Here, it is also essential to consider the cultural and civilisational peculiarities of the region and under equal conditions to ensure cultural uniqueness and identity, as well as historical traditions of national liberation struggle and statehood **[21, p. 34].**

Theoretical–methodological bases

Providing a regulatory, legal and policy framework through a set of mutually consistent and interrelated legislative and subordinate acts is essential to the national security system. Normative provisions define legal norms and principles aimed at regulating legal relations in the sphere of ensuring national security. The legal foundations related to the functioning of the national security system must be able to address issues such as consolidating national interests at the legislative level, defining threats to the security of individuals, society, and the state, creating an effective system to counteract these threats, determining the main directions for ensuring national security in various areas of public life, clearly defining the powers and responsibilities of the bodies involved in the national security system, establishing mechanisms for preventing violations, etc.

It should be noted that since independence, significant work has been done to improve the Republic of Armenia's national security system and create the political–legal prerequisites. However, it is also possible to agree with the expressed view that there have been gaps in the legislative regulation structures of relations in the field of national security of the Republic of Armenia **[22, p. 153],** which requires a more professional approach to ensure the existence of a comprehensive and mutually reinforcing system for regulating these relations. Currently, the field of national security of the Republic of Armenia is regulated by the Constitution of the Republic of Armenia, international treaties ratified by the Republic of Armenia, laws, the national security strategy of the Republic of Armenia, the military doctrine of the Republic of Armenia, as well as other sub–legislative acts.

Provisions related to guaranteeing national security processes were made

in the 1995, 2005 and 2015 texts of the Constitution. Specifically, the 1995 Constitution stated that the President was the guarantor of the Republic of Armenia's independence, territorial integrity, and security. At the same time, it was stipulated that the government was responsible for ensuring the implementation of the Republic's defence, national security, and foreign policy **[19].** The 2005 Constitution enshrined the principles of the constitutional order of the Republic of Armenia, as well as defined the powers of the highest state bodies responsible for ensuring national security. For example, Article 8.2 stated that the Armed Forces ensure the security, defence, and territorial integrity of the Republic of Armenia, as well as the inviolability of its borders **[4, p. 130–131];** Article 49 stated that the President was the guarantor of the independence, territorial integrity, and security of the Republic of Armenia; in part 6 of Article 55, the President formed and chaired the National Security Council; Article 86 stated that the President of the Republic of Armenia could convene and preside over government sessions on foreign policy, defence, and national security issues; and Article 89 stated that the government ensured the implementation of the Republic of Armenia's defence, national security, and foreign policy **[18].**

On December 6, 2015, due to a constitutional referendum, the Republic of Armenia transitioned from a mixed, semi-presidential system of governance to a parliamentary one. The 2005 edition of the Constitution made both the government and the President of the Republic responsible for the executive power. In contrast, the current Constitution holds the government exclusively responsible for the executive power under the control of the parliament. The President of the Republic has no direct involvement in the exercise of executive power and performs functions typical of a parliamentary system, which are primarily ceremonial and symbolic in nature. In addition, the President ensures the observance of the provisions of the Constitution, thereby contributing to the realization and consolidation of constitutional values in public life.

Establishing constitutional-legal guarantees for national security creates a solid foundation for this sphere's internal legislative and sub-legislative regulation as "the basis for the legislative system to be created in the country" **[20, p. 36].** The next fundamental level of the implementation of constitutional provisions is regulation through laws. In the broadest sense, the adoption of laws by the parliament, which is elected through the exercise of popular sovereignty, is one of the most active functions directed towards state policy programs and the activities of the executive branch. The authority to adopt laws regulating the activities of security agencies is also essential in the democratic oversight process conducted by the parliament, as, based on national security interests, it is sometimes necessary to temporarily bypass the norms established for oversight over state bodies. Therefore,

modern parliaments face a common issue when adopting laws: how to create effective security services that will be able to exercise their powers in the interest of the people while simultaneously ensuring the protection of human rights and fundamental freedoms, what laws to apply to them, and what powers to grant.

The adoption of the 1995 Constitution conditioned the creation of corresponding legislation in the field of national security. The following laws were adopted: the "State and Service Secrets Law" (1996), the "Law on Defense" (1997, later amended in 2008, and in 2017 it also included provisions on military service), the "Law on Martial Law" (1997, and in 2006, the "Law on the Legal Regime of Martial Law"), the "Law on Police Forces" (1997), the "Law on Military Service" (1998), the "Law on Civil Protection in Emergency Situations" (1998), the "Law on Mobilization Preparation and Mobilization" (1999), the "Law on Police" (2001), the "Law on Service in the Police" (2002), the "Law on Military Service" (2002), the "Law on Civil Protection" (2002), the "Law on Service in National Security Agencies" (2003), the "Law on Food Security" (2003), the "Law on Civil Protection Forces" (2004), the "Law on the Legal Regime of State of Emergency" (2012), and others **[3]:** However, it is notable that each of the laws listed above contains only one, two, or three provisions related to the assurance of national security. With such a small number of provisions placed in various parts of the legal framework without systematic organization, it is practically impossible to create a solid legislative foundation derived from the principles set forth in the Constitution and effectively regulate national security-related relations at the sub-legislative level.

The "Law on National Security Agencies" of the Republic of Armenia, adopted in 2002, defines the concept of "national security" in the Republic of Armenia, the place and role of national security agencies in the national security system of Armenia, the legal foundations of their activities, their principles, directions, forces and means, the procedure for oversight of their activities, and more **[1]**.

As mentioned above, the 2015 constitutional amendments enshrined new legal regulations regarding the Government of the Republic of Armenia, resulting from the transition to a parliamentary system of governance in Armenia. At the same time, as a result of the constitutional amendments, the National Security Council was renamed the Security Council, and it was enshrined that the Security Council defines the main directions of defence policy. The Law of the Republic of Armenia on the "Formation and Activities of the Security Council" enshrined the status, functions, and powers of the Security Council, defined the composition of the Council and the relationships related to its operational procedures, set out the types of decisions the Council may make and the procedure for their adoption, as well as other provisions related to ensuring the normal functioning of the Council (prior to that, these issues were regulated by the Presidential Decree NH-128-N of

May 26, 2008, "On Approving the Statute of the National Security Council") **[2]**.

Generally, the principle of regulation of legal relations assumes that the highest legal act, the Constitution, sets the legal foundations for regulating legal relations. Legal acts at a lower level, the laws, further specify these bases and regulate legal relations in specific areas, creating subsidiary bases for regulating these relations at the next level. Finally, legal acts at the lowest level, the by-laws, provide detailed and dynamic regulation of specific relations **[23, էջ 80]**.

Long-term security policy is formulated in documents such as the government program, the national security strategy, the military doctrine, conceptual papers on information security and other security sectors, which define the interests and priority issues of the bodies in various security sectors based on risk assessments. Strategic documents create a political framework for further reforms and serve as the basis for the executive bodies to develop by-laws and plan and implement annual programmatic adjustments.

Results

The main directions, challenges, and priorities of the Republic of Armenia's internal and external security strategy are outlined as guidelines in both the national security strategy approved by the RA President's Decree NH-37-N of February 7,2007 **[7]** and the 2020 National Security Strategy of the Republic of Armenia **[5].** The strategic level of RA national security is the state policy system for ensuring the security of the state, society, and the individual, sustainable development, and preserving Armenian identity, which is implemented through the development and realization of a unified state policy based on democratic values for all spheres of life. The strategy defines the fundamental values of national security, the factors and actions for ensuring security, as well as the threats directed against them. The RA national strategy aims to ensure the state's and society's sustainable development by preventing internal and external threats and eliminating their consequences.

Organizational work is constantly carried out in the field of national security, as well as in other areas of state life. In the military sphere of the state, this activity is carried out by all bodies of state power (including local self-government bodies), as well as by state bodies and organizations specifically created and functioning for this purpose, which together form the state's military formation. The 2020 National Security Strategy of the Republic of Armenia is the first to use the formulation of "defence policy" at the legal and political level. However, it is presented in terms of objectives and substantive aspects without providing a specific definition.

The military-political principles of the Republic of Armenia's military security, the defence strategy, the system for ensuring military security, as well as the conceptual principles of the activities of state bodies aimed at ensuring military security, are defined in the Military Doctrine of the Republic of Armenia, approved by

the President's Decree NH–308–N of December 25, 2007 **[6].** The latter is a defence–oriented document representing a collection of official viewpoints encompassing the military–political, military–strategic, military–economic, and military–technical principles aimed at ensuring the state's military security. Undoubtedly, military security maintains its distinct role within the country's internal (national) security system. At the same time, the provisions of the military doctrine may change depending on the military–political situation, the nature of military threats and challenges, and other factors necessary to ensure the military security system.

Later, the relevant legal acts of RA President have also approved the following concepts: the Concept of Development of Seismic Security System (2010) **[8],** the Concept for Ensuring Food Security (2011) **[9],** the Concept of Civil Protection (2011) **[10],** the Concept for Reforms and Development of the Defense Industry System of Armenia (2011) **[11],** the National Strategy for Combating Terrorism in Armenia (2012) **[12],** the National Strategy for Human Rights Protection (2012) **[13],** the Concept for Ensuring Energy Security (2013) **[14],** the National Strategy for Ensuring Transport Security (2013) **[15],** the Concept for Implementing the "One Stop, One Window" Principle at Border Crossing Points (2014) **[16],** the National Strategy for Combating Drug Addiction and the Illegal Trafficking of Narcotic Drugs in Armenia (2014) **[17],** and so on.

As we can see, since the adoption of Armenia's first national security strategy, various strategic and conceptual documents aimed at developing various security sectors have been adopted and approved. At the same time, the Government of Armenia has also approved targeted programs to ensure the implementation of the provisions of the aforementioned documents. Despite the work done, it should be noted that there are still sectors for which no concept or strategy has been adopted to date, such as the sectors of chemical substances, water resources management, etc. Nevertheless, these efforts are ongoing, and various government agencies are continuously conducting the necessary studies and developing relevant programmatic documents in these areas.

As in the past, when analyzing the legal (legislative, subordinate legislative) issues of ensuring national security, at present it is necessary to consider the challenges and realities that exist both in the Republic of Armenia, in the region, and globally, which may affect Armenia's security system (for example, the shift of the geopolitical axis from the Atlantic Ocean to the Pacific Ocean, globalization, religious conflicts, and the continuous developments of interethnic tensions, etc.) **[24, p. 2; 25, p. 98]**.

Conclusion

Considering geopolitical developments of recent years, changes in the international and regional situation, and ongoing security and military–political

shifts, it is currently a priority to revise the RA national security strategy in order to specify the main directions of the country's national security, defence, and foreign policy, as well as the threats and priorities. The new, revised strategy should be aligned with and reflect the current needs of the national security system within the Republic of Armenia's political–legal and administrative framework, which will subsequently lead to the revision of the conceptual documents related to security sub–sectors in the next phases.

References

1. «Ազգային անվտանգության մարմինների մասին» ՀՀ օրենք, ՀՀ ՊՏ 2002/6, http://www.arlis.am 05.02. 2002
2. «Անվտանգության խորհրդի կազմավորման և գործունեության մասին» ՀՀ օրենք, ՀՀ ՊՏ 2018.03.21/20 (1378), http://www.arlis.am, 07.03.2018
3. «Նորմատիվ իրավական ակտերի մասին» ՀՀ օրենք, ՀՀ ՊՏ 2018.03.28/23(1381, http://www.arlis.am, 21.03.2018
4. Հարությունյան Գ., Վաղարշյան Ա., (խմբ.) Հայաստանի Հանրապետության Սահմանադրության մեկնաբանություններ, Եր., «Իրավունք», 2010
5. ՀՀ Ազգային անվտանգության ռազմավարություն. Դիմակայուն Հայաստան փոփոխվող աշխարհում, https://bit.ly/3gNrfKa, Հուլիս 2020
6. ՀՀ Նախագահի 2007 թվականի դեկտեմբերի 25-ի թիվ ՆՀ-308-Ն հրամանագիրը «Հայաստանի Հանրապետության ռազմական դոկտրինը հաստատելու մասին», ՀՀ ՊՏ 2008/1, http://www.arlis.am, 07. 01.2008
7. ՀՀ Նախագահի 2007 թվականի փետրվարի 7-ի թիվ ՆՀ-37-Ն հրամանագիրը «Հայաստանի Հանրապետության ազգային անվտանգության ռազմավարությունը հաստատելու մասին», ՀՀ ՊՏ 2007.02.15/11, http://www.arlis.am, 07.02.2007
8. ՀՀ նախագահի 2010 թվականի դեկտեմբերի 30-ի թիվ ՆԿ-140-Ն կարգադրություն, ՀՀ ՊՏ 2010.09.08/43(777), http://www.arlis.am, 28.08.2010
9. ՀՀ նախագահի 2011 թվականի մայիսի 18-ի թիվ ՆԿ-91-Ն կարգադրություն, ՀՀ ՊՏ 2011.05.25/29(832), http://www.arlis.am, 18.05.2011
10. ՀՀ նախագահի 2011 թվականի դեկտեմբերի 27-ի թիվ ՆԿ-229-Ն կարգադրություն, ՀՀ ՊՏ 2012.01.09/2(876), http://www.arlis.am, 27.12.2011
11. ՀՀ նախագահի 2011 թվականի դեկտեմբերի 29-ի թիվ ՆԿ-231-Ն կարգադրություն, ՀՀ ՊՏ 2012.01.09/2(876), http://www.arlis.am, 29.12.2011
12. ՀՀ նախագահի 2012 թվականի ապրիլի 16-ի թիվ ՆԿ-51-Ն կարգադրություն, ՀՀ ՊՏ 2012.04.25/21(895), http://www.arlis.am, 16.04.2012
13. ՀՀ նախագահի 2013 թվականի հոկտեմբերի 29-ի թիվ ՆԿ-159-Ն կարգադրություն, ՀՀ ՊՏ 2012.11.07/54(928), http://www.arlis.am, 29.10.2012
14. ՀՀ նախագահի 2013 թվականի հոկտեմբերի 23-ի թիվ ՆԿ-182-Ն կարգադրություն, ՀՀ ՊՏ 2013.10.30/59(999), http://www.arlis.am, 23.10.2013
15. ՀՀ նախագահի 2013 թվականի հոկտեմբերի 23-ի թիվ ՆԿ-183-Ն կարգադրություն, ՀՀ ՊՏ 2013.10.30/59(999), http://www.arlis.am, 23.10.2013
16. ՀՀ նախագահի 2014 թվականի ապրիլի 22-ի թիվ ՆԿ-50-Ն կարգադրություն, ՀՀ ՊՏ 2014.04.30/22(1035), http://www.arlis.am, 22.04.2014
17. ՀՀ նախագահի 2014 թվականի դեկտեմբերի 30-ի թիվ ՆԿ-226-Ն կարգադրություն, ՀՀ ՊՏ 2015.01.29/4(1093), http://www.arlis.am, 30.12.2014
18. ՀՀ Սահմանադրություն (փոփոխություններով), ՀՀ ՊՏ 2005/Հատուկ թողարկում,

05.12.2005, 8.2, 49-րդ, 55-րդ, 86-րդ և 89-րդ հոդվածներ, http://www.arlis.am

19. ՀՀ Սահմանադրություն, ընդունված 05.07.1995թ., 49-րդ և 89-րդ հոդվածներ, http://www.arlis.am
20. Նազարյան Ա.Ս., Հայաստանի Հանրապետության պաշտպանական ոլորտի օրենսդրական բարեփոխումների հիմնական ուղղությունները բանակաշինության արդի փուլում, ՀՀ ՊՆ Դ. Կանայանի անվան ԱՌՀԻ «Հայկական բանակ» ռազմագիտական հանդես, 2008, հմ. 2-3
21. Շիրինյան Լ., Այսրկովկասը և եվրոպական արժեքային համակարգը (Անվտանգության համալիր ծրագրի շուրջ) // Հայաստանի անվտանգությունը տարածաշրջանային ռազմաքաղաքական գործընթացների համատեքստում, Եր., ԵՊՀ, Հայագիտական հետազոտությունների ինստիտուտ, 2013, 188 էջ
22. Սեդրակյան Ա., Ազգային անվտանգության իրավական ապահովման հեռանկարները Հայաստանի երրորդ Հանրապետությունում, ՀՀ ՊՆ Դ. Կանայանի անվան ԱՌՀԻ «Հայկական բանակ» ռազմագիտական հանդես, 2011, հմ. 1-2, էջ 153
23. Քոչարյան Տ., ՀՀ ռազմական անվտանգության ապահովումը ազգային անվտանգության համատեքստում, Եր., ԵՊՀ հրատ., 2012
24. Fareed Zakaria, The Post-American World. New York, 2009
25. Kissinger H., The Intellectual Underpinnings of the Trilateral Partnership in the 21st Century. "Seeking Opportunities in Crisis: Trilateral Cooperation in Meeting Global Challenges", 2009, http://www.trilateral.org/download/doc/seeking_opportunities2.pdf

The article has been submitted for publication: 05.07.2024
Հոդվածը ներկայացվել է տպագրության. 05.07.2024
Статья представлена к публикации: 05.07.2024

The article is sent for review: 07.08.2024
Հոդվածն ուղարկվել է գրախոսության. 07.08.2024
Статья отправлена на рецензию: 07.08.2024

The article is accepted for publication: 20.08.2024
Հոդվածն ընդունվել է տպագրության. 20.08.2024
Статья принята к печати: 20.08.2024

GROUP RELIABILITY IN THE CONTEXT OF PSYCHOLOGICAL DIAGNOSTICS OF SOCIAL NEUROTICISM

RAFIK PETROSYAN

International Scientific–Educational Center, National Academy of Sciences, Republic of Armenia, Postgraduate student

docrafayel@gmail.com

DOI: 10.54503/2579-2903-2024.2-170

Abstract

Modern society requires from an individual maximum mobilization of mental and physical abilities, full use of self–development potential, optimal self–management, skillful building of relationships in society: in the family, at work, in various interactions with the social environment. From this perspective, studies aimed at neutralizing the social motives of a person's neuroticism and increasing the level of group trustworthiness become relevant.

One of the urgent tasks of this study is to clarify the concept of group reliability, which is presented from the perspective of the psychological assessment of social neuroticism. Group reliability is considered in groups or collectives engaged in joint work activities. The problem of group reliability is assessed as an important factor weakening the degree of social neuroticism, which allows the formation and development of such principles of work activity that will be aimed at neutralizing the negative potential of social neuroticism during the interconnected implementation of joint work functions. Therefore, this article considers the main theoretical and methodological approaches to the interpretation of the term "reliability". It is important to note that modern psychological studies of reliability raise theoretical and methodological emphases to a new level. Today, it is necessary to discuss professional reliability analyses from a methodologically new perspective, and to include the term "psychological diagnosis of social neuroticism" of employees in the entire system of reliability studies. From this perspective, the psychological phenomenon of group reliability is presented as a component of the "safety culture" of work activities, and social neuroticism is considered in a dichotomous relationship with group reliability.

It should also be noted that psychological studies of social neuroticism still remain insufficient in the sense that the term under consideration is analyzed, above all, in the characterization of the individual characteristics of a person, and reliability is considered according to separate spheres or areas, as a result of which the inclusion of the reliability factor in the methodology for assessing social neuroticism is still missing.

Taking into account the fact that the term reliability primarily studies the

psychological aspects of ensuring professional and labor efficiency in various areas of work demonstrated by a person, it is extremely important to include group aspects of reliability in the system for assessing a person's social neuroticism. This approach will allow us to formulate the concept of social neuroticism as a qualitative characteristic affecting a person's activity and mental health and to show the negative correlation ties between the level of social neuroticism and group reliability.

Keywords and phrases:

Social neuroticism, group reliability, psychological diagnosis, theoretical concept, assessment criteria, social learning.

ГРУППОВАЯ НАДЕЖНОСТЬ В КОНТЕКСТЕ ПСИХОЛОГИЧЕСКОЙ ДИАГНОСТИКИ СОЦИАЛЬНОГО НЕВРОТИЗМА

РАФИК ПЕТРОСЯН

Международный научно-образовательный центр, Национальная академия наук, Республика Армения, соискатель

docrafayel@gmail.com

Аннотация

Современное общество требует от личности максимальной мобилизации психических и физических возможностей, полного использования потенциала саморазвития, оптимального самоуправления, умелого выстраивания взаимоотношений в обществе: в семье, на работе, в различных взаимодействиях с социальной средой. С этой точки зрения актуальными становятся исследования, направленные на нейтрализацию социальных мотивов невротизации личности и повышение уровня групповой надежности.

Одной из актуальных задач данного исследования является уточнение понятия групповой надежности, которое представлено с позиции психологической оценки социального невротизма. Групповая надежность рассматривается в группах или коллективах, осуществляющих совместную трудовую деятельность. Проблема групповой надежности оценивается как важный фактор ослабления степени социального невротизма, позволяющий формировать и развивать такие принципы трудовой деятельности, которые будут направлены на нейтрализацию негативного потенциала социального невротизма при взаимосвязанной реализации совместных трудовых функций. Поэтому в данной статье рассматриваются основные теоретико-методологические подходы к трактовке термина «надежность». Важно отметить, что современные психологические исследования надежности выводят теоретические и методологические акценты на новый уровень. Сегодня необходимо обсуждать анализ профессиональной надежности с методологически новой точки зрения и

включать термин «психологическая диагностика социального невротизма» работников во всю систему исследований надежности. С этой точки зрения психологический феномен групповой надежности представляется как компонент «культуры безопасности» трудовой деятельности, а социальный невротизм рассматривается в дихотомической связи с групповой надежностью.

Следует также отметить, что психологические исследования социального невротизма до сих пор остаются недостаточными в том смысле, что рассматриваемый термин анализируется преимущественно в характеристике индивидуальных черт человека, а надежность рассматривается в разрезе отдельных областей или доменов, в результате чего включение фактора надежности в методику оценки социального невротизма до сих пор отсутствует.

Учитывая, что термин «надежность» изучает в первую очередь психологические аспекты обеспечения профессиональной и трудовой эффективности, демонстрируемой человеком в различных сферах деятельности, крайне важным представляется включение групповых аспектов надежности в систему оценки социального невротизма личности. Такой подход позволит сформулировать понятие социального невротизма как качественной характеристики, влияющей на активность и психическое здоровье личности, и показать отрицательную корреляционную связь между уровнем социального невротизма и групповой надежности.

Ключевые слова и фразы:

Социальный невротизм, групповая надежность, психологическая диагностика, теоретическая концепция, критерии оценки, социальное обучение.

ԽՄԲԱՅԻՆ ՀՈՒՍԱԼԻՈՒԹՅՈՒՆԸ ՍՈՑԻԱԼԱԿԱՆ ՆԵՎՐՈՏԻԶՄԻ ՀՈԳԵԲԱՆԱԿԱՆ ԳՆԱՀԱՏՄԱՆ ՀԱՄԱՏԵՔՍՏՈՒՄ

ՌԱՖԻԿ ՊԵՏՐՈՍՅԱՆ

Գիտակրթական միջազգային կենտրոն, Հայաստանի Հանրապետության գիտությունների ազգային ակադեմիա, հայցորդ

docrafayel@gmail.com

Համառոտագիր

Ժամանակակից հասարակությունը անհատից պահանջում է մտավոր և ֆիզիկական կարողությունների առավելագույն մոբիլիզացիա, ինքնազարգացման ներուժի լիարժեք օգտագործում, օպտիմալ ինքնակառավարում, փոխհարաբերությունների հմուտ կառուցում հասարակության մեջ՝ ընտանիքում, աշխատանքի վայրում, սոցիալական միջավայրի հետ տարատեսակ փոխազդեցություններում: Այդ տեսանկյունից արդիական է դառնում անձի նևրոտիզմի սոցիալական դրդապատճառների չեզոքացմանն ու խմբային հուսալիության մակարդակի բարձրացմանն ուղղված ուսումնասիրությունները:

Այս ուսումնասիրության հրատապ խնդիրներից մեկը՝ խմբային հուսալիության հասկացության հստակեցումն է, որը ներկայացվում է սոցիալական նևրոտիզմի հոգեբանական գնահատման տեսանկյունից: Խմբային հուսալիությունը դիտարկվում է համատեղ աշխատանքային գործունեություն ծավալող խմբերում կամ կոլեկտիվներում: Խմբային հուսալիության խնդիրը գնահատվում է որպես սոցիալական նևրոտիզմի աստիճանը թուլացնող կարևորագույն գործոն, որը թույլ է տալիս ձևավորվել և զարգացնել աշխատանքային գործունեության այնպիսի սկզբունքներ, որոնք միտված կլինեն սոցիալական նևրոտիզմի բացասական ներուժի չեզոքացմանը աշխատանքային համատեղ գործառույթների փոխկապակցված կերպով իրականացման ժամանակ: Ուստի, այս հոդվածում դիտարկվում են «հուսալիություն» եզրույթի մեկնաբանման հիմնական տեսական և մեթոդաբանական մոտեցումները: Կարևոր է նշել, որ հուսալիության հոգեբանական ժամանակակից ուսումնասիրությունները նոր մակարդակի են բարձրացնում տեսական և մեթոդաբանական շեշտադրումները: Այսօր մասնագիտական հուսալիության վերլուծությունները անհրաժեշտ է քննարկել մեթոդապես նոր տեսանկյունից, և հուսալիության ուսումնասիրման ողջ համակարգում ներառել աշխատակիցների «սոցիալական նևրոտիզմի հոգեբանական ախտորոշման» եզրույթը: Այս տեսանկյունից, խմբային հուսալիության հոգեբանական ֆենոմենը ներկայացվում է որպես աշխատանքային գործունեության «անվտանգության մշակույթի» բաղադրիչ, իսկ սոցիալական

նևրոտիզմը դիտարկվում է խմբային հուսալիության հետ դիխոտոմիկ փոխկապվածության մեջ:

Նշենք նաև, որ սոցիալական նևրոտիզմի հոգեբանական ուսումնասիրությունները դեռևս մնում են անբավարար այն իմաստով, որ քննվող եզրույթն վերլուծվում է, գերազանցապես, անձի անհատական հատկությունների բնութագրումներում, իսկ հուսալիությունը դիտարկվում է ըստ առանձին ոլորտների կամ բնագավառների, ինչի արդյունքում դեռևս բացակայում է հուսալիության գործոնի ներառումը սոցիալական նևրոտիզմի գնահատման մեթոդաբանության մեջ:

Հաշվի առնելով այն հանգամանքը, որ հուսալիության եզրույթը գերազանցապես ուսումնասիրում է անձի կողմից դրսևորվող աշխատանքային տարատեսակ ոլորտներում մասնագիտական և աշխատանքային արդյունավետության ապահովման հոգեբանական ասպեկտները, չափազանց կարևոր է հուսալիության խմբային ասպեկտները ներառել անձի սոցիլական նևրոտիզմի գնահատման համակարգում: Այս մոտեցումը թույլ կտա ձևակերպել սոցիալական նևրոտիզմի հայեցակարգը որպես անձի գործունեության և հոգեկան առողջության վրա ազդող որակական հատկանիշ և ցույց տալ սոցիալական նևրոտիզմի և խմբային հուսալիության մակարդակների միջև հակադարձ համահարաբերակցային կապերը:

Բանալի բառեր և բառակապակցություններ՝

Սոցիալական նևրոտիզմ, խմբի հուսալիություն, հոգեբանական ախտորոշում, տեսական հայեցակարգ, գնահատման չափանիշներ, սոցիալական ուսուցում:

Introduction

From the perspective of socio–psychological research, the concept of social neuroticism acts as a qualitative characteristic of a person, which manifests itself both at the individual and societal levels. Social neuroticism can be expressed in a person's activities, play a certain role in the processes of identity formation and self–realization, have an impact on a person's belonging to a certain social system, on a person's awareness that he is a part of that system and occupies a certain position in it [13]. This concept is expressed through various key questions: how does a person perceive his environment, how does the environment affect the formation and transformation of the qualitative characteristics of a person, is the person in harmony with his native environment, and how do external environmental factors affect the level of a person's neuroticism? Within the framework of socio–psychological research, the concept of social neuroticism is "honored" with social significance and becomes a separate subject of study. In the phenomenon of a person's social neuroticism, such peculiarities of a person's existence and activity can be expressed in a condensed manner, which will testify

to various aspects of a person's identity and consciousness [14].

Theoretical-methodological bases

Theoretical analyses of the works of scientists on the problem of social neuroticism allow us to conclude that in various studies, rather little attention is paid to the study of the group level of reliability, the observations of scientists on social aspects of neuroticism, including group reliability, in most cases are cursory and mediated. Turning to the problem of studying social neuroticism, S.V. Sarychev [8; 9] came to the conclusion that the content of the expression of different levels of socio-psychological aspects of neuroticism in groups' activity is associated with the presence of specific components, that is, a combination of goal-oriented, motivational, activity, moral-psychological, individual-semantic, value-oriented, interpersonal, behavioral, emotional and other components. This circumstance, due to its versatility, is an attempt to study the problem of neuroticism at the group level, which is considered especially innovative in social psychology. Among the works devoted to the problems of group psychology and group reliability, in particular, are the works of many authors have studied the subject [1; 2; 4; 5; 14].

A number of authors have proposed research methods, such as: methods aimed at building a real model representing the group activity of personnel, methods aimed at identifying the time spent on solving problems and verbal expressions.

From a methodological point of view, the study of group reliability in the context of social neuroticism by M.I. Setrov [11] is interesting, who proposed several assessment criteria for revealing group organization. Based on a systemic-functional approach, he established the following criteria for assessing group reliability:

a) compatibility, which requires the presence of relatively homogeneous elements under one social structure and their actual interaction as one of the most important conditions for the existence of this structure.

b) the degree of intensity with which the modernization of functions occurs as a guarantee of the preservation of the social structure, regardless of the complex intrasystemic structure,

c) the neutralization of dysfunctions as the basis for maintaining the balance of the system,

d) the concentration of functions, which reflects the need for their coordination and the goal of achieving the desired result.

Within the framework of social psychology, the theoretical and methodological study of group reliability in in the context of social neuroticism is of particular interest. It is noteworthy that this socio-psychological problem has been relatively little covered and researched. Some of them are devoted to the study of social neuroticism in conditions of stress arising from emergency situations. It is known that G. Celye **[10]** drew the attention of the scientific community to the level of

interpersonal relationships, which is a source of stress. As a main cause of distress, the author points to the stress that arises from the need to share social space with others in the workplace. The author suggests seeing the solution in reassessing common group goals and thereby increasing the level of group trust.

The study of the socio-psychological subsyndrome of stress was addressed by L.A. Kitaev-Smik **[7]**, who understands the stress subsyndrome as a change in the form and course of communication in various extreme situations. He notes that, first of all, the indicators of communicative activity change and are expressed in the forms of interaction between a person, his social environment, the collective, and the people around him. Other authors conclude that the forms of social interaction change significantly when stress manifests itself immediately in many people, which, in turn, has a negative impact on the psychological atmosphere of the collective, and as a result, on the productivity of further work, the ability to overcome the problems that have arisen. The style of group communication is reflected in the level of reliability of group activity and communication in a stressful situation and on the ability to develop effective ways out of such a situation **[2; 4]**.

Of particular interest in the study of the phenomenon of social neuroticism are the results of A.S. Chernyshev's **[15]** studies aimed at studying the integral characteristics of collectives. The author considers the parameters of group organization, which simultaneously characterize the social neuroticism criteria. Among such criteria can be attributed:

a) psychological attitude and readiness to activity,

b) sensorimotor dependence/interdependence of reactions,

c) general group opinion about organizers / leaders,

d) stability in interpersonal relationships.

Stability is characterized by such a status structure when there are no "rejected" in the group, and joint activities are not disrupted by the fact of self-government or leadership, group actions are distinguished by unity, stress tolerance and personnel interchangeability.

The socio-psychological relationship between group reliability and social neuroticism is also reflected in the study by S.V. Sarychev **[8]**. The author comes to the conclusion that the higher the internal organization of the group, the more relative and flexible the dependence of the organization or group on the environment becomes, the greater the isolation in which the given group is able to survive, while with a decrease in the possibilities of isolation, the influence of the environment on the forms and level of human life increases. In this regard, group reliability is understood as a psychological criterion within the framework of which the degree of expression of social neuroticism is characterized, or, in other words, the degree of variability of the nature of joint activities and neurotic manifestations of the behavior of group members, caused by the societal influence on group activities. This

parameter allows us to characterize the optimality of the functional level of a given group in the corresponding period. According to S.V. Sarychev **[8]**, social neuroticism is clearly interconnected with the criterion of group reliability, which is especially pronounced in tense and extreme situations when performing joint actions, that is, the level of social neuroticism of an individual acts as an indirect factor in reducing the level of group reliability. S.V. Sarychev also presents the components of social neuroticism, such as:

– a sense of uncertainty of group functions,

– projecting a sense of anxiety onto the social environment of intragroup communication,

– increasing the level of neuroticism as a result of group activity,

– lack of a sense of group reliability.

F. Quan, Y. Gou, Y. Gau and other authors **[6]** identifies another component of social neuroticism associated with a social position in relation to the group's activities, namely, the "impoverishment" of intragroup relations. The author notes that an objective condition for intragroup joint activity in extreme or stressful conditions is the optimization of forms of organizational interaction. Thus, studies of group reliability have shown that with a decrease in the level of social neuroticism, an increase in the effectiveness of joint actions is observed where there were well-organized groups, as well as high technological, socio-psychological, managerial readiness to perform joint work. The described motivational variant gives a picture of effective joint interaction in situations of organizational uncertainty. Unlike the above, poorly or low-organized groups are characterized not only by the absence of organizational and operational, technological foundations, but also by an unconscious idea of their needs, which is often accompanied by an increased level of social neuroticism among the organization's employees. Such groups often express a willingness to solve new problems, but do not realize the importance of organizing intra-group forms of interaction and the motivational basis for joint actions.

Reliable groups demonstrate a pronounced social position aimed at the optimal organization of joint activities and flexible re-equipment of the management process during work in accordance with newly identified requirements and goals. Thus, in such reliable groups, developed algorithms of social behavior appear that are capable of satisfying the organizational and socio-psychological needs of the group not only in normal, but also in tense or extreme conditions. The next component of social neuroticism, which F. Qaun **[6]** drew attention to, is the absence of arbitrary group self-regulation. It turns out that in the presence of tense or extreme conditions in the course of joint activities, there is a tendency to mediate volitional efforts expressed at the personal level, more developed group actions. That is, certain com-

Pensatory mechanisms are introduced that support the effectiveness of the activity and significantly increase it when mastering forms of joint activity. As a result of the successful organization of group activity, the group ensures its organizational structure and increases the level of group reliability. Otherwise, there is an increase in the level of social neuroticism in employees and joint activities lose the characteristics of group activities. In this case, personal needs gradually begin to prevail, a conflict of interests arises, which increasingly "feeds" the socially conditioned neurotic qualities of the individual **[5]**.

A. Strelchenko **[12]** notes as the next important component of reliability a social position aimed at successfully resolving the situation in conditions of organizational uncertainty. It turns out that one of the most important factors in overcoming social neuroticism is the socio-psychological conviction of group members in the possibility of successfully resolving the current uncertain situation, and a reliable intra-group work style plays a special role in this. In most cases, the most psychologically difficult moment for people in such situations ends not when the situation is objectively corrected, but earlier, as soon as the group members form a positive psychological position and confidence that everything will end well. Thus, summing up the above analysis, we can conclude that the socio-psychological problems that arise during joint group activities are easier to overcome in the presence of an intra-group organization, which becomes an effective anti-stress tool, such as group reliability, the level of which negatively correlates with the level of social neuroticism of workers.

A group, as a subject of joint activity, can manifest itself only in the conditions of the implementation of existing opportunities. In the conditions of joint activity, the guarantor of group reliability is the proportional means of organizing this activity, created by the members of the group. Moreover, the proportionality of the means is expressed in relation to both internal conditions and external environmental conditions.

Therefore, a reliable group is distinguished by the following characteristics:

a) higher efficiency of joint activities,

b) achieved changes in the structure of group behavior and joint activities,

c) the ability to develop and implement a plan of joint actions that will be aimed at maintaining effective interaction.

Thus, a reliable group is distinguished by the ability to maintain concentration and modernization of functions in tense and extreme conditions, the attitude to the organization as a value, as well as the formation of the motivational sphere and reliable social positions in relation to the improvement of the organization. In other words, the ability of a group to act harmoniously in tense or extreme conditions is expressed precisely in the features of the group's reliability, which are character-

ized by the effectiveness of the group, the interaction of group members and the coordination of actions.

Research methods

To identify the main characteristics of social neuroticism, we used the method of comparative analysis of theoretical approaches to studying the phenomenon of group reliability. As a result, the main characteristics of group reliability were identified and classified, which have a certain impact on reducing the level of social neuroticism.

Results

As a result of the socio-psychological analysis of group reliability, we came to the following conclusions:

1. To date, there is no single, generally accepted definition of group reliability in the psychological discipline.

The two most common views on the definitions are procedural and cumulative.

The procedural view is based on the dynamics of reliability, the idea of the development of reliability as a component of joint activities in different groups. The cumulative view operates at the end of the implementation of joint activities with the data of the results.

However, studying the idea of group reliability as a socio-psychological phenomenon, scientists identify a number of components that can be attributed to the criteria for assessing the social neuroticism of the individual. These are personal, organizational, technological, psychophysiological, professional, methodological, and affective components.

2. The variety of interpretations of the concept of group reliability and their significant differences in parameters indicate that the problem has not been sufficiently studied in the socio-psychological discipline. This fact, on the one hand, can negatively affect the results of decisions aimed at implementing theoretical and applied research tasks and training specialists. On the other hand, the need to study the manifestations of social neuroticism in joint activities can activate the process of studying group reliability, among other things.

3. One of the most effective is the point of view according to which reliability is considered as a systemic and integral quality of a group, which is actualized in tense or extreme conditions and is expressed in negative correlations with the level of social neuroticism.

Group reliability in content includes:

1) stable results, despite changing conditions of joint activity,

2) the ability to make an immediate decision on the implementation of joint activities in tense or extreme conditions.

3) the ability to carry out joint activities in extreme conditions without errors,

4) psychological resistance to negative environmental factors and stressful conditions,

5) maintaining the working capacity of group members in extreme situations,

6) independence of the process and result of joint activities from any kind of

"interference",

7) the presence of "reserve" funds that will stimulate joint activities regardless of the presence of extreme conditions.

4. Theoretical analysis of works devoted to this problem showed that most studies are characterized by the prevalence of a static approach to the problem. This approach assumes that the conditions of group activity and the influence of the environment are assessed only to the extent that they can cause unforeseen changes in group processes. Socially conditioned influences on the level of personality neuroticism are still not fully perceived as a negative factor in assessing the degree of group reliability.

5. When considering the problem of reliability, most authors study the features of joint activities and group behavior in stressful and extreme conditions and pay attention to stability and related concepts: "stress resistance", "noise immunity", "stability". We believe that analyzes aimed at stability should be supplemented with a dynamic approach, thanks to which it becomes possible to study intra-group changes and intra-group behavior formed under the influence of a social situation leading to the dynamics of the level of personality neuroticism. 6. The dynamic approach to this problem was substantiated by K. Levin in his work "The Conflict of Aristotelian and Galilean Forms of Thinking in Modern Psychology". In the context of this approach, it is necessary not to make abstract observations, but to study the dynamic side of a specific event, which will not be associated with an isolated object, but to study the socio-psychological processes that arise and occur in this situation.

In the context of studying intra-group manifestations of social neuroticism, great importance is attached to everyday communication in the workplace and maintaining a healthy psychological atmosphere.

Currently, there are various approaches to the study of individual-personal characteristics of employees. Individual-personal characteristics are considered as part of the psychological activity of a specific person, his psychological state, interpersonal and individual-social relations, allowing us to describe and predict his behavior, direction and dynamics of psychological development. As individual-psychological characteristics, it is customary to consider such personality traits as stable, recurring features of an individual's behavior in various situations **[1; 3]**.

Conclusions

Thus, we see that when studying the conditions for the development of the level of reliability, scientists attach great importance to the presence of stress or stress-producing conditions. However, it should also be noted that interpreting group reliability only in the context of the presence of stress and reducing it to a simple indicator of stability is one-sided and limited.

If the psychological analysis of the conditions of group reliability is carried out as an integral part of the concept of social neuroticism, then stress-producing conditions can be considered those conditions that lead to an increase in the level of neuroticism of the individual and require a change in the mechanisms or form of organization of group joint activities. In such conditions, any unpredictable or suddenly emerging

elements of external interaction negatively affect the organization of the group.

It is also important that, unlike the static approach to the study of reliability, which mainly includes an analysis of external influences on group activity, the dynamic approach (which, according to a number of authors, most fully reveals the idea of "reliability") includes the consequences of both internal and external influences, the disclosure of which, in turn, contributes to the development of group joint activities. re–equipment of the business strategy and its adaptation to new conditions.

Let us list the main conditions under which we can assume the presence of an increased level of social neuroticism of the individual, which, in turn, leads to the need to develop group reliability in order to transform the style and mechanisms of intra–group joint activities.

– conditions caused by intergroup competition.

– time deficit, that is, time constraints in a given situation for drawing up a plan of necessary actions and completing a group task.

– conditions caused by a change in the size of groups associated with the inclusion of new members in the group or the replacement of one of them.

– conditions limiting the opportunities for participation of all members of the group (or only some of them) in joint activities.

– conditions associated with the subjective significance of the results or large–scale negative consequences for the entire group as a result of an error.

– conditions requiring maximum involvement of all members in joint activities.

– conditions associated with the need to choose one method in the course of joint activities.

– conditions caused by an intra–system conflict in the course of joint activities.

Group reliability facilitates the implementation of an adequate choice when implementing joint activities by a group in the event of the occurrence of the above conditions or in the event of another choice that will satisfy the entire group or the majority of the group.

It is also important to be guided by not only intra–group needs when choosing a strategy for group behavior, but also by the further development of the professional group's connections with the external environment.

Thus, a reliable group, finding itself in a tense situation, is able to maintain the direction of professional joint activity and determine and distribute new, situational functions within the group aimed at resolving this situation or ensuring a smooth flow of activity in such a situation. In the presence of group reliability in a team, as a rule, it becomes possible to level the most negative manifestations of social neuroticism.

Based on the analysis of existing works on overcoming social neuroticism, we propose the introduction of a social learning model, which underlies the development of group reliability.

Social learning is a social – a relatively new direction in psychology. According to this approach, it is assumed that the educational process is organized to form such knowledge, skills and abilities that form mechanisms for possible constructive

interaction and are aimed at developing tripartite relations of joint activity: social or external environment, intergroup or interdepartmental, intragroup or internal environment. In psychological discipline, the foundations of social learning are based on methodological principles that are aimed at developing both the social environment and the individual or group that is the subject of the activity.

This situation becomes more obvious when not only the labor, physiological and psychological data of a person are taken into account, but also the properties of the activity carried out with all its professional, social or psychological consequences. This means that the social activity of individuals or groups as subjects of activity determines and characterizes the social environment, which, in turn, mutually determines the further course of social activity of these subjects.

In this sense, value technologies of social learning are manifested as:

– means of promoting social relations that characterize forms of cooperation at different levels, from interpersonal to intergroup and intragroup interactions,

– levers of interaction between the main and auxiliary teams,

– a process aimed at developing both intragroup and intergroup interactions,

– a process aimed at meaningful and constructive improvement of work during joint activities in a group,

– mechanisms aimed at integrating and improving a person's social identity, his or her self-image at the individual level.

Bibliography

1. Dannenberg, A., Barrett, S., Cooperating to avoid catastrophe.In: Nat. Hum. Behav.2018, *2*, 435–437. doi: 10.1038/s41562-018-0374-8
2. Jang, D., Elfenbein, H. A., and Bottom, W. P. , More than a phase: form and features of a general theory of negotiation.In: Acad. Manag. Ann.,2018, 12, 318–356. doi: 10.5465/annals.2016.0053
3. Li, S., Kong, K., Zhang, K., Niu, H., The Relation between College Students' Neuroticism and Loneliness: The Chain Mediating Roles of Self-Efficacy, Social Avoidance and Distress. In: Frontiers in Psychology, 14. 2023, URL=https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2023.1124588, DOI=10.3389/fpsyg.2023.1124588
4. Majer, J. M., Barth, M., Zhang, H., van Treek, M., Trötschel, R., Resolving Conflicts Between People and Over Time in the Transformation Toward Sustainability: A Framework of Interdependent Conflicts. In: Frontiers in Psychology, 2021, 12. URL=https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2021.623757, 10.3389/fpsyg.2021.623757
5. May, R., The Meaning of Anxiety. W. W. Norton & Company, 2015, ISBN: ISBN-13: 978-0393350876
6. Quan, F., Gou, Y., Gao, Y. *et al.,* The Relationship Between Neuroticism and Social Aggression: a Moderated Mediation Model.In: BMC Psychol, 2024, 12*(*443), https://doi.org/10.1186/s40359-024-01938-9
7. Китаев-Смык, Л.А. Психология стресса. Психологическая антропология стресса / Л.А. Китаев-Смык. – СПб.: Питер, 2009. – 336 с.; М.: Академический проект, 2009. – 943 с.

8. Сарычев, С.В. Социально-психологические основы надежности группы в напряженных ситуациях совместной деятельности / С.В. Сарычев // Первые международные Ломовские чтения. Тезисы докладов. – М.: Институт психологии РАН, 1991. – С. 248–250.
9. Сарычев, С.В. Исследование надежности малых групп в социально-психологическом эксперименте / С.В. Сарычев // Российский психологический журнал. – 2007. – Т. 4. – № 3. – С. 21–34.
10. Селье, Г. Стресс без дистресса / Г. Селье. – М.: Прогресс, 1979. –124 с.
11. Сетров, М.И. Основы функциональной теории организации / М.И. Сетров. – Л.: Наука, 1972. – 163 с.
12. Стрельченко, А.Б. Психологические аспекты обеспечения профессиональной надежности сотрудников ОВД в экстремальных условиях / А.Б. Стрельченко, Г.С. Човдарова // Психопедагогика в правоохранительных органах. – Омск: Изд-во Омского юридического института МВД России, 1996. – № 1. – С. 69–70.
13. *Хантингтон, С.* Кто мы? Вызовы американской национальной идентичности / С. Хантингтон; пер. с англ. А. Башкирова. – М.: АСТ, Транзиткнига, 2004. – 635 с.
14. Хьелл Л., Зиглер Д., Теории личности: Основные положения, исследования и применение, https://lib.uni-dubna.ru/search/files/psy_hyell/1.pdf
15. Чернышев, А.С. Социально-психологические основы организованности первичного коллектива (на материалах исследования молодежных групп и коллективов): автореф. дис. ... д-ра психол. наук, 19.00.05. / А.С. Чернышев:– М., 1980. – 36 с.

The article has been submitted for publication: 04.07.2024
Հոդվածը ներկայացվել է տպագրության. 04.07.2024
Статья представлена к публикации: 04.07.2024

The article is sent for review: 05.08.2024
Հոդվածն ուղարկվել է գրախոսության. 05.08.2024
Статья отправлена на рецензию: 05.08.2024

The article is accepted for publication: 22.08.2024
Հոդվածն ընդունվել է տպագրության. 22.08.2024
Статья принята к печати: 22.08.2024

THE IMPACT OF STRESS RESILIENCE OF WAR PARTICIPANTS ON THE ATTITUDE TOWARDS DEATH

LEVON SARGSYAN

Brusov State University, Chair of Management,
PhD in Psychology, Associate Professor

slsargsyanlevon@gmail.com

HAYK AVAGIMYAN

Vanadzor State University, Chair of Pedagogy and Psychology,
PhD in Psychology, Associate Professor

avagym@mail.ru

GARIK HOVAKIMYAN

ASPU after Kh. Abovyan, Applicant at the Chair of Psychology
academician M. Mazmanyan

gar–sjun@inbox.ru

LILIT STEPANYAN

ASPU after Kh. Abovyan, Applicant at the Chair of Psychology
academician M. Mazmanyan

lilit.stepanyan.1989@mail.ru

DOI: 10.54503/2579-2903-2024.2-184

Abstract

This scientific article analyzes the impact of stress resistance on the fear of death of war participants, taking into account the role of value orientations. V. Boyko's stress resistance methodology, D. Templer's "Fear of Death" scale, and S. Schwartz's value orientation test were used. The sample included 200 war participants and 200 non–combatants.

MANCOVA analysis showed that low stress tolerance in combatants is associated with high levels of fear of death, especially in the cognitive–affective aspect. Conformity and volitionalism mediate this relationship, promoting adaptive behavior. The results emphasize that the war experience shapes a unique psychological profile, where stress tolerance and value factors are deeply interconnected. This is important for the prevention of post–traumatic stress disorder by offering targeted interventions aimed at promoting conformity and willpower among individuals with combat experience. For service members without combat experience, strengthening individual resources and independence are paramount. The research contributes to a deeper understanding of the psychological effects of war and can be used practically in military and psychological services.

Key words and phrases: fear of death, war participant, value orientation, conformity, willpower, independence, post–traumatic stress.

ՊԱՏԵՐԱԶՄԻ ՄԱՍՆԱԿԻՑՆԵՐԻ ՍԹՐԵՍԱԿԱՅՈՒՆՈՒԹՅԱՆ ԱԶԴԵՑՈՒԹՅՈՒՆԸ ՄԱՀՎԱՆ ՆԿԱՏՄԱՄԲ ՎԵՐԱԲԵՐՄՈՒՆՔԻ ՎՐԱ

ԼԵՎՈՆ ՍԱՐԳՍՅԱՆ

Վ. Բրյուսովի անվան պետական համալսարան,
Կառավարման ամբիոնի դոցենտ, հ.գ.թ.

slsargsyanlevon@gmail.com

ՀԱՅԿ ԱՎԱԳԻՄՅԱՆ

Վանաձորի պետական համալսարան, Մանկավարժության և հոգեբանության ամբիոնի դոցենտ, հ.գ.թ.

avagym@mail.ru

ԳԱՐԻԿ ՀՈՎԱԿԻՄՅԱՆ

Խ. Աբովյանի անվան ՀՊՄՀ Մ. Մազմանյանի անվան հոգեբանության ամբիոնի հայցորդ

gar-sjun@inbox.ru

ԼԻԼԻԹ ՍՏԵՓԱՆՅԱՆ

Խ. Աբովյանի անվան ՀՊՄՀ Մ. Մազմանյանի անվան հոգեբանության ամբիոնի հայցորդ

lilit.stepanyan.1989@mail.ru

Համառոտագիր

Սույն գիտական հոդվածում վերլուծվում է պատերազմի մասնակիցների սթրեսակայունության ազդեցությունը մահվան վախի վրա՝ հաշվի առնելով արժեքային կողմնորոշումների դերը: Օգտագործվել են Վ. Բոյկոյի սթրեսակայունության մեթոդիկան, Դ. Տեմպլերի «Մահվան վախի» սանդղակը և Շ. Շվարցի արժեքային կողմնորոշումների թեստը: Ընտրանքը ներառել է 200 պատերազմի մասնակիցներ և 200 մարտական գործողություններին չմասնակցած զինծառայող:

MANCOVA վերլուծությունը ցույց է տվել, որ կոմբատանտների ցածր սթրեսակայունությունը կապված է մահվան վախի բարձր մակարդակի հետ, հատկապես կոգնիտիվ-աֆեկտիվ ասպեկտում: Կոնֆորմությունն ու կամեցողությունը միջնորդում են այս կապը՝ խթանելով հարմարվողական վարք: Արդյունքները ընդգծում են, որ պատերազմի փորձը ձևավորում է յուրահատուկ հոգեբանական պրոֆիլ, որտեղ սթրեսակայունությունը և արժեքային գործոնները խորապես փոխկապակցված են: Դա կարևոր է հետտրավմատիկ սթրեսի խանգարումների կանխարգելման համար՝

առաջարկելով թիրախային միջամտություններ, որոնք ուղղված են կոնֆորմության և կամեցողության խթանմանը մարտական փորձ ունեցող անհատների շրջանում: Մարտական փորձառություն չունեցող զինծառայողների համար առաջնային են անհատական ռեսուրսների ամրապնդումն ու ինքնուրույնությունը: Հետազոտությունը նպաստում է պատերազմի հոգեբանական հետևանքների խորացված ընկալմանը և գործնականում կարող է օգտագործվել ռազմական և հոգեբանական ծառայություններում:

Բանալի բառեր և բառակապակցություններ. մահվան վախ, պատերազմի մասնակից, արժեքային կողմնորոշում, կոնֆորմություն, կամեցողություն, ինքնուրույնություն, հետտրավմատիկ սթրես:

ВЛИЯНИЕ СТРЕССОУСТОЙЧИВОСТИ УЧАСТНИКОВ ВОЙНЫ НА ОТНОШЕНИЕ К СМЕРТИ

ЛЕВОН САРГСЯН

Государственный университет имени В. Брюсова, кафедра менеджмента, к.пс.н., доцент

slsargsyanlevon@gmail.com

ГАЙК АВАГИМЯН

Ванадзорсдкий Государственный Университет, кафедра педагогики и психологии, к.пс.н., доцент

avagym@mail.ru

ГАРИК ОВАКИМЯН

АГПУ им. Х. Абовяна, Соискатель кафедры психологии имени академика М. Мазманяна

gar–sjun@inbox.ru

ЛИЛИТ СТЕПАНЯН

АГПУ им. Х. Абовяна, Соискатель кафедры психологии имени академика М. Мазманяна

lilit.stepanyan.1989@mail.ru

Аннотация

В данной научной статье анализируется влияние стрессоустойчивости участников войны на страх смерти с учетом роли ценностных ориентаций. Использовались методика стрессоустойчивости В. Бойко, шкала «Страха смерти» Д. Темплера и тест ценностных ориентаций Ш. Шварца. Выборка включала 200 участников боевых действий и 200 военнослужащих без боевого опыта.

MANCOVA-анализ показал, что низкая стрессоустойчивость комбатантов связана с высоким уровнем страха смерти, особенно в когнитивно-аффективном аспекте. Конформизм и воля опосредуют эту связь, способствуя адаптивному поведению. Результаты подчеркивают, что военный опыт формирует уникальный психологический профиль, где стрессоустойчивость и ценностные факторы тесно взаимосвязаны. Это важно для профилактики посттравматических стрессовых расстройств, предлагая целевые интервенции, направленные на усиление конформизма и воли у лиц с боевым опытом. Для военнослужащих без боевого опыта приоритетными являются укрепление личностных ресурсов и самостоятельности. Исследование углубляет понимание психологических последствий войны и может быть применено в военных и психологических службах.

Ключевые слова и словосочетания: страх смерти, участник войны, ценностные ориентации, конформизм, воля, самостоятельность, посттравматический стресс.

Introduction

The study of the psychological state of participants in military operations is one of the primary issues of modern psychology, as combat stress situations profoundly affect stress resistance, value orientations, and existential anxieties. The experience of war, which includes constant threat of death and traumatic events, forms adaptive mechanisms that can either strengthen or undermine a person's psychological stability.

From the perspective of existential psychology, the confrontation with death, as noted by V. Frankl, I. Yalom, and E. Fromm, causes a fear of "nothingness," but can also stimulate self-transcendence – the search for the meaning of life [7]. J. Rheingold notes that in the psychology of the individual, death acquires the meaning of the realization of a specific vital purpose, contrasting it with the organic end of life, which is obviously meaningless [9, p. 4].

E. Fromm rejected the idea that the fear of death is the fear of the end of life. He believed that the fear of death is actually the fear of the loss of what we have: body, property, identity, the only way to reduce which is to get rid of the desire to possess [11].

Eternal questions (life and death) acquire special significance in combat conditions, when the proximity of death does not allow consciousness to postpone their solution for the future. This experience leaves a mark on consciousness, influencing its attitude towards death and, consequently, on further value orientations when the combatant returns to peaceful life. The key to revealing the features of changes in the consciousness of a combatant may be a comparative analysis of the attitudes of individuals who participated in the war and those who did not participate.

All other human problems arise from the encounter with death (L. Binswanger, M. Boss, D. Bujenthal, R. May, V. Frankl, I. Yalom). The encounter with death is a terrifying but inseparable part of every person's life [2; 3; 4; 8; 12].

The founders of the existential–humanistic direction (R. Assagioli, J. Bujenthal, T. and E. Yeomans, S. Levin, A. Maslow, R. May, J. Rainwater, V. Frankl, E. Fromm, I. Yalom and others) often considered the encounter with death as an important opportunity for personal growth. However, regardless of how this encounter is resolved, its consequences inevitably have a strong impact on the individual [6, p. 58].

The aim of the study is to identify the impact of stress resilience on the fear of death, taking into account the value orientations of the individual.

According to the main hypothesis, unlike those who did not participate in the war, low stress tolerance of combatants is associated with a high level of fear of death, and conformity and benevolence promote adaptive behavior. The research objectives are:

To study the impact of stress tolerance of war participants on the cognitive–affective, physical, temporal and stress aspects of fear of death.

To reveal the mediating role of value orientations (conformity, benevolence, tradition, universalism, self–direction) between the relationship between stress tolerance and fear of death.

To compare the correlation between stress resilience and fear of death caused by traumatic experiences in war– participants and those who have not participated in war.

The study is important from both theoretical and practical perspectives, as it deepens our understanding of the psychological consequences of war and offers a basis for the prevention of post–traumatic stress disorders.

Research methods and sample

1. V. V. Boyko's "Stress Resilience Methodology" **[10, p. 34],**

2. D. Templer's "Fear of Death" Scale (Death Anxiety Scale – DAS) **[5, p. 1–8.],**

3. Basic value orientations (Sh. Schwartz) **[1, p. 86–92].**

The reliability of the results was ensured by the use of mathematical statistical methods: multivariate analysis of covariance (MANCOVA).

The research sample consisted of 200 combatants participating in combat operations (experimental group (EG)), and 200 former contract servicemen without combat experience (control group (CG)).

Analysis of the research results

Through MANCOVA analysis, we identified the psychological characteristics of war participants, observing the influence of stress resistance and value orientations.

Table 1.

Multivariate tests of stress resistance and value orientations of the experimental group

-	-	meaning	F	df1	df2	p
Stress resilience	Pillai's Trace	2.943	0.974	80	28	0.553
	Wilks' Lambda	2.89e-4	1.568	80	18	0.140
	Hotelling's Trace	72.936	2.279	80	10	0.077
	Roy's Largest Root	58.748	20.562	20	7	<.001
Conformity	Pillai's Trace	0.808	4.200	4	4	0.097
	Wilks' Lambda	0.192	4.200	4	4	0.097
	Hotelling's Trace	4.200	4.200	4	4	0.097
	Roy's Largest Root	0.808	4.200	4	4	0.097
Tradition	Pillai's Trace	0.645	1.819	4	4	0.288
	Wilks' Lambda	0.355	1.819	4	4	0.288
	Hotelling's Trace	1.819	1.819	4	4	0.288
	Roy's Largest Root	1.819	1.819	4	4	0.288
Benevolence	Pillai's Trace	0.729	2.695	4	4	0.180
	Wilks' Lambda	0.271	2.695	4	4	0.180
	Hotelling's Trace	2.695	2.695	4	4	0.180
	Roy's Largest Root	2.695	2.695	4	4	0.180
Universalism	Pillai's Trace	0.400	0.667	4	4	0.648
	Wilks' Lambda	0.600	0.667	4	4	0.648
	Hotelling's Trace	0.667	0.667	4	4	0.648
	Roy's Largest Root	0.667	0.667	4	4	0.648
Self-direction	Pillai's Trace	0.318	0.466	4	4	0.761
	Wilks' Lambda	0.682	0.466	4	4	0.761
	Hotelling's Trace	0.466	0.466	4	4	0.761
	Roy's Largest Root	0.466	0.466	4	4	0.761

The results of the multivariate analysis show that in the case of stress resilience, the largest root of Roy ($F=20.562$, $p<.001$) reveals a highly significant effect, while the other indicators (Pilla trace, Wilks' lambda, Hotelling trace) do not reach statistical significance.

From a psychological point of view, this is extremely important, since the largest root of Roy shows that stress resilience most strongly affects a certain set of dependent variables. In this context, based on D. Templer's "Fear of Death" scale, we can conclude that the stress resistance of war participants is particularly related to the attitude towards death.

Participants in combat operations, when faced with death, may have

developed unique stress–resilience mechanisms related to dealing with the fear of death. This may act as a psychological defense system, allowing them to continue functioning in the face of death.

The results of the Schwartz value orientation test show an interesting picture. The conformity indicators (F=4.200, p=0.097) are at the threshold of significance, which suggests that there is a certain tendency among participants in military operations to follow group norms. In combat, where teamwork and timely execution of orders are vital, conformity can manifest itself as an adaptive mechanism.

The indicators of benevolence (F=2.695, p=0.180), although not statistically significant, reveal a certain trend that may reflect the internal conflict of combat participants—between fulfilling their duties on one hand and upholding humanitarian values on the other.

The value orientations of Tradition, Universalism, and Self–direction do not show a statistically significant effect, which may indicate that military operations do not have an impact on these values in the short term, or their change occurs more slowly.

The results of the analysis reveal that among war participants, stress resistance is a key factor that determines their psychological reactions. In particular, stress resistance can affect cognitive and emotional responses related to the fear of death. In the value system, conformity and benevolence show certain trends, which indicates that the war experience can affect the positioning of the individual in the social context and humanitarian attitudes.

Table 2.

Univariate tests for the analysis of stress stability, fear of death scales, and value orientations of war participants

	Dependent Variable	Sum of Squares	df (Degrees of Freedom	Mean Square	F	p
Stress resilience	CAFDA	110.8030	20	5.5402	18.91821	<.001
	FPC	28.6288	20	1.4314	0.47338	0.910
	APT	57.3333	20	2.8667	0.43071	0.934
	FPD	100.3939	20	5.0197	2.68425	0.092
Conformity	CAFDA	5.1049	1	5.1049	17.43198	0.004
	FPC	1.4462	1	1.4462	0.47827	0.511
	APT	1.8181	1	1.8181	0.27316	0.617
	FPD	8.6059	1	8.6059	4.60195	0.069
Tradition	CAFDA	0.0124	1	0.0124	0.04226	0.843
	FPC	5.8219	1	5.8219	1.92530	0.208
	APT	0.7605	1	0.7605	0.11426	0.745
	FPD	6.9320	1	6.9320	3.70686	0.096

Benevolence	CAFDA	2.5317	1	2.5317	8.64517	0.022
	FPC	11.7185	1	11.7185	3.87534	0.090
	APT	0.1595	1	0.1595	0.02396	0.881
	FPD	6.1823	1	6.1823	3.30596	0.112
Universalism	CAFDA	0.3225	1	0.3225	1.10117	0.329
	FPC	6.7940	1	6.7940	2.24679	0.178
	APT	0.0246	1	0.0246	0.00369	0.953
	FPD	0.1745	1	0.1745	0.09329	0.769
Self-direction	CAFDA	0.1453	1	0.1453	0.49600	0.504
	FPC	0.3024	1	0.3024	0.10000	0.761
	APT	1.3144	1	1.3144	0.19749	0.670
	FPD	4.6815	1	4.6815	2.50341	0.158
remaining	CAFDA	2.0499	7	0.2928	-	-
	FPC	21.1671	7	3.0239	-	-
	APT	46.5896	7	6.6557	-	-
	FPD	13.0904	7	1.8701	-	-

The results of the multivariate analysis of covariance (MANCOVA), where stress resilience is the independent variable, the fear of death scales (CAFDA, FPC, APT, FPD) are the dependent variables, and the value orientations (conformity, tradition, benevolence, universalism, autonomy) are the covariates, show a complex relationship between stress resilience and fear of death, taking into account the influence of value orientations. In the case of war participants, we are dealing with a high stress experience.

The high statistical significance of CAFDA (cognitive–affective anxiety about death) ($F=18.918$, $p<0.001$) indicates that stress resilience is significantly associated with cognitive–affective anxiety about death. From a psychological perspective, this means that war participants with lower stress resilience tend to worry more about death, which may be related to post–traumatic stress or existential concerns. These concerns may exacerbate psychological burden, reducing adaptive resources.

FPD (pain and stress concern): Moderate significance ($F=2.684$, $p=0.092$) suggests that stress resilience may be somewhat related to concerns about pain and stress, which may reflect that war veterans with low stress resilience are more sensitive to physical or psychological pain related to their traumatic experiences. FPD (physical change anxiety) and APT (awareness of the passage of time) are not statistically significant ($p=0.910$ and $p=0.934$), indicating that stress resilience does not significantly affect physical change or time anxiety. From a psychological perspective, this may mean that for war participants, these aspects of fear of death are less important or less related to stress resilience compared to cognitive–affective concerns.

The association with conformity with CAFDA ($F=17.432$, $p=0.004$) indicates

that conformity significantly mediates the relationship between stress resilience and cognitive–affective concerns. War participants who are more conformist may be more prone to death anxiety as they attempt to conform to social norms to reduce uncertainty. The association with FPD (F=4.602, p=0.069) is close to significance, suggesting that conformity may also be partially related to pain and stress concerns, possibly through seeking social support.

The significant correlation of benevolence with CAFDA (F=8.645, p=0.022) indicates that benevolence plays an important role in the relationship between stress resilience and the cognitive–affective aspect of fear of death. War participants with higher levels of benevolence may actively attempt to manage their anxieties to confront the fear of death. The connection with FPD (p=0.090) and FPD (p=0.112) factors is close to significance, suggesting a moderate influence of benevolence on physical and stress–related concerns.

The covariates of tradition, universalism, and autonomy do not show a statistically significant effect (p>0.096), suggesting that these value orientations do not significantly mediate the relationship between stress resilience and fear of death, which may mean that these values are more stable and less susceptible to the influence of war–induced stress or fear of death.

The analysis shows that stress resilience is most strongly associated with the cognitive–affective aspect of fear of death (CAFDA), which highlights that low stress resilience in war veterans may exacerbate existential concerns. Conformity and benevolence mediate this relationship, indicating that social conformity and controlling behavior may serve as adaptive mechanisms. Pain and stress concerns (FPD) are also somewhat associated with stress resilience, which may reflect the impact of traumatic experiences. Physical change and time–course concerns (FPD, APT) have no significant effect, which may be due to the fact that war veterans are not familiar with these with less importance of aspects. Low residual errors (e.g. 0.2928 for CAFDA) indicate a good fit of the model.

Table 3.

Multivariate tests of stress resistance and value orientations of servicemen who did not participate in the war

-	-	**Meaning**	**F**	**df1**	**df2**	**p**
Stress resilience	Pillai's Trace	2.3093	0.893	104	68	0.701
	Wilks' Lambda	0.0210	0.920	104	58	0.649
	Hotelling's Trace	7.8511	0.944	104	50	0.605
	Roy's Largest Root	4.4233	2.892	26	17	0.013
Conformity	Pillai's Trace	0.0963	0.373	4	14	0.824
	Wilks' Lambda	0.9037	0.373	4	14	0.824
	Hotelling's Trace	0.1065	0.373	4	14	0.824
	Roy's Largest Root	0.1065	0.373	4	14	0.824

Tradition	Pillai's Trace	0.1151	0.455	4	14	0.767
	Wilks' Lambda	0.8849	0.455	4	14	0.767
	Hotelling's Trace	0.1301	0.455	4	14	0.767
	Roy's Largest Root	0.1301	0.455	4	14	0.767
Benevolence	Pillai's Trace	0.3858	2.198	4	14	0.122
	Wilks' Lambda	0.6142	2.198	4	14	0.122
	Hotelling's Trace	0.6281	2.198	4	14	0.122
	Roy's Largest Root	0.6281	2.198	4	14	0.122
Universalism	Pillai's Trace	0.0620	0.231	4	14	0.916
	Wilks' Lambda	0.9380	0.231	4	14	0.916
	Hotelling's Trace	0.0661	0.231	4	14	0.916
	Roy's Largest Root	0.0661	0.231	4	14	0.916
Self-direction	Pillai's Trace	0.2949	1.464	4	14	0.265
	Wilks' Lambda	0.7051	1.464	4	14	0.265
	Hotelling's Trace	0.4183	1.464	4	14	0.265
	Roy's Largest Root	0.4183	1.464	4	14	0.265

The results of the multivariate analysis of covariance (MANCOVA), which relate to the correlation between stress resilience and value orientations (conformity, tradition, benevolence, universalism, self–direction) of servicemen who did not participate in the war, show that stress resilience and value orientations generally do not have a statistically significant relationship.

Of the four criteria, the largest Roy root (F=2.892, p=0.013) shows statistical significance, suggesting that stress resilience has some relationship with value orientations, which may mean that the stress resilience of non–combatants may be partly determined by their value system, such as benevolence or conformity, which can promote adaptive behavior in stressful situations.

All conformity measures (F=0.373, p=0.824) are not statistically significant, indicating that conformity is not significantly associated with stress resilience, which may mean that for non–combatants, conforming to social norms does not play a significant role in stress management. Tradition measures (F=0.455, p=0.767) are also not significant, suggesting that traditional values, such as following traditions, do not affect stress resilience. This may reflect that tradition, as a value, does not promote or hinder stress coping mechanisms in this group.

The measures of benevolence show a moderate effect (F=2.198, p=0.122), which is close to statistical significance. This indicates that benevolence may be somewhat related to stress resilience. From a psychological perspective, servicemen who seek more control over their lives and decisions may cope better with stress because they are more actively using problem–solving strategies. All measures of universalism (F=0.231, p=0.916) are not statistically significant, indicating that universal values such as equality and social justice do not significantly affect stress

resilience.

The autonomy measures (F=1.464, p=0.265) are also not significant, but show a certain effect that is close to significance. This suggests that autonomy may be moderately related to stress resilience. Service members who are more independent in their decisions can better manage stress by relying on their own resources.

The analysis shows that stress resilience in non–combatants is largely unrelated to value orientations, with the exception of benevolence and, to some extent, autonomy, which may contribute to better stress management. That is, a sense of personal control and self–direction may promote adaptive behavior in stressful situations, while social or traditional values, such as conformity and tradition, have a lesser effect. The significance of the largest root of Roy (p=0.013) suggests that some value orientations may be important for stress resilience, but the overall effect is limited.

Table 4.

Univariate tests for the analysis of stress stability, fear of death scales, and value orientations of servicemen who did not participate in the war

	Dependent Variable	Sum of Squares	df (Degrees of Freedom	Mean Square	F	P
Stress resilience	CAFDA	296.9320	26	11.4205	1.0629	0.458
	FPC	73.3129	26	2.8197	1.4246	0.227
	APT	11.3248	26	0.4356	0.4709	0.959
	FPD	173.3231	26	6.6663	0.9945	0.517
Conformity	CAFDA	4.1815	1	4.1815	0.3892	0.541
	FPC	2.1634	1	2.1634	1.0930	0.310
	APT	0.5409	1	0.5409	0.5847	0.455
	FPD	0.1557	1	0.1557	0.0232	0.881
Tradition	CAFDA	7.1781	1	7.1781	0.6681	0.425
	FPC	0.4648	1	0.4648	0.2348	0.634
	APT	0.2826	1	0.2826	0.3055	0.588
	FPD	0.4941	1	0.4941	0.0737	0.789
Benevolence	CAFDA	71.5580	1	71.5580	6.6599	0.019
	FPC	0.1269	1	0.1269	0.0641	0.803
	APT	0.3716	1	0.3716	0.4017	0.535
	FPD	1.2701	1	1.2701	0.1895	0.669
Universalism	CAFDA	8.88e-4	1	8.88e-4	8.26e-5	0.993
	FPC	0.6672	1	0.6672	0.3371	0.569
	APT	0.1402	1	0.1402	0.1516	0.702
	FPD	2.3018	1	2.3018	0.3434	0.566

Self-direction	CAFDA	62.7556	1	62.7556	5.8406	0.027
	FPC	2.5953	1	2.5953	1.3112	0.268
	APT	0.0240	1	0.0240	0.0259	0.874
	FPD	18.9866	1	18.9866	2.8324	0.111
Remaining	CAFDA	182.6592	17	10.7447	-	-
	FPC	33.6490	17	1.9794	-	-
	APT	15.7241	17	0.9249	-	-
	FPD	113.9583	17	6.7034	-	-

The results of the multivariate analysis of covariance (MANCOVA), which concerns the correlation between stress resilience, fear of death scales (CAFDA, FPC, APT, FPD) and value orientations (conformity, tradition, benevolence, universalism, self–direction) of non–combatant soldiers, show that stress resilience generally does not have a significant effect on fear of death scales, with the exception of some value orientations that show a statistically significant relationship.

The results for CAFDA (cognitive–affective anxiety about death) ($F=1.063$, $p=0.458$) are not statistically significant, indicating that stress resilience does not significantly affect cognitive–affective anxiety about death. For non–combatants, thoughts of death were not related to their stress resilience level. Despite the higher F value for FPC (concern about physical changes) ($F=1.425$, $p=0.227$), the results remain non–significant. This indicates that stress resilience does not affect concerns about physical changes, which may reflect the lower importance of physical concerns for this group.

The very low F value for APT (awareness of the passage of time) ($F=0.471$, $p=0.959$) confirms that stress resilience is not related to concerns about the passage of time. From a psychological perspective, this could mean that for this group, the perception of time is not related to stress management. The results for FPD (pain and stress concern) ($F=0.995$, $p=0.517$) are also non–significant, indicating that stress resilience does not significantly affect concerns about pain and stress, with the absence of war reducing the intensity of these types of concerns.

The relationship between conformity and all scales of fear of death was not statistically significant ($p>0.310$), indicating that conformity does not mediate the relationship between stress resilience and fear of death, which may mean that conforming to social norms does not play a significant role in managing stress or fear of death. Similarly, the results for tradition ($p>0.425$) were not significant, suggesting that traditional values do not influence the relationship between stress resilience and fear of death. This may reflect the stable nature of tradition, which remains unchanged regardless of the level of stress or anxiety.

The association of benevolence with the CAFDA is statistically significant ($F=6.660$, $p=0.019$), indicating that benevolence significantly mediates the relationship between stress resilience and cognitive–affective concerns. From a psychological perspective, service members who seek control over their lives may be more actively able to counteract death–related concerns, which may increase

their stress resilience. The association with the other scales ($p>0.535$) is not significant, indicating that the effect of benevolence is limited to the cognitive–affective aspect.

The association of autonomy with CAFDA is also significant ($F=5.841$, $p=0.027$), suggesting that autonomy plays an important role in the relationship between stress resilience and cognitive–affective concerns about death. Soldiers who are more independent in their decisions may be better able to manage existential concerns by relying on their own resources. The association with FPD ($F=2.832$, $p=0.111$) is close to significance, indicating that autonomy may moderate concerns about pain and stress.

The results for universalism ($p>0.566$) are not statistically significant, indicating that universal values do not mediate the relationship between stress resilience and fear of death. This may be due to the fact that universalism is less associated with individual stress management.

The analysis shows that stress resilience in non–combatant soldiers does not significantly affect fear of death, with the exception of benevolence and self–direction, which are significantly related to cognitive–affective anxiety (CAFDA). From a psychological perspective, this highlights that a sense of personal control and self–direction can promote the management of stress and existential anxiety, while social or traditional values, such as conformity and tradition, have little effect.

Thus, among war participants, stress resilience is strongly related to the cognitive–affective aspect of fear of death, which reflects the impact of traumatic experiences on their psychological state. In contrast, among non–war servicemen, there is a weaker relationship between fear of death and stress resilience, due to the absence of stressful situations. Conformity plays an important role among participants, since following group norms helps reduce uncertainty and anxiety. Benevolence contributes to the management of fear of death in both groups, but it is more pronounced in participants, expressing a conflict between duties and humanitarian values. Self–direction helps non–participants to overcome existential anxieties by relying on individual resources, while it is less pronounced in participants. Concerns about pain and stress are more noticeable in participants, related to trauma, while they are almost absent in non–participants. Tradition and universalism are stable in both groups and do not affect stress resistance or fear of death. War experience forms unique adaptive mechanisms that strengthen stress resistance to death in dangerous conditions.

Conclusion

Thus, low stress tolerance in war participants is statistically significantly associated with high levels of fear of death, especially in the aspect of cognitive–affective anxiety. Among value orientations, conformity and benevolence mediate this relationship, promoting a sense of conformity to social norms and control, which is an adaptive mechanism in conditions of traumatic stress. In contrast, in servicemen who did not participate in war, the relationship between stress

tolerance and fear of death is weak, and autonomy becomes the main resource for managing existential anxieties.

The experience of war shapes a unique psychological profile, where stress resilience and value factors are deeply intertwined. This is important for the prevention of post-traumatic stress disorders, suggesting targeted interventions aimed at promoting conformity and benevolence among war participants.

References

1. Սերոբյան Ա.Կ., Գրիգորյան Ա.Կ., Խաչատրյան Ն.Գ. Անձի դիսպոզիցիոնալ գծեր և սոցիալ-մշակութային կողմնորոշումներ. հոգեչափողական գործիքների տեղայնացում: Գիտամեթոդական ձեռնարկ, Եր., ԵՊՀ հրատ., 2021. – 128 էջ:
2. Богданова Т.А. Теория и практика экзистенциально-ориентированного консультирования: учебное пособие /Т.А. Богданова. – Челябинск: Изд-во ЮУрГУ, 2006. – 108 с.
3. Бордуков О.В. Проблема смерти в экзистенциализме /О.В. Бордуков //2 Всероссийская научно-практическая конференция по экзистенциальной психологии: материалы сообщений /под ред. Д.А. Леонтьева. – М.: Смысл, 2004. – С. 136–141.
4. Бьюдженталь Д. Наука быть живым /Д. Бьюдженталь. – М.: Класс, 1998. – 336 с.
5. Гаврилова Т.А. Экзистенциальный страх смерти и танатическая тревога: методы исследования и диагностики (статья) //Прикладная психология. М., 2001.-№ 6. – С.1-8.
6. Кулагина И.Ю. Отношение к смерти: возрастные, региональные и гендерные различия /И. Ю. Кулагина, Л. В. Сенкевич //Культур.-ист. психология. – 2013. – № 4. – С. 58–65.
7. Лэнгле А. Жизнь, наполненная смыслом. Прикладная логотерапия. М.: 2008. – 128 с.
8. Мэй Р. Экзистенциальная психология. Пер. с англ. – М. – Львов, 2003. – 182 с.
9. Рейнгольд С. Дж. Мать, тревога и смерть. Комплекс трагической смерти /Дж. С. Рейнгольд. – М.: ПЕР СЭ, 2004. – 383 с.
10. Сборник методических материалов по организации работы по развитию толерантных качеств личности обучающихся в общеобразовательных учреждениях Ивнянского района. Ивня 2019. https://ivnrono.narod.ru/uko/uko-mukod-vosp2022/913.pdf
11. Фромм Э. Иметь или быть? /Э. Фромм. – М.: Прогресс, 1990. – 330 с.
12. Ялом И. Экзистенциальная психотерапия /И. Ялом; пер. с англ. Т.С. Драбкиной. – М.: Класс, 1999. – 576 с.

The article has been submitted for publication: 04.07.2024
Հոդվածը ներկայացվել է տպագրության. 04.07.2024
Статья представлена к публикации: 04.07.2024

The article is sent for review: 05.08.2024
Հոդվածն ուղարկվել է գրախոսության. 05.08.2024
Статья отправлена на рецензию: 05.08.2024

The article is accepted for publication: 22.08.2024
Հոդվածն ընդունվել է տպագրության. 22.08.2024
Статья принята к печати: 22.08.2024

ՀԱՅԱՍՏԱՆԻ ՀԱՆՐԱՊԵՏՈՒԹՅԱՆ ԳԻՏՈՒԹՅՈՒՆՆԵՐԻ ԱԶԳԱՅԻՆ ԱԿԱԴԵՄԻԱ
НАЦИОНАЛЬНАЯ АКАДЕМИЯ НАУК РЕСПУБЛИКИ АРМЕНИЯ
NATIONAL ACADEMY OF SCIENCES OF THE REPUBLIC OF ARMENIA

ԳԻՏԱԿՐԹԱԿԱՆ ՄԻՋԱԶԳԱՅԻՆ ԿԵՆՏՐՈՆ
МЕЖДУНАРОДНЫЙ НАУЧНО-ОБРАЗОВАТЕЛЬНЫЙ ЦЕНТР
INTERNATIONAL SCIENTIFIC-EDUCATIONAL CENTER

ԿԱՃԱՌ

ԳԻՏԱԿԱՆ ՊԱՐԲԵՐԱԿԱՆ

*

КАЧАР

НАУЧНОЕ ПЕРИОДИЧЕСКОЕ
ИЗДАНИЕ

*

KATCHAR

SCIENTIFIC PERIODICAL

2

Համարի թողարկման պատասխանատու
և գլխավոր խմբագիր՝ ՆԱԻՐԱ ՀԱԿՈԲՅԱՆ

Չափսը՝ 70X100 1/16
Ծավալը՝ 10 պայմ. տպ. մամուլ
Տպաքանակը՝ 100
Գինը՝ պայմանագրային

Համակարգչային ձևավորումը՝ «Ալվարդ Օհանջանյան Վ.» ԱՁ
Տպագրվել է՝ **«Նուռ»** տպագրատանը («Գեղամ Հովհաննիսյան» ԱՁ)