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## **ПСИХОЛОГІЧНІ ОСОБЛИВОСТІ СПРИЙМАННЯ СТУДЕНТАМИ РЕКЛАМНОЇ ІНФОРМАЦІЇ**

### *Анотація*

*У статті продемонстровано універсальність методу аналізу нелінійних зв'язків суміжних параметрів мотиваційної сфери особистості стосовно контексту дослідження психологічних особливостей сприймання студентами рекламної інформації. Визначено та описано типи сприймання рекламної інформації на основі аналізу співвідношення сприйнятливості студентів до інформації рекламного змісту та їх творчої спрямованості. Перший тип сприймання студентами рекламної інформації («схильний захоплюватися») характеризуються високим рівнем творчості та високою сприйнятливістю до рекламної інформації. Другий тип («розважливий») – високим рівнем творчості та низькою сприйнятливістю до рекламної інформації. Третій тип («споживацький») характеризується низьким рівнем творчості та високою сприйнятливістю до інформації рекламного змісту. Четвертий тип («консервативний») – низьким рівнем творчості та низькою сприйнятливістю до рекламної інформації. Описано психологічні особливості сприймання рекламної інформації визначених типів за показниками творчої спрямованості студентів (схильність до ризику, допитливість, складність та уява). Визначено відмінності між типами сприймання студентами інформації рекламного змісту за домінуючою*

*перцептивною модальністю (візуальною та аудіальною). Подано практичні рекомендації для студентів, які сприймають рекламну інформацію та для тих, кому необхідно більш ефективно презентувати певну інформацію.*

**Ключові слова:** *сприймання, творчість, рекламна інформація, сприйнятливність студентів до рекламної інформації, типи сприймання студентами рекламної інформації.*

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## **ПСИХОЛОГИЧЕСКИЕ ОСОБЕННОСТИ ВОСПРИЯТИЯ СТУДЕНТАМИ РЕКЛАМНОЙ ИНФОРМАЦИИ**

### ***Аннотация***

*В статье продемонстрирована универсальность метода анализа нелинейных связей смежных параметров мотивационной сферы личности в применении к контексту исследования психологических особенностей восприятия студентами рекламной информации. Выделены и описаны типы восприятия рекламной информации на основе анализа соотношения восприимчивости студентов к информации рекламного содержания и их творческой направленности. Первый тип восприятия студентами рекламной информации («увлекающийся») характеризуется высоким уровнем творчества и высокой восприимчивости к рекламной информации. Вторым типом («рассудительный») – высоким уровнем творчества и низкой восприимчивостью к рекламной информации. Третий тип («потребительский») характеризуется низким уровнем творчества и высокой восприимчивостью к информации рекламного содержания. Четвертый тип («консервативный») – низким уровнем творчества и низкой*



*восприимчивостью к рекламной информации. Описаны психологические особенности восприятия рекламной информации выделенных типов по показателям творческой направленности студентов (склонность к риску, любознательность, сложность, воображение). Показаны отличия между типами восприятия студентами рекламной информации по доминирующей перцептивной модальности (визуальной и аудиальной). Поданы практические рекомендации для студентов, которые воспринимают рекламную информацию и для тех, кому необходимо более эффективно презентовать определенную информацию.*

**Ключевые слова:** *восприятие, творчество, рекламная информация, восприимчивость студентов к рекламной информации, типы восприятия студентами рекламной информации.*

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## **PSYCHOLOGICAL FEATURES OF ADVERTISING INFORMATION PERCEPTION BY STUDENTS**

### ***Summary***

*Article demonstrates the universality of the method, used for the analysis of personality's motivational sphere related parameters nonlinear correlation, applying it in the context of the advertising information perception's psychological features research. The types of advertisement information perception basing on the analysis of correlation between students' perceptiveness to information with advertising content and their creative orientation are distinguished and described. The first type of advertisement information perception by students (conditionally*

*we named it “easily carried away”) is characterized by high level of creativity and high perceptiveness to information with advertising content. The second (“reasonable”) – by high level of creativity and low perceptiveness to advertisement information. The third type (“exploitative”) is characterized by low level of creativity and high perceptiveness to information with advertising content. The fourth (“conservative”) – by low level of creativity and low perceptiveness to advertisement information. Psychological peculiarities of advertisement information perception by the students of defined types according to the features of their creativity (risk, inquisitiveness, complexity and imagination) are described. The differences between the types of advertisement information perception by students in dominating perceptive modality (visual and audio), defined with the means of single-factor analysis of variance, are shown. Practical recommendations for students, who perceive the advertisement information and for those, who needs to present some information more effectively are given.*

**Keywords:** *perception, creation, advertisement information, students’ perceptiveness to advertisement information, types of advertisement information perception.*

**Problem statement.** Psychological researches of the personality’s cognitive sphere become more and more actual with the growth of informational flows of different quality people perceive every day. Despite numerous workouts in this direction, many questions are still opened. Characteristic for the modern informational space is growth of information content (not always high-quality), which is to be adapted by a person, appearance of new informational technologies, means of communication and transfer of information. The spreading of advertisement in mass-media and its effect on the exploitative orientation of the society, requires the research of its perception’s psychological features.

**The purpose of this article** – to study the balance of students’ susceptibility to advertising information and their creative orientation.

**Initial premises.** First of all we need to consider the definition of the notion “perception”. In APA dictionary of psychology perception is defined as “the

process or result of becoming aware of objects, relationships, and events by means of the senses, which includes such activities as recognizing, observing, and discriminating. These activities enable organisms to organize and interpret the stimuli received into meaningful knowledge and to act in a coordinated manner” [1, p. 275].

According to the V. A. Moliako’s conception of creative perception, which is developed by the Psychology of creativity Laboratory concerning different age levels and spheres of activity [7; 8], perception is a creative process. It is understood as a process (and its result) of the construction of subjectively new image, which in more or less considerable extent alters, peculiarly modifies the objects and phenomena of objective reality [3]. According to this conception there are two variants of the creative perception display: perception of the new object, when creativity may appear invariably, and finding of new elements, features and so on, while perceiving something known. It is stated, that perception of any object (person, phenomenon) is creative, because the theory of creativity is based on flowing of the objective information we perceive and on flowing of our psychic processes [4].

Basing on the theoretical positions, connecting perception with creation, we consider being reasonable to study psychological features of advertising information by student in the perspective of the balance of students’ perceptiveness to information with advertising content and their creative orientation. Perceptiveness we consider as a quality of personality’s cognitive sphere, which defines the level of the reacting on information of certain content.

**The basic material statement.** For the defining of advertisement perception characteristics we used the questionnaire “Perceptiveness to the advertisement”. It contains seven scales.

The formal block of the questionnaire includes: 1) dominating way of information presentation (audio presentation of information; visual; with the possibility to try the goods or services); 2) the source of information (television, internet, radio, leaflets, placards, posters, SMS and e-mail, information from the

distributer, advices of friends and relatives); 3) emotionality/rationality of information presentation; 4) characteristics of advertised goods or services (advertisement of goods or services, analogical to those, which already exist in their qualities or functions, but in other version (new company-producer, packing, etc); advertisement of goods or services, which combine qualities and functions of few other goods or services; advertisement of the already existing goods or services with adding to them some new qualities or functions (upgraded); advertisement of absolutely new goods or services).

The content block of the questionnaire includes such scales: 1) advertisement of goods (clothes, home appliances, foodstuff, goods for recreation and fun, goods for study, goods for hobby, presents and souvenirs); 2) advertisement of services (clothes production or repair, home services (repairs, cleaning, etc), sphere of public catering (cafes, restaurants, etc), recreation (tours and excursions organization, beauty salons, etc), study (additional courses, master-classes), hobby (sport sections, dancing, drawing, etc), gifts and souvenirs (for instance made to order), 3) relation of goods and services to reality (real, virtual, ability real goods' virtual ordering).

For the students' creative orientation defining we used the Williams' questionnaire of personality creative characteristics, modified by E. E. Tunik [9], with the help of which we defined such features of students' creativity: risk, complexity, curiosity and imagination. Risk displays in such qualities: constructive critics' perception, possibility of failure acceptance; trying to put forward hypotheses, guesses; to act in non-structured conditions; to protect own aims. Complexity displays in finding of several alternatives; seeing differences in what we have and what we may have; intention to order not ordered things; to solve difficult tasks, to have doubts in only one right solving. The displays of curiosity are playing with ideas, finding of way out in ambiguous situations, interest to riddles, puzzles; thoughts about hidden meaning of something. Imagination displays in ability for visualization, trust to intuition [9, p.12]. For the research of perception's individual features we used S. Efremtsev's questionnaire "Diagnostics

of dominating perceptive modality” [10]. It helps to define dominative perception’s channel – visual, audio or kinesthetic.

The research was lead on the base of Borys Grinchenko Kyiv University. The sample contains 48 third and fourth year students.

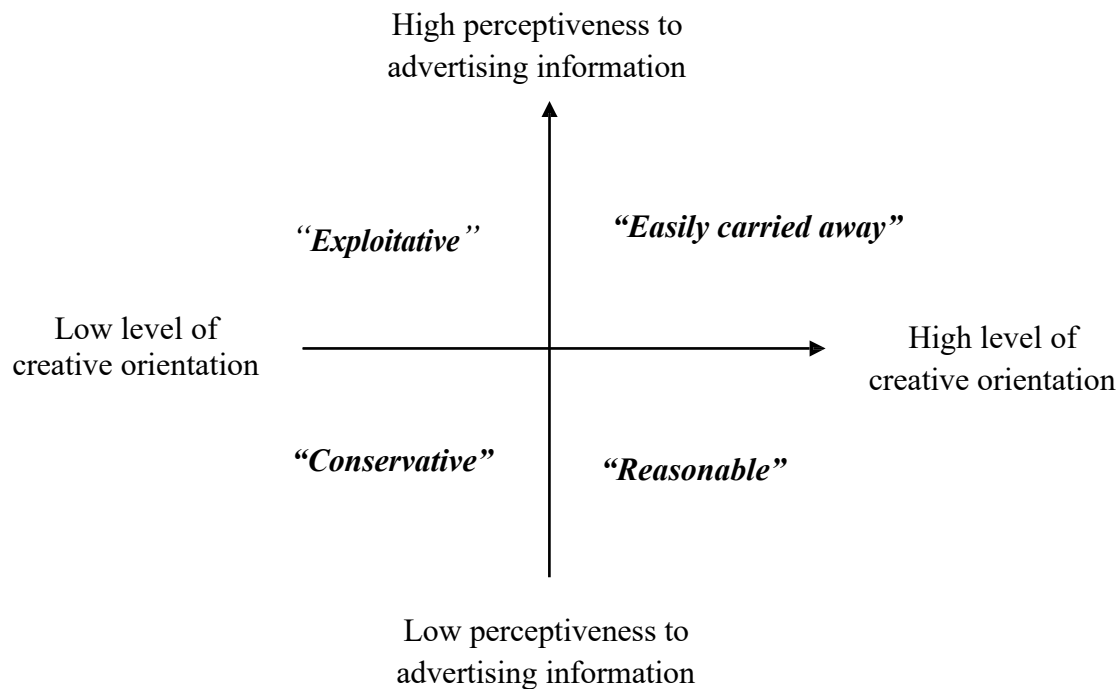
Analyzing the interrelation of students’ perceptiveness to advertising information and their creative orientation, on the basis of our empiric data we defines four types of advertisement perception by students [8, p. 114-119].

*The first type* is characterized by the high level of creative orientation and high perceptiveness to advertising information (25% of students). *The second type* – by the high level of creative orientation and low perceptiveness to advertising information (25% of students). *The third type* – by the low level of creative orientation and high perceptiveness to advertising information (25% of students). *The fourth type* – by the low level of creative orientation and low perceptiveness to advertising information (25% of students) (picture 1).

For the creation of this typology we used method, proposed for the analysis of nonlinear correlation of related parameters of personality’s motivational sphere, on the bases of which the typology of personality was created [2, 6]. The essential point of this method is in putting forward a hypothesis about orthogonality of researching parameters’ correlation that is about the existence of four conditional personality types on the assumption of this two parameters’ exposure levels – orthogonal character of correlation is considered as a criterion for the typology construction. Further with the help of analysis of variance basing on the data about other psychological characteristics is defined if the types differ. If the differences are considerable and statistically significant, hypothesis about an existence of nonlinear correlation is confirmed. In so doing we get a ready typology, which is on practice facilitates a psychological work with the representatives of described types [2].

We made an attempt to confirm the universality of this method applying it in our research context. The reason to consider, that this method is relevant to apply to the analysis of the interrelation of students’ perceptiveness to advertising

information and their creative orientation was the low correlation between this parameters ( $r=0,11$ ), taking into consideration theoretical correlation of perception and creation (according to the V. O. Moliako's conception of creative perception).



**Pic. 1. The model of advertising information perception by students**

Further we present more detailed characteristics of the defined types of advertising information perception by students. The intention to solve difficult tasks helps students, belonging to the first type to differentiate high-quality and low-quality information, to define in it constructive things, which may be useful for the own world picture creation and for social and home comfort improvement. Risk allows students, to which this type of perception is peculiar, to accept possible unexpected consequences from the choice to use advertised goods or services. Curious students may become interested in advertising information, be willing to understand it, to check out its adequacy. Curious students with high perceptiveness to the information of advertising content react on everything that is original, unusual, on the advertisement of new goods and services. Imagination allows students to amplify information, missing in advertising message, possibly not always correctly. Conditionally we named the first type “*easily carried away*”. Choosing some goods or services, students with the second type of perception may less orient on information from advertising messages. They are more interested in

real features of the necessary goods or services, their correspondence to the independently formulated criteria. Conditionally we named the second type “reasonable”. Students with the *third type* of perception mostly react on the advertisement of absolutely new goods and services. But the low level of risk, curiosity, imagination and intention to solve difficult tasks may block choosing of new goods and services, leaving the desire to by them unfulfilled. Conditionally we named this type “exploitative”. Students with the *fourth type* of perception are notable for their distrust to the information with advertising content, its denial, rejection, attitude to it as absolutely useless. They probably may use some known goods and services, then look for something new. The fourth type conditionally we named “conservative”.

With the means of single-factor analysis of variance we defined, that the types of perception differ in sensitivity to visual ( $F=6,47$ ;  $p\leq 0,01$ ) and audio ( $F=4,78$ ;  $p\leq 0,01$ ) information. Namely – the highest sensitivity has the first type, the lowest – the fourth (the results are presented in table 1). On the bases of the research results we managed to formulate some practical recommendations for students, who perceive advertisement information and for those, who need to present some information more effectively [5, p. 45-48].

**Table 1**

**Differences between types of perception in dominating perceptive modality**

Dominating perceptive modality	The types of advertisement perception				F	p
	Easily carried away	Reasonable	Exploitative	Conservative		
Visual (mean value)	11,36	9,28	10,56	7,52	6,47	0,01
Audio (mean value)	10,24	9,44	9,76	7,36	4,78	0,01

First of all, it is necessary to provide an educational work with students for the development of their ability to differentiate information of low and high quality. Advertisers apply different psychological approaches for attraction of perceiver’s attention on some goods or services. Among them it is important to

underline the actual information's excess or deficit in advertising messages, and also perversion of some notions' understanding.

Moreover, in the advertising messages, as a product of creative activity, the strategies of analogizing, combining, reconstruction and universal strategy of creative activity are applied. Analogizing displays in the advertisement of goods and services, similar to those, which already exist in their qualities or functions, but in other version (new company-producer, packing, etc); combining – in the advertisement of goods or services, integrating qualities and functions of few other goods or services; reconstruction – in the advertisement of the already existing goods or services with adding to them some new qualities or functions (upgraded), or in the advertisement, that denies something existing and presents something opposite to it; universal strategy – in the advertisement of absolutely new goods or services. Students' orientation on these characteristics may favour the constructive advertisement perception and the formation of students' professional world picture.

On the assumption of the research results, with the purpose of making students' advertisement perception more constructive, it is necessary to higher their creative orientation level, then reduce their perceptiveness to advertising information. Making the presentation of some new information more effective is possible with the means of consideration of the features of the primary audience. The defining of the advertisement perception dominating type may help to inform somebody more correctly. For instance, the representatives of the “*easily carried away*” type more frequently react on something new and original in the advertising messages. For the representatives of the “*reasonable*” type of advertisement perception, composing the message it is necessary to concentrate on concrete characteristics of the advertised goods or services, then on the creation of positive impression from it. The representatives of the “*exploitative*” type of advertisement information perception because of the low risk need some guaranties, assurance in the correspondence of the advertised goods or services to announced characteristics. For the representatives of the “*conservative*” type it is more effective while informing to base on already known facts, not trying to be original.

**Methodological significance** is in the confirmation of the universality of the method, used for the analysis of personality's motivational sphere related parameters nonlinear correlation [2, 6], applying it in the context of the advertising information perception's psychological features research.

**Conclusions.** Analyzing the interrelation of students' perceptiveness to advertising information and their creative orientation, on the basis of our empiric data we defines four types of advertisement perception by students. The first type ("*easily carried away*") is characterized by the high level of creativity and high perceptiveness to advertising information. The second type ("*reasonable*") – by the high level of creativity and low perceptiveness to advertising information. The third type ("*exploitative*") – by the low level of creativity and high perceptiveness to advertising information. The fourth type ("*conservative*") – by the low level of creativity and low perceptiveness to advertising information.

On the bases of the research results we managed to formulate some practical recommendations for students, who perceive advertisement information and for those, who need to present some information more effectively.

**The further research prospects** are in the types of advertising information perception description widening by the means of the appropriate psychological characteristics selection, in the defining of the other kinds of information perception types.

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