Features of formation of constructive life position of air transport specialists

L Pomytkina¹, E Pomytkin², S Yahodzinskyi¹, A Kokarieva¹, N Nazarenko¹

¹National Aviation University, 1, ave. Sviatoslav Huzar, 03058, Kyiv, Ukraine
²National Academy of Pedagogical Sciences of Ukraine, 9, str. Maxim Berlinsky, 04060, Kyiv, Ukraine

E-mail: sophist@nau.edu.ua

Abstract. The importance of the formation of a constructive life position of air transport specialists, on whom the safety of life of passengers depends, is actualized. The psychological meaning of the concept of "personality life position" and its main vectors, including activity-passivity, constructiveness-destructiveness, spirituality-lack of spirituality, negativity-positivity, selfishness-collectivism, morality-immorality, etc. are considered. The main personality characteristics that influence the development of a constructive life position are identified, including: value orientations and motives, life goals and meanings, attitudes towards altruism and optimism, ability to predict the future and make life decisions, choice of strategy for achieving goals, ability to self-determination. The conceptual model of formation of a constructive life position of air transport specialists is presented. To identify indicators and characteristics that affect the process of formation of a constructive life position, the main strategies for achieving personality goals are studied: passive strategy; active-rigid strategy; active-plastic strategy; mixed strategy. The selection of diagnostic tools is made, and the results of empirical research, which showed that modern young men and women need psychological and pedagogical assistance in determining their own constructive life position as a basic, which leads to the feeling of happiness and life satisfaction are presented. Conclusions are made, according to which the process of formation of a life position of the personality of an Aviation University student should be focused on a constructive direction. This presupposes the urgent need to create in higher educational institutions favorable psychological and pedagogical conditions for preparing young people for the development of a constructive life position.

1. Main part
Work in the aviation industry takes place in difficult emotionally stressful conditions, which are characterized by risk and increased responsibility. The success of the professional activity of air transport specialists is due to many factors that are associated with the formation of the life position of the personality [23]. The term “life position of the personality” was first proposed by A. Adler, who defined it as the main driving force and condition of mental and social development of a person [2]. The issues of developing the life position of the personality in various aspects were investigated by K. Abulkhanova-Slavskia [1], E. Berne [3], S. Priadko [9], L. Sokhan [10] and others. The researchers consider the life position as an internal attitude, an orientation to a certain line of behaviour, based on the worldview, moral and psychological qualities of the personality and reflect their subjective attitude to society. This is, first of all, the orientation of the personality’s interests in the leading spheres of life- work, communication, cognition.
Let’s consider the basic coordinates where the life position of the personality may be. The scientists note that a life position can be active and passive (V. Panok [6]); constructive and destructive (E. Berne [3]) in relation to social values, phenomena and problems; spiritual and spiritually deprived (E. Pomytkin [8]); virtual and manipulative (S. Priadko [9]); negative and positive; selfish and collectivist; humanistic and functional; moral and immoral, etc. (L. Pomytkina [7]).

A personality with an active and constructive life position lives in harmony with the world around them, and such a person is characterized by productive cooperation and positive relationships with people. The formation of an active and constructive life position of the individual can occur due to the activation of psychological factors in the social, professional and personal and family environment. A passive (conformal) life position of the personality is aimed at subjugating to the surrounding world and is formed due to various circumstances: rejection, repulsion, contempt, indiffERENCE demonstrated by parents and significant adults. A destructive life position is revealed in the lack of self-confidence, devaluation of one's personality, disappointment from relatives and other people, that leads to psychological disadaptability and poor progress.

A significant contribution to the study of the life position of the personality was made by E. Berne [3], who studied this phenomenon in details at both theoretical and practical levels. For instance, his diagnostics of the life position of the personality defines four types of life positions, namely: constructive, defensive, depressive or futility. Considering the process of forming a life position, the scientist is convinced that if a person is surrounded by the atmosphere of love, acceptance and security from childhood, a positive basic existential position of the personality is formed – (I+You+) and the child acquires a strong basis for positive self-esteem and positive, friendly attitude to others. However, due to various circumstances, such as rejection, repulsion, contempt, parental indifference, etc., children may have a misconception of themselves and the outside world, resulting in appearing other unnatural, unhealthy internal attitudes [3]. If the core of the belief system is a constructive life position, then the person is convinced of their personality value, confident that they deserve to be loved and accepted. This person loves parents, knows they are good, kind, honest people who can be trusted. This attitude is applied to other people as well.

A depressive life position (I-You+) prevails in a person’s belief system after experiencing rejection by close people or parents. A person with such life position regularly experiences depression, sadness, tends to hide from other people and prefers to keep a distance.

As for the defensive life position (I++You-), a person is experiencing a situation of rejection by parents or significant adults. In one way or another and takes a decision that these people, the world, everything around them are hostile, negative; therefore the person has to defend himself herself or even be ready to attack. A person with a futility life position (I-You-) feels unloved, neglected, humiliated and is convinced that life is meaningless, full of frustration and nobody can help them. Such a person rejects people and the world and feels deprived, devastated, oppressed and is in the wait state. A person without the awareness of the value of themselves and others in the immediate environment can be socially dangerous. Such scientists as E. Berne, S. Priadko believe that this life position is typical for criminals [3; 9].

It should be noted that a constructive life position is the most appropriate one in terms of the need to educate and bring up a well-balanced personality. The task of the family and the psychological and pedagogical influence is to form a constructive, active and spiritual life position of the youth and adjust its formation in accordance with the needs of personal development and the development of society.

There are different approaches to understanding the peculiarities of the process of forming a person’s life position. Some researchers (E. Berne [3], V. Panok [6], H. Rud [6], S. Priadko [9]) claim that a life position is formed consciously or unconsciously mainly in the process of personality’s socialization and is revealed in the activity and subjective attitude to social values and norms. The life position of a person is formed by the totality of all social influences and, above all, by the system of public education. In this case, the life position of the person determines their mental and social
development, leads to the development of a stable internal formation, according to which their life strategy is built.

According to E. Osin and others, the foundation of a life position is laid during adolescence. A personality needs self-determination, self-development, awareness of the attitude to themselves and the world, as well as the person implements the created conditions of their development in the life activity and feels the influence of external factors [17]. The supporters of another approach (E. Berne [3], E. Pomytkin [8], L. Sokhan [10]) believe that life positions of the personality are developed much earlier. According to E. Pomytkin, a life position is laid before the birth and has been developed by the age of seven [8].

Analyzing the studies of foreign researchers, we conclude that they also think that young people seeking the ways to explain their own behavior are guided by motivation and desire for self-determination in their development and preserve their own health and happiness (E. Deci [13]). Having thoroughly studied the cross links between adolescents’ career aspirations and goal orientation, P. Creed points out their need to develop their goals and meanings [11]. A. Eryilmaz is convinced that satisfaction of needs and defining life goals is a model for the subjective well-being of adolescents in a secondary school [14], and M. Csikszentmihalyi, whose studies indicate that life should be associated with daily positive, has described the altruism and optimism attitudes [12]. In his study, K. Zhang has summarized the statements by Chinese college students, based on their personal spiritual values (i.e. the quintessence of universal positive values) which undoubtedly affect the life quality [20]. E. Roehlkepartain and Shek also indicate the particular importance of the spirituality development in childhood and adolescence for shaping the life position by considering spirituality as a positive construction for the development of modern youth [18, 19].

Despite the different researchers’ opinions about developing the life position of the personality, all of them emphasize that it is the personality who is responsible for the conscious determination of the position that requires the development of consciousness.

The purpose of the article is to highlight the results of theoretical and empirical research of the features of the formation of a constructive life position of future air transport specialists.

The analysis of the scientific literature enables us to state that the development of a constructive life position in adolescence assists young people to understand their lives, establish good relationships with people around them and develop adequate actions embodied in the processes of building their own life. Thus, the main personality characteristics affecting the development of a constructive life position include value orientations and motives, life goals and meanings, attitudes to altruism and optimism, the ability to predict the future and make life decisions, the choice of the strategy to achieve goals, ability to self-determination. This has resulted in constructing a conceptual model of forming a constructive life position.

We suppose that enriching students with positive value orientations, intensifying their motivation for self-development, giving them knowledge of high meanings in setting life goals, as well as optimism and altruism will result in forming a constructive life position. The development of the abilities to make life decisions that is aimed at creating alternative ways of implementing leading ways of interacting with others enhances their ability to make optimal decisions and promotes further conviction in the correctness of their decisions. The development of subjective self-determination in thoughts, actions and dreams, vital processes of life activity provides them with the need for constant self-development and improvement, enhances the individual’s activity, aimed at implementing more perfect ways of promoting the self-development and the development of other people.

2. Experiment
As student age is the most sensitive to the development of a constructive life position, we have conducted an experimental study among air transport students of the National Aviation University and students of the Technical College. All respondents engaged in the research were divided into two groups: the first group consisted of college students aged 16-17, the second one included the students from higher schools aged 20-21.
3. Methods
The following psycho-diagnostic techniques were utilized in the study. To determine the types of students’ life positions, E. Berne’s “personality life position” technique was used. It allowed us to identify the following four types of life positions: constructive, defensive, depressive and futility. To determine students’ leading values, we applied the Morphological test of life values (V. Sopov and L. Karpushyna) aimed at studying the individual system of values of a person for better understanding the meaning of their action (terminal and instrumental values). “Goal achievement strategy” technique developed by N. Molochnykov was chosen to identify the leading strategy of achieving the vital goals by the respondents: active-plastic, active-rigid or passive. To identify quantitative indices of altruism and optimism of the experiment participants, the questionnaire “The diagnostics of personal attitude to “altruism-selfishness” (N. Fetiskin, V. Kozlov) was used. Students’ ability to make important life decisions was defined as characteristics of the level of comprehension of alternative ways of interacting with the world (vigilance, hypervigilance, procrastination and buck-passing) by using the “Melbourne decision-making questionnaire (DMQ)” developed by L. Mann, P. Burnett, M. Radford and S. Ford in T. Kornilova’s adaptation. L. Regush’s “Prediction ability” method was used to study students’ ability to predict their future. Finally, the level of subjective self-determination of the process of the youth’s life activity was determined using the “scale of personality self-determination” (B. Sheldon in E. Osin’s adaptation).

4. Results
We hypothesized that the choice of a constructive life position by adolescents and young people indicates they are convinced of the value of their personality, have a positive attitude to themselves, build harmonious relationships with others, and are focused on continuous self-improvement and improvement of the world in general. All other types of life positions have some destructions and require further development or correction. The obtained diagnostic results of the respondents are presented in Table 1.

As Table 1 shows, only 37.3% (Group 1) and 28.4% (Group 2) of students have a constructive life position. These students show good will in co-operation with others, are predominantly responsible for learning, are geared up for positive emotions, see their place in the future professional environment and society in general, and they are able to set strategic life goals and control their behavior.

25.5% and 27.7% of respondents have a defensive life position. They are restrained in communication, able to control their emotions using them successfully to achieve their goal. When communicating with other people, they focus on improving others. However, it is difficult for them to plan for the future and make responsible decisions.

Table 1. Distribution of types of life position in adolescence, N (Group 1) = 190; N (Group 2) = 250.

| Scale                | Groups  | Numerical values of respondents’ distribution |
|----------------------|---------|---------------------------------------------|
|                      |         | %                                            | Absolute value (person) |
| Constructive life    | Group 1 | 37.3                                         | 295                     |
|                      | Group 2 | 28.4                                         | 242                     |
| Defensive life position | Group 1 | 25.5                                         | 201                     |
|                      | Group 2 | 27.7                                         | 235                     |
| Depressive life position | Group 1 | 12.4                                         | 98                      |
|                      | Group 2 | 35.2                                         | 299                     |
| Futility life position | Group 1 | 24.8                                         | 196                     |
|                      | Group 2 | 8.7                                          | 74                      |

Depressive life position was found in 12.4% and 35.2% of the respondents, respectively. These are young people who strive for getting the most out of the people around them, while rarely showing good will and giving something in return. The fewer number of young people in Group 1 with a
depressive life position is explained by the fact that secondary school students are not as depressed as higher school students due to some uncertainty, and they are more oriented towards the future.

24.8% and 8.7% of respondents having a futility life position were represented by the students who still do not know their purpose and intentions in life. This may be due to their uncertainty in the correctness of the choice of the major, disappointments about the discrepancy between their real educational process with their expectations or the idea of studying at a higher school. It is this uncertainty that diminishes the indicator of a constructive life position and impedes the creation of an adequate future.

The findings show that, unfortunately, only 37.3% and 28.4% of students follow active constructive life position, while others live mostly for the day, observe the life and do not strive for self-improvement and self-fulfillment to benefit themselves and the society in general.

According to the conceptual model, we have determined the level of development of certain indicators and characteristics that are involved in developing the life position of the personality. The results of the empirical study of student values are represented in Table 2.

As Table 2 shows, a high financial status is the highest value in rank (I) for the higher school students (Group 2), and their prestige, i.e. gaining recognition in society and compliance with certain social requirements, is the lowest one (V).

Table 2. Quantitative indicators of the distribution of students’ life values, N (Group 1) = 190; N (Group 2) = 250.

| Groups | Life values | The levels of significance of life values (average values), % | Expressiveness of indicators (average values), % | Rank |
|--------|-------------|-------------------------------------------------------------|-------------------------------------------------|------|
|        | Development of the personality | | | |
| Gr. 1  | 2.3  61.8  44.1  | 5.2  52.0  | V |
| Gr. 2  | 2.9  67.6  29.4  | 5.4  54.0  | IV |
|        | Spiritual satisfaction | | | |
| Gr. 1  | 0.5  53.9  45.6  | 5.1  51.0  | V |
| Gr. 2  | 11.7  79.4  8.8  | 6.7  67.0  | III |
|        | Creativity | | | |
| Gr. 1  | 26.3  63.8  0.9  | 7.8  78.0  | I |
| Gr. 2  | 5.8  58.8  35.3  | 5.2  52.0  | V |
|        | Active social contacts | | | |
| Gr. 1  | 25.6  65.2  9.2  | 8.0  80.0  | I |
| Gr. 2  | 11.7  44.1  44.1  | 5.4  54.0  | IV |
|        | Prestige | | | |
| Gr. 1  | 18.4  69.2  12.4  | 6.8  68  | III |
| Gr. 2  | 0  67.6  32.3  | 5.2  52.0  | V |
|        | Financial status | | | |
| Gr. 1  | 22.3  42.7  35.0  | 5.5  55.0  | IV |
| Gr. 2  | 26.5  64.7  8.8  | 8.0  80.0  | I |
|        | Achievement | | | |
| Gr. 1  | 32.0  60.8  7.2  | 7.5  75.0  | II |
| Gr. 2  | 26.5  61.7  11.8  | 7.7  77.0  | II |
|        | Preserving the identity | | | |
| Gr. 1  | 22.4  61.3  16.3  | 7.4  74.0  | II |
| Gr. 2  | 14.7  50.0  35.3  | 5.4  54.0  | IV |

This means that high financial status for most students is a factor of the material well-being as the main point of existence. 26.5% of students have high values for this indicator, 64.7% of students – medium values, and for only 8.8% of young people this indicator corresponds to the low level. 67.6% of students aspire to take a prestigious place in the society, but their indicators are at medium level, confirming the lack of high interest in it.

For adolescents aged 16–17 (Group 1), the highest values are active social contacts and creativity, while self-development and spiritual satisfaction are the least important. This demonstrates the yearning of secondary school students to be everywhere in social circles and maintain contacts and relations, but they are least concerned with spiritual values.
The students’ values of self-development, active social contacts and their identity also took the fourth (low) level. The findings characterize young people as the individuals who are not interested in learning about their individual characteristics, in constant developing their abilities and personal characteristics, in establishing favourable relationships in various spheres of social interaction, in expanding their interpersonal relationships and realizing their social role.

It is interesting to note that achievements (i.e. setting and solving certain life tasks as the main factors of life) ranked in second place. However, Table 2 also shows that the students are interested in achievements but not at the expense of their own development, active social contacts and their personality. This means that students attribute their future success to the intervention of other people or changes in certain circumstances, but not to their own efforts.

The indicator of creativity is also low in rank (V), which reveals that students are unable to realize their creative potential and change the real world. A fairly large percentage of students (35.3%) have low values for this indicator. The indicator of students’ spiritual satisfaction, i.e. the guidance of moral and ethical principles, the predominance of spiritual needs over material ones, took the third, not quite a high level.

As the results of the empirical study show, this sphere of vital values remains at the lowest level among others. This points to the fact that the problems of society are not relevant to most students. Students are reluctant to engage in social and political activity, think that physical education is unnecessary as they are healthy and beautiful enough and the majority of them does not associate their lives with healthy lifestyles, physical education and sports.

Thus, the personal life values of higher school students can be considered to be developed at the medium level of significance. First of all, young people appreciate professional training, that will ensure them high financial status in the future, followed by the values related to choosing a marriage partner and starting a family; and the values related to determining a life position in society and social environment are ranked in the third place. Compared to them, high school and college students are required to be engaged in their self-development, as well as it is necessary to show them the examples of adequate interaction with others, get acquainted with the best world models of life stories of high-spirited personalities, who will broaden their outlook and improve the development of life position.

We also have studied to what extent optimism and altruism are developed, as positive characteristics influencing the formation of a constructive life position. Optimism is considered as a positive outlook on life, confidence in a better future, since such a person builds relationships with others, embraced by cheerfulness, cheerfulness, a firm belief in a better future and the success of the interaction.

The results of the empirical study are presented in Figure 1.

![Figure 1. The distribution of the indicators of personal "altruism-selfishness" attitude of the youth (I – the group aged 16-17; II – the group aged 21-22).](image-url)

According to the results of an empirical study, we have found that only 4.5% of respondents aged 16–17 have a developed evident altruistic attitude. They have become ready to be engaged in altruistic interaction with people in different life situations. At the same time, their altruistic attitudes were determined mainly by the respondents’ perceptions of the social desirability of their behaviour in the social roles of a student, an adult, etc. The indicator of 48.2% by the altruistic attitude to interpersonal
interaction indicates that this number of young people needs more active communication with the people around them.

The respondents having the egocentric attitude to interpersonal interaction (35.6%) assessed positively the interpersonal relationships in which their interests are satisfied by other people: in love, in choosing a job, etc. The number of respondents with an evident egocentric attitude of this age is 11.7%. They are adolescents trying to realize socially stereotyped models of a “successful” person who, in their opinion, are embodied in material self-enrichment and achievement of high social status. In interpersonal interaction, the youth have been focused on the benefits that these relationships can bring to fulfill their life aspirations.

At the age of 21-22, the number of respondents with high rates of altruistic attitude was 32.0%. While forming a constructive life position, they have shown a clear desire “not to deny assistance to anybody”, “not to ignore other people’s misfortunes”. Thus, their desire for the realization of altruism in their life has reached the level of non-adaptive supersituative activity of the personality. The altruistic attitude to interpersonal interaction is 24.9%, which is also insufficient for this age. The predominance of the egocentric attitude to interpersonal interaction (34.4% of the respondents aged 21-22) is explained by the fact that these young people have reconsidered their needs to live for themselves as a means of realizing altruistic aspirations to support their family and to be able to help others. However, the concerns about the implementation of their aspirations after graduating from a higher school have resulted in directing their vital energy toward achieving their life goals.

High rates of egocentric attitude were revealed in 8.7% of the respondents aged 21-22. At present and the near future, they try to meet the needs of “life for themselves”. However, these respondents reconcile these needs for implementing not sufficiently specified goals for the future aimed at “doing something positive”, “be engaged in social activity” for other people.

A subsequent study of the characteristics of decision-making ability revealed the following data (Table 3).

**Table 3. Distribution of the level of decision-making ability in adolescence, N (Group 1) = 190; N (Group 2) = 250.**

| Level of decision-making ability | Groups of adolescents (%) |
|---------------------------------|--------------------------|
|                                 | Group 1  | Group 2  |
| Vigilance                       |          |          |
| High                            | 62.2     | 71.3     |
| Medium                          | 21.2     | 22.6     |
| Low                             | 16.6     | 6.1      |

As shown in Table 3, a high level of development of this characteristic was revealed in 62.2% of adolescents aged 16-17 and 71.3% adolescents aged 21-22. Young people aged 16-17 successfully make life decisions regarding love and romantic relationships, self-development in educational and professional activities that reflect desirable social achievements. At the age of 21-22, young people are trying to make decisions by means of autonomous offers of alternatives. They develop the ability to predict the success of alternative life decisions, as well as to analyze their impact on the lives of others.

The medium values of vigilance belong to 21.2% of secondary school students aged 16-17 and 22.6% of higher school students aged 20-21. The respondents of Group 1 successfully make life decisions in intimate-personal and professional interactions by means of stereotypical imitation of the algorithms they have already developed. When they are 20-21 years old, they make a thorough prediction of the consequences of the implementation of their decisions for achieving life goals and are capable of building a life position.

16.6% of adolescents aged 16-17 and 6.1% of students aged 20-21 demonstrated a low level of vigilance. The respondents of Group 1 hardly ever think about the possibilities and limitations provided by these options for their goals. The respondents of Group 2 analyze and predict some advantages and disadvantages of the life decisions they make. Under such conditions, the development
of a constructive life position is not sufficiently integrated: the ways chosen by the respondents to perceive themselves and others only partially correspond to the content of their meaningful life orientations and life goals.

The development of a constructive life position in adolescence is inseparably linked to the ability to foresee and predict success in the future. The results of the quantitative distribution of the obtained data of the participants of the experiment are given in Table 4.

An analysis of the values of the separate characteristics of the ability to predict has shown that in general, young boys and girls predict their own future almost equally. This indicates that schoolchildren are activated and motivated by the problem of professional choice to work harder to design their own future. And the youth from Group 2 has relaxed a bit after entering a higher school as higher education will continue and they do not need to strain themselves too much – they have enough time. Therefore, they need more psychological and pedagogical support to activate the characteristics of forecasting in order to form the final constructive life position.

The detection of indicators and characteristics that influence the development of a life position requires studying basic strategies that secondary school students and higher school students are guided by. The basic strategies for achieving personal goals are as follows: passive strategy, active-rigid strategy, active-plastic strategy and mixed strategy [7].

The passive strategy is characterized by excessive caution, rejection of superiority and social closure of the personality. Meanwhile, passivity as a rejection of high activity can be caused by internal, psychological factors (e.g. disappointment in themselves, indifference) as well as external, social factors (e.g. lack of social motivation, the influence of the social environment, etc.). The active-rigid strategy is characterized by combining active and rigid characteristics of the manifestation of personality reactions.

Table 4. Distribution of characteristics of adolescents’s ability to predict, N (Group 1) = 190; N (Group 2) = 250.

| Characteristics of the ability to predict | Development levels | Age groups of adolescents (%) |
|-----------------------------------------|--------------------|-------------------------------|
|                                         | Group 1            | Group 2                       |
| Analyticity                             | High               | 33.5                          | 42.8 |
|                                         | Medium             | 26.9                          | 36.6 |
|                                         | Low                | 39.5                          | 20.6 |
| Flexibility                             | High               | 17.0                          | 19.6 |
|                                         | Medium             | 42.4                          | 49.2 |
|                                         | Low                | 40.6                          | 31.2 |
| Ability to prove                        | High               | 2.0                           | 15.0 |
|                                         | Medium             | 58.3                          | 58.8 |
|                                         | Low                | 38.7                          | 25.2 |
| Perspectivity                           | High               | 43.4                          | 42.3 |
|                                         | Medium             | 36.2                          | 33.4 |
|                                         | Low                | 20.4                          | 24.3 |
| Consciousness                           | High               | 29.8                          | 41.2 |
|                                         | Medium             | 39.5                          | 34.6 |
|                                         | Low                | 30.7                          | 24.2 |
| General indicator                       | High               | 16.0                          | 18.7 |
|                                         | Medium             | 48.3                          | 46.1 |
|                                         | Low                | 35.7                          | 35.2 |

As is known, the personality’s activity is the ability to perform socially significant transformations in the world on the basis of borrowing the wealth of material and spiritual culture, which is manifested in creativity, volitions and communication. An integral characteristic of the personality’s activity is the
active life position of the person, which is expressed in their adherence to principles, consistency in
upholding their views, unity of words and actions.

The rigidity is the difficulty in changing the program of activity accepted by the subject under the
conditions that objectively require restructuring [323, p. 344]. There are cognitive rigidity, affective
rigidity and motivational rigidity. Cognitive rigidity is expressed by the difficulty of reorganizing
perceptions and ideas in a changing situation. Affective rigidity is expressed in the manifestation of
affective reactions to certain objects of emotions. Motivational rigidity is expressed by the complex
restructuring of the system of motives when the person has to be flexible and ready to change the
nature of the behaviour. Thus, the active-rigid strategy is expressed by the increased desire for
primacy, lobbying, demonstrative self-presentation of the person. Such people are highly critical to
others but are not self-critical enough.

An active-plastic strategy characterizes people who combine proper “penetrating power” and
communicative “diplomacy”. Such people set adequate goals and propose appropriate methods of their
achievement, as well as they are ready for compromise and confident in the field of professional
activity. The mixed type is inherent to individuals without prevailing one of the aforementioned
strategies. After analyzing and summarizing the obtained diagnostic data, we have determined the
distribution of strategies for achieving life goals by both secondary school students and university
students. It is shown in Table 5.

**Table 5.** Distribution of strategies for achieving students’ life goals, N (Group 1) = 190; N (Group 2) = 250.

| Strategy types     | Groups | Level, points | Numerical indices of respondents’ distribution, % |
|--------------------|--------|---------------|---------------------------------------------------|
| Passive            | Group 1| Medium        | 3.0                                               |
|                    | Group 2| Medium        | 3.0                                               |
| Active-rigid       | Group 1| Medium        | 3.0                                               |
|                    | Group 2| Medium        | 3.0                                               |
| Active-plastic     | Group 1| Medium        | 4.0                                               |
|                    | Group 2| High          | 5.0                                               |
|                    |        | Medium        | 4.0                                               |
| Mixed              | Group 1| Low           | 2.0                                               |
|                    | Group 2| Low           | 2.0                                               |

The largest number of respondents (36.2% and 38.9% respectively) chose a passive strategy for
achieving their life goals. This indicates that they are not ready to be open and active in setting and
formulating their life goals and in building their course of life. The high level of active-plastic strategy
is inherent to only 5.5% of respondents from Group 2, which is very low, and it means that only a
small proportion of modern youth sets life goals and build their own lives actively and with clear
understanding of what they are doing. This may occur due to fears about the future, the impact of
social and economic transformations in the country increasing their disappointment in the abilities, late
psychological maturing (becoming an adult) and low levels of self-awareness.

21.4% of the respondents from Group 1 and 27.8% of the respondents from Group 2 showed the
medium level of expressiveness of the active-plastic strategy. This indicates that almost a third of
students is still trying to be active enough and show communicative diplomacy in setting adequate
goals, discussing ways and means of achieving them, applies compromise, flexibility, and develops
certain goal-setting skills although without enough confidence.

The medium level of the development of the active-rigid strategy was represented by 22.6% of the
respondents from Group 1 and only a small proportion of the respondents (5.5%) from Group 2. This
is a positive result, as this strategy is expressed by an increased desire for the respondents,
demonstrative self-presentation and an increased desire to achieve their goals by all means. Such
students are focused on achieving their goals at the expense of others, using wrong ways of
development, and they impede the development of positive constructive relationships in society.
Unfortunately, 19.8% (Group 1) and 22.2% (Group 2) of the respondents engaged in the survey did not choose the strategy for setting life goals. This means that a significant part (almost one-fifth) of the student youth is not concerned about planning their future in advance, does not want to make efforts in setting crucial goals and making strategic decisions, and does not desire to build their course of life without assistance. It can be claimed that such students have not made the final decision yet on what life goals to set and what ways to choose to achieve these goals, therefore determining their life position remains a challenge for them.

Thus, the results of the empirical study of strategies for achieving life goals have shown the dominance of a passive strategy that is consistent with statistics on the wait position of modern youth, and the indifference of the majority to be engaged in public life.

The peculiarities of the subjective self-determination of the process of choosing the life position of adolescents were investigated as well. The level of self-determination is known to provide the subject with a sense of self, their actions, a sense of ability to self-perfection and self-realization, and the realization of their course of life. Personality’s self-determination in the development of their constructive life position is aimed at achieving harmony with themselves and with their surroundings, at developing the most perfect ways of behavior in society. The obtained data are shown in Figure 2.

The obtained data revealed that 40.3% of respondents of Group 1 had high quantitative values of subjective self-determination of the process of life position development. These are the young people who are actively developing the ability to manage their actions and their relationships with others on their own. The respondents with medium level of subjective self-determination (45.1%) try to show their attributes in managing their activity according to the social role of an adult. The low level of self-determination (14.6%) reflects the tendency of adolescents to shift responsibility for their actions onto others and make little effort to organize their own lives.

In Group 2, the boys and girls with a high level of the development of subjective self-determination (54.3%) revealed more generalized and high indicators of subjective self-determination of the process of constructing their life position, that provide them with perceiving themselves as an author, creator of their own lives, meet the need in constant self-change and self-improvement. The medium level (27.8%) of the phenomenon under investigation is an expression of the respondents’ ability to manage the most significant components of their living space. They conduct a self-analysis of the dynamics of their actions in the situations of normative and personal life crises and significant changes in the social situation of development.

17.9% of the respondents showed a low level of subjective self-determination. They acquire the ability to manage the processes of self-realization mainly in certain and the most meaningful situations for them. This indicates some rigidity of their living space, which limits the development of their needs for the subjective management of choosing a constructive life position.
5. Discussion
The question of the timeliness of the formation of a constructive life position of the personality remains debatable, as the beginning of the formation of a life position is considered by various scholars ambiguously. Similarly, value orientation can not be permanent in childhood or adolescence, because the processes of cognition of the world and self-knowledge, the integration of the child into the world of adults are just beginning.

At the same time, the lack of attention to the study of the life position of students who will become employees of air transport can lead to the formation of a depressive life position. This increases the risk of suicidal tendencies in pilots and threatens the lives of passengers.

In addition, the predominance of a passive life position affects not only professional but also personal life, deprives of the desire for self-improvement, setting vital goals. Perhaps the most timely is to pay special attention to the formation of a constructive life position at a young age. However, further research in the field of age psychology is needed to definitively confirm this assumption.

6. Conclusion
The analysis of the empirical study results reveals the special features of developing the adolescents’ constructive life position, as well as the basic personality characteristics influencing its development. As it has been determined above, 37.3% of adolescents aged 16-17 have a constructive life position, and the number of adolescents aged 20-21 with this position is almost a quarter less. Almost a third of the respondents in each group have the almost equal defensive position, according to which it is difficult for them to plan for the future and make responsible decisions. 35.2% of higher school students are more depressed than young adolescents, as they try to gain more from their surroundings than they do themselves. The respondents with futility life position indicating uncertainty in their lives turned out to be 24.8% among secondary school students and almost three times less among higher school students because they have already made a professional choice.

Therefore, the process of forming the life position of the student’s personality should be directed and corrected by the psychological and pedagogical staff in a constructive direction.

Thus, the study has confirmed our assumption that it is necessary to create psychological and pedagogical conditions in the educational institutions for preparing young people to develop a constructive life position. Such activities will result in adolescents' creative search for the development of their constructive life position and becoming the “masters” of their lives.

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