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ПОБУДОВА ТИПОЛОГІЇ СТУДЕНТІВ ЗА СПІВВІДНОШЕННЯМ ЕСТЕТИЧНОЇ ЧУТЛИВОСТІ ТА ДЕПРЕСІЇ

Анотація

На основі здійсненого теоретичного аналізу визначено властивості особистості як соціального прояву людини та властивості індивідності як соціального прояву індивіда. При цьому інтегральним показником особистості визначено естетичну чутливість, а інтегральним показником індивідності – депресію. Представлено узагальнений аналіз результатів емпіричного дослідження особливостей сучасних студентів, який дав можливість побудувати типологію студентів за співвідношенням інтегральних властивостей особистості та індивідності. Було виділено та описано 4 типи студентів: I тип «+ +» –



високий рівень естетичної чутливості та високий рівень депресії («Аватарність»); II тип «- +» – низький рівень естетичної чутливості та високий рівень депресії («Індивідність»); III тип «- -» – низький рівень естетичної чутливості та низький рівень депресії («Вітальність»); IV тип «+ -» – високий рівень естетичної чутливості та низький рівень депресії («Особистість»).

Побудована типологія студентів дає можливість краще зрозуміти деструктивність впливу освітнього середовища та інших соціальних впливів, що співпадають з часом навчання у закладі вищої освіти, на перетворення особистості студента. Перспективними є розробка та вдосконалення методу використання емпіричних досліджень особистості (її властивостей) як індикатора для оцінки сприятливості / несприятливості освітнього (виробничого тощо) середовища для життєдіяльності людини й розвитку її особистості.

Ключові слова: особистість, індивідність, властивості особистості, властивості індивідності, типологія студентів, освітнє середовище.

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THE CONSTRUCTION OF STUDENTS' TYPOLOGY BY THE RELATION OF AESTHETIC SENSIBILITY AND DEPRESSION

Summary

Basing on theoretical analyses the attributes of personality as a social display of a human, and the attributes of individity as a social display of an individual are defined. Besides, the integral indicator of personality is aesthetic sensibility, and the integral indicator of individity – depression. The generalized analysis of modern students' peculiarities empiric research results allowed to build the typology of students by the relation of aesthetic sensibility and depression as personality and individity integral attributes. 4 types of students were distinguished: I type «+ +» – high level of aesthetic sensibility and high level of depression (named “Avatarity”); II type «- +» – low level of aesthetic sensibility and high level of depression (named “Individity”); III type «- -» – low level of aesthetic sensibility and low level of depression (conditionally named “Vitality”); IV type «+ -» – high level of aesthetic sensibility and low level of depression (actually the type “Personality”). Basing on the revealed differences between types of students, defined by the relation of aesthetic sensibility and depression, in the level of the most studied psychological indicators, the typical psychological attributes are defined. The constructed students' typology gives us a possibility for better understanding of the destructive influence of educational surrounding and other social influences, coinciding with the time of study in a higher educational establishment, on the student's personality transformation. The perspective are the development and improvement of the method of personality (and its attributes) empiric researches application as an indicator for estimation of educational (production etc) surrounding favourableness / unfavourableness for the human vital activity and the development of his personality.

Keywords: *personality, individity, personality attributes, individity attributes, students' typology, educational surrounding.*



Problem statement. Professional growth of a student in a higher educational establishment proposes, particularly, the development of his personality attributes. However, our empirical researches show that a great number of students have the prevalence of individuality attributes on the personality attributes (it will be explained further). It testifies on the intensification of educational surrounding pressure namely on the student's personality. It forces a student to transfer from an energy-efficient way of study to energy-losing. The last forms in students a cynical attitude to the surrounding world and deprives them of the ability for mental activity.

The purpose of this article is to construct and describe the typology of students by the correlation of aesthetic sensibility (as an integral indicator of personality) and depression (as an integral indicator of individuality).

Initial premises. Modern researches of the psychology of personality problems focus mostly on the searching of personality attributes, finding the correlations between them, constructing on these bases models, revealing the influence of separate attributes on different sides of human life, activity and behaviour.

As an example, we can mention the five-factor model of personality ("Big five" model), constructed by the finding of correlation of such personality attributes as neuroticism, extraversion, openness, agreeableness, and conscientiousness with the second-order attributes [12].

Other models of personality also exist. One of them is "High Five" model, including the following personality attributes erudition, peace, cheerfulness, honesty, and tenacity. This model is created to find namely positive personality characteristics [9]. It is found that these factors have a positive correlation with Big five factors: erudition with openness, peace with emotional stability, cheerfulness with extraversion, honesty with agreeableness, the tenacity with conscientiousness [10].

Many studies are also devoted to the finding of personality attributes influence on different human life sides: on the academic achievements [9]; on the interest in art [8]; on



the artistic orientations in paintings perception [15]; on the health behaviour [11] and many other.

The basic material statement. Our theoretical-empirical research is provided by following psychological indicators: empathy (questionnaire “The diagnostic of empathic abilities” by V. V. Boiko [1]), mental stability / mental instability, sociability/introversion, emotional insensitivity/sensitivity (the multifactor personality questionnaire by V. M. Melnikov & L. T. Yampolsky “Psychodiagnostic test” (PDT) [2; 6], and creative personality characteristics: risk, curiosity, complexity, imagination (by the F. E. Williams questionnaire (16), modified by O. E. Tunik [7]. Namely, these methods were used for empirical data acquisition.

The multifactor personality questionnaire by V. M. Melnikov and L. T. Yampolsky “Psychodiagnostic test” (PDT) allows distinguishing ten low-level scales (“neuroticism”, “psychoticism”, “depression”, “conscientiousness”, “disinhibition”, “general activity”, “modesty”, “communicability”, “aesthetic sensibility” “femininity”) and four high-level scales, which are the generalization of the low-level scales. Namely, “mental imbalance” is a generalization of grades by three low-level scales “neuroticism”, “psychoticism”, “depression” and is purposed for the integral estimation of personality mental stability level; ‘asociality’ is a generalization of grades by two low-level scales – “conscientiousness” and “disinhibition” – and is purposed for the integral estimation of personality social adaptation; “introversion” is a generalization of grades by three low-level scales – “general activity”, “modesty”, “communicability” – and provides an integral estimation the personality sociability level; “sensitivity” is a generalization of grades by two low-level scales – “aesthetic sensibility” “femininity” – and is purposed on the integral estimation of emotional experience delicacy [2; 6].

Our research is based on the F. M. Podshyvailov’s statement [3, p. 267] about the ambivalent relation of the notions “individual” and “human”, when “individual” is observed as a state, demanding for resource inflow. The external indicator of an individual



is individity, internal – polycentricity. A human is observed as a state when only its resource is used. The external indicator of human is personality, internal – individuality.

Thus, further, we observe the notion “personality” (as an external, social indicator of a human) and “individity” (as an external, social indicator of an individual) in their ambivalent relation.

Also, we are guided by the axiomatic statements of notional calculus about that: any notion has a form and a content; any notion, having the form and the content, always have a static and dynamic (cyclic) appearance; any notion has, as a rule, no more than four types; any notion has, as a rule, no more than nine system-forming parameters [3; 4].

Theoretical analysis of defined psychological indicators basing on the above-mentioned conceptual statements concerning scientific researches of difficult psychological and social phenomena enabled defining the attributes of personality as a social indicator of a human and of individity as a social indicator of an individual.

The personality attributes are defined: 1) sociability; 2) curiosity; 3) empathy; 4) creative curiosity (as an emotional insensitivity; 5) aesthetic sensibility (as a conscientious sociability); 6) sensitive empathy; 7) creativity; 8) sensitivity; 9) conscientiousness.

The individity attributes are distinguished: 1) psychoticism; 2) mental imbalance; 3) disinhibition; 4) dominance tendency (as an emotional insensitivity of mental instability); 5) depression (as a neurotic psychoticism); 6) risk (as asocial disinhibition); 7) emotional insensitivity; 8) asociality; 9) neuroticism. Besides the integral indicator of personality is an aesthetic sensibility, and an integral indicator of individity is depression.

The empiric research analysis, conducted during February 2018 – February 2020, was made according to the defined attributes of personality and individity. The research sample is I-VI year students of different specialities in higher educational establishments of Ukraine. The average age of respondents is 20 years. A general number of respondents is 195.



Since aesthetic sensibility (as an integral indicator of personality) and depression (as an integral indicator of individuality) are in ambivalent relation, they do not correlate (in our sample $r=0.13$). That is why for the typology construction we used the method of psychological parameters' nonlinear relations analysis, proposed by F. M. Podshyvailov for the construction of the typologies of personality by the motivational sphere indicators [3; 14]. This method essence is in the assumption about the existence of a nonlinear connection between researched parameters and orthogonality of their relation in a case when despite the psychological connection of these parameters (for instance, striving for success and failure avoidance or perfectionism and adaptivity etc), the correlation between them is small ($r < \pm 0,25$). The criterion for a typology of personality construction is orthogonal, in other words, the quadripolar character of two indicators relation. Two indicators are placed in an orthogonal coordinate system, where on the axis 'x' is placed, for instance, the level of success achievement motivation, and on the axis 'y' – the failure avoidance motivation level. The next step is distinguishing of four conditional types of personality, on the assumption of both indicators levels (high/high, high/low, low/high and low/low). Further with the help of dispersion analysis and/or U-criterion of Mann-Whitney basing on the got results about the various other psychological characteristics of personality the statistical significance of the differences between the types is defined. If the differences are considerable and statistically significant on the majority of psychological characteristics, the assumption about the nonlinear connection existence is confirmed. Thus the algorithm of personality typology construction was created. At the same time, it can be the method of related psychological parameters nonlinear connection analysis [3; 5; 14].

By the relation of aesthetic sensibility (as an integral indicator of personality) and depression (as an integral indicator of individuality) we defined 4 types of students: I type «+ +» (31,8%) consists of students with a high level of aesthetic sensibility and high level of depression (named "Avatarity"); II type «- +» (17,4%) consists of students with a low



level of aesthetic sensibility and high level of depression (named “Individity”); III type «– →» (25,2%) contains students with a low level of aesthetic sensibility and low level of depression (conditionally named “Vitality”); IV type «+ →» (25,6%) consists of students with a high level of aesthetic sensibility and low level of depression (actually the type “Personality”). Further, we used U-criterion of Mann-Whitney, with the help of which we compared pairwise the defined types by the researched attributes. The calculations results are presented in Table 1. The statistically significant differences in types of students by the researched psychological indicators were also found with the use of dispersion analysis. The results of these calculations we presented in other publication [5].

Table 1. The differences between types in the researched psychological indicators (U-criterion of Mann-Whitney)

Indicators	I/II type		I/III type		I/IV type		II/III type		II/IV type		III/IV type	
	U	p	U	p	U	p	U	p	U	p	U	p
Attributes of personality												
1 Sociability	826,00	0,08	968,50	0,00	1134,00	0,02	695,00	0,20	764,50	0,44	1151,50	0,61
2 Curiosity	953,00	0,44	1348,50	0,31	1419,00	0,44	817,00	0,89	817,50	0,77	1196,00	0,84
3 Empathy	965,50	0,50	1439,50	0,64	1375,00	0,31	811,50	0,85	831,50	0,87	1150,00	0,60
4 Creative curiosity	994,50	0,65	1421,00	0,56	1389,00	0,35	821,00	0,92	831,00	0,87	1148,00	0,59
5 Aesthetic sensibility (axis y)												
6 Sensitive empathy	826,00	0,08	968,50	0,00	1134,00	0,02	695,00	0,20	764,50	0,44	1151,50	0,61
7 Creativity	1038,00	0,91	1499,00	0,91	1356,00	0,26	821,00	0,92	787,50	0,57	1040,00	0,20
8 Sensitivity	490,00	0,00	518,50	0,00	1450,00	0,56	757,00	0,48	343,00	0,00	358,00	0,00
9 Conscientiousness	971,00	0,53	1077,50	0,01	1289,00	0,13	642,00	0,08	764,00	0,44	1107,50	0,41



Attributes of individuality

1	Psychotism	930,50	0,35	752,50	0,00	870,50	0,00	503,50	0,00	560,50	0,01	1170,50	0,71
2	Mental imbalance	993,00	0,64	472,00	0,00	541,00	0,00	265,50	0,00	296,00	0,00	1184,00	0,78
3	Disinhibition	1043,00	0,94	1336,00	0,28	1287,50	0,13	732,00	0,35	687,50	0,14	1129,50	0,51
4	Inclination for dominance	667,00	0,00	485,50	0,00	975,00	0,00	557,50	0,01	818,00	0,77	716,00	0,00

5 Depression (axis x)

6	Risk	1053,00	1,00	1423,00	0,57	1487,50	0,72	797,00	0,74	823,50	0,81	1086,50	0,33
7	Emotional insensitivity	490,00	0,00	518,50	0,00	1450,00	0,56	757,00	0,48	343,00	0,00	358,00	0,00
8	Asociality	1037,00	0,90	1360,50	0,35	1439,50	0,52	761,50	0,51	774,50	0,49	1028,50	0,17
9	Neuroticism	936,00	0,37	744,50	0,00	861,00	0,00	506,00	0,00	552,00	0,01	1197,50	0,85

Other indicators

1	Modesty	799,00	0,05	859,50	0,00	1032,00	0,50	683,17	0,00	738,31	0,00	1127,50	0,50
2	Femininity	573,00	0,00	536,50	0,00	1318,50	0,18	654,50	0,10	561,50	0,01	542,50	0,00
3	Imagination	1038,50	0,91	1247,50	0,11	1542,50	0,97	663,00	0,12	840,50	0,93	1009,00	0,13
4	Introversion	826,00	0,08	968,50	0,00	1134,00	0,02	695,00	0,20	764,50	0,44	1151,50	0,61
5	General activity	911,00	0,27	1437,50	0,63	1249,50	0,08	669,50	0,13	566,50	0,01	1042,00	0,20
6	Communicability	1026,50	0,84	1468,50	0,77	1324,00	0,19	827,50	0,96	740,50	0,32	1100,00	0,38
7	Complexity	1023,50	0,82	1143,50	0,03	1160,50	0,02	704,50	0,24	714,50	0,22	1140,50	0,56

Further, we make average values comparative analyses of distinguished typological attributes of students through separate types considering their normative average value. A high level we may consider the indicator with the highest average value among four types.



A low level is the lowest average indicator value. Thereafter, as middle we may consider the level, taking intermediate place among the highest and lowest average value of the researched parameter among all four types with the consideration of statistically significant differences between average normative values.

The description of students' types by the 'high', 'middle', 'low' levels (comparing with other types, but not the proper intensity of some psychological attribute in our respondents) is presented in Table 2.

Table 2. The description of students' types by the levels of psychological attributes comparing with types

Indicator	I type «+ +» «Avatarity»	II type «- +» «Individity»	III type «- -» «Vitality»	IV type «+ -» «Personality»	
	level	level	level	level	
Attributes of personality					
1 .	Sociability	low	middle	<i>high</i>	<i>high</i>
2 .	Curiosity	middle	middle	middle	middle
3 .	Empathy	middle	middle	middle	middle
4 .	Creative curiosity	middle	middle	middle	middle
5 .	Aesthetic sensitivity (<i>axis y</i>)	<i>high</i>	<i>low</i>	<i>low</i>	<i>high</i>
6 .	Sensitive empathy	high	middle	<i>low</i>	<i>middle</i>
7 .	Creativity	middle	middle	middle	<i>middle</i>
8 .	Sensitivity	<i>high</i>	low	<i>low</i>	<i>high</i>



9	Conscientiousness	<i>high</i>	middle	<i>low</i>	<i>middle</i>
.	Attributes of individity				
1	Psychotism	<i>high</i>	<i>high</i>	<i>low</i>	low
.					
2	Mental imbalance	<i>high</i>	<i>high</i>	<i>low</i>	low
.					
3	Disinhibition	high	high	middle	low
.					
4	Inclination for dominance	high	<i>middle</i>	low	middle
.					
5	Depression (<i>axis x</i>)	<i>high</i>	<i>high</i>	<i>low</i>	<i>low</i>
.					
6	Risk	middle	middle	low	middle
.					
7	Emotional insensitivity	low	<i>high</i>	high	low
.					
8	Asociality	middle	middle	high	low
.					
9	Neuroticism	<i>high</i>	<i>high</i>	<i>low</i>	low
.	Other indicators				
1	Modesty	<i>high</i>	middle	<i>low</i>	middle
.					
2	Femininity	<i>high</i>	middle	<i>low</i>	<i>high</i>
.					
3	Imagination	<i>middle</i>	middle	low	<i>middle</i>
.					
4	Introversion	<i>high</i>	high	low	middle
.					
5	General activity	middle	high	<i>middle</i>	<i>low</i>
.					
6	Communicability	low	low	middle	high
.					
7	Complexity	low	low	middle	<i>high</i>



If to pay attention to typological attributes, we may notice following peculiarities of distinguished types. For the I type (high level of aesthetic sensibility with a high level of depression), the attributes of which are neuroticism, conscientious, introversion, imagination, abulia (as psychotic neuroticism), sensitivity (and it's component of lower grade – femininity), mental imbalance, modesty, psychoticism, distinctive is a high level (comparing with other types) of all mentioned attributes, excepting imagination, the level of which is defined as the middle. For the II type (low level of aesthetic sensibility with a high level of depression), comparing with other types, characteristic is a high level of psychoticism, mental imbalance, emotional insensibility, neuroticism and middle level of dominance tendency. The III type (low level of aesthetic sensibility with a low level of depression) is characterized by a low level of psychoticism, mental imbalance, sensitive empathy, femininity, sensitivity, modesty, conscientious, neuroticism and at the same time the high level of sociability and a component of lower grade – general activity. Distinguishing for the IV type (high level of aesthetic sensibility with a low level of depression) are high levels of sociability (and low level of its component of lower grade – general activity), sensitivity (and its component of lower grade – femininity), middle levels of sensitive empathy, conscientiousness, creativity (and its components of lower grade – high level of complexity and middle level of imagination).

The psychological attributes, which have statistically significant differences as by the dispersion analysis, and by the U-criterion of Mann-Whitney, we concern as typological. Figure 1 shows the psychological parameters, defined as typological for each of the distinguished types of students.

1. High sociability - low general activity	<i>High aesthetic sensibility</i>	1. High neuroticism
2. Middle sensitive empathy		2. High conscientiousness
3. Middle creativity		3. High introversion 4. Middle imagination



<ul style="list-style-type: none"> - high complexity - middle imagination 4. High sensitivity <ul style="list-style-type: none"> - high femininity 5. Middle conscientiousness <p>IV type «+ -» «Personality »</p> <p><i>Low level of depression</i></p>	<p>I type «+ +» «Avatarity»</p> <ul style="list-style-type: none"> 5. High abulia (as a psychotic neuroticism) 6. High sensitivity <ul style="list-style-type: none"> - high femininity 7. High mental imbalance 8. High modesty 9. High psychoticism
<ul style="list-style-type: none"> 1. Low psychoticism 2. Low mental imbalance 3. Low sensitive empathy 4. Low femininity 5. High sociability <ul style="list-style-type: none"> - middle general activity 6. Low sensitivity 7. Low modesty 8. Low conscientious 9. Low neuroticism <p>III type «- -» «Vitality»</p>	<p>II type «- +» «Individity»</p> <p><i>Low aesthetic sensibility</i></p> <p>High level of depression</p> <ul style="list-style-type: none"> 1. High psychoticism 2. High mental imbalance 3. Middle dominance tendency 4. High emotional insensibility 5. High neuroticism

Figure 1: Characteristics of students' types by the relation of personality and individity integral attributes.

As we can see, the I type is characterized by neuroticism, conscientious, introversion, imagination, abulia (as psychotic neuroticism), sensitivity (and its component of lower grade – femininity), mental imbalance, modesty, psychoticism. This type is named “Avatarity”, basing on widely used in modern informational space notion “avatar” for the notation of small static or animated picture of a user for the presentation in blogs, chats etc [13]. Under the “avatarity” we understand the combination in a person of natural (in our case – personality attributes) with artificially implemented under the hard



pressure of an aggressive surrounding (in our case – individuality attributes), when artificial, being antipode to natural, starts to dominate at expense of active parasitizing, reduction (destruction) of a human resource.

The II type is characterized by psychoticism, mental imbalance, dominance tendency, emotional insensibility, neuroticism. The II type is named “Individity”. We understand “individity” as an external, social indicator of an individual. An individual is observed as a state, demanding permanent external resource flow. Individual, as a representative of Homo Sapience, still not acquiring from birth the ability to produce, create own life resource, adapts to survive at expense of the resource, taken from someone else.

The III type is characterized by psychoticism, mental imbalance, sensitive empathy, femininity, sociability (as a component of lower grade – general activity), sensitivity, modesty, conscientiousness, neuroticism. The III type is named “Vitality” from the word “vital” (Latin “Vitalis”) – life, viable, tenacious, belonging to life phenomena. Under ‘vitality’ we understand such type of a human, when whether the only (almost instinctive) remains the striving of a person to survive in the situation of personality resource loss, to keep the vital functions of the organism by the reduction of the main personality and individity mental attributes level.

The IV type is characterized by sociability (and its component of lower grade – general activity), sensitive empathy, creativity (and its components of lower grade – complexity and imagination), sensitivity (and its component of lower grade – femininity), conscientious. The IV type is named “Personality”. Let’s emphasize, that we define “personality” as an external, social indicator of a human. Human, at the same time, is observed as a state, when only own resource is used and the ability to create a vital resource is present. The external indicator of a human is personality, the internal – individuality. To the extended characteristics of the defined types, we devoted another publication [5].



Methodological significance. The possibility for development and improvement of the method of personality (and its attributes) empiric researches application as an indicator for estimation of educational (production etc) surrounding favourableness / unfavourableness for the human vital activity and the development of his personality.

Conclusions. Theoretical analyses gave a possibility to define the attributes of personality as a social display of a man, and the attributes of individity as a social display of an individual. The personality attributes are: 1) sociability; 2) curiosity; 3) empathy; 4) creative curiosity; 5) aesthetic sensibility (as a conscientious sociability); 6) sensitive empathy; 7) creativity; 8) sensitivity; 9) conscientious. The attributes of individity are: 1) psychotism; 2) mental imbalance; 3) disinhibition; 4) dominance tendency (as a neurotic psychotism); 5) depression (as an emotional insensibility of mental imbalance; 6) risk inclination; 7) emotional insensibility; 8) asociality; 9) neuroticism. Besides, the integral indicator of personality is aesthetic sensibility, and the integral indicator of individity – depression.

Generalized analysis of the modern students' peculiarities empiric research results allowed constructing the typology of students by the relation of personality and individity integral attributes. 4 types of students were distinguished: I type «+ +» consists of students with a high level of aesthetic sensibility and high level of depression (named "Avatarity"); II type «- +» consists of students with a low level of aesthetic sensibility and high level of depression (named "Individity"); III type «- -» contains students with a low level of aesthetic sensibility and low level of depression (conditionally named "Vitality"); IV type «+ -» consists of students with a high level of aesthetic sensibility and low level of depression (actually the type "Personality").

The constructed students' typology allows understanding better the destructiveness of educational surrounding influence and other social influences, corresponding with the time of study in a higher educational establishment, on the transformation of a student's



personality. These transformations have a cyclic character: the type “Personality” in case of unfavourable conditions transfer to the type “Avatarity” (under the influence of hard conditions in the situation of high tension, turbulence, destruction of balance, when all indicators work in maximum – and the intensive waste of personality resource), which in its turn can transfer to the type “Individity” (this type has no its own personality resource and exists at expense of the resource, taken from someone, but it can’t continue permanently, because no one would not spend his own resource for someone strange). And further, the transfer to the ‘vitality’ type may happen (when the personality is totally exhausted, even the ability to take the resource outside is lost, the resource of the organism is left only for the support of elementary vital functions, elementary life sustenance; they feel an extra need for rest, reduction of all needs and mental functions). If a person on this stage succeeds to reconsider the values, senses, to refuse from the prestige motivation in any of its displays (first of all – appears an ability to recognize the prestige motivation, and then appears the ability not to act under its influence – and it may take a long time), then the renewal of personality resource may start and the cycle finish – transfer to the type “personality”. In so doing, personality enriches with gained experience of self-preservation, renewing and development of its creative resource.

This is an optimistic scenario of human development. At the same time, we should mention, that in hard conditions, life circumstances, without proper internal support the “sticking” of a person in some type (in type I, II, III) can happen with all destructive consequences for his or her personality.

Factual personality development occurs only when a person (student) is in the state of type IV (“personality”). We may call modern educational surrounding destructive or even toxic for the personality. The confirmation of this is our research sample, where the IV type has only 25% of students, and 75% of students experience serious trials concerning their personality attributes when the development of individity attributes is stimulated.



That's why **in perspective** it is necessary to find out what premises, factors and conditions of educational surrounding cause the transfer of a man from type IV into the types I, II, III and, thereby, are dangerous for personality attributes. With the purpose to reveal these destructive factors of educational surrounding it is necessary to organize the social-psychological-pedagogical scientific researches, including the higher educational establishments of other countries, in the in the course of which it is also necessary to find out the ways of educational surrounding recreation. And, finally, to make (construct) the educational surrounding favourable namely for student's personality, but not for individity.

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