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José María Pino Suárez 400-2 esq a Lerdo de Tejada, Toluca, Estado de México. 7223898473*

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**TÍTULO:** Dimensiones espiritual y psicológica, y el desarrollo de la personalidad.

**AUTORES:**

1. Ph.D. Regina R. Ismagilova.
2. Ph.D. Gulnaz R. Sibaeva.
3. Ph.D. Izida I. Ishmuradova.

**RESUMEN:** De particular interés es el estudio del origen y la formación del problema de la cognición de la espiritualidad, su contenido llena a los adolescentes y estudiantes de secundaria. En el curso del estudio, se destacaron las características éticas y psicológicas; estudio teórico de problemas asociados con la búsqueda de métodos de diagnóstico y la formación de un complejo moral y ético. Se desarrolló y aplicó un estudio experimental con el método "Good-Evil" -2 (Form B) como una variante de la modificación del "Good-Evil" -1 (Form A) y la aprobación de la tecnología desarrollada sobre su base (capacitación con elementos de discusión); tuvo como objetivo cambiar dinámicamente las características ético-psicológicas de los adolescentes.

**PALABRAS CLAVES:** espiritualidad, características ético-psicológicas; "Good-Evil" -1, "Good-Evil" -2.

**TITLE:** Spiritual and psychological dimension and personality development.

**AUTHORS:**

1. Ph.D. Regina R. Ismagilova.
2. Ph.D. Gulnaz R. Sibaeva.
3. Ph.D. Izida I. Ishmuradova.

**ABSTRACT:** Of particular interest is the study of the origin and formation of the problem of cognition of spirituality, its content fills adolescents and high school students. In the course of the study, ethical and psychological characteristics were highlighted as theoretical study of problems associated with the search for diagnostic methods and the formation of a moral and ethical complex. An experimental study was developed and applied with the "Good-Evil" -2 method (Form B) as a variant of the modification of "Good-Evil" -1 (Form A), and the approval of the technology developed on its basis ( training with discussion items); it aimed to dynamically change the ethical-psychological characteristics of adolescents.

**KEY WORDS:** spirituality, Ethical-Psychological characteristics; "Good-Evil"-1, "Good-Evil"-2.

**INTRODUCTION.**

For the last decade in the domestic psychology in the works of B. Brother, F. Vasilyuk, V. Zinchenko, V. Znakova, E. Isaeva, N. Maryasova, B. Nichiporova, V. Slobodchikova, L. Yassman and others, an attempt is made to lay the foundations of spiritual psychology as a special form of rational knowledge about the formation of the subjective spirit of a person within his individual life.

Most domestic psychologists share the thesis that spirituality is associated with morality. The spiritual life of a person is always turned to another, to society. A person is spiritual, insofar as he acts in accordance with the highest moral values of the human community, is able to act in accordance with them.

In the framework of the activity, approach embodied in the works of S. Rubinstein, the main provisions were formulated, which are of special methodological importance for the solution of this problem. The author notes that the ethical for us in no way reduces to morality in the sense of moralizing, in the sense of morality from the outside; the ethical problem is the problem of the very essence of man in his relation to other people.

In turn, L. Popov regards the ethical component as a complex characteristic, including two poles of direction (towards good or evil), and determines its main structural components, which are expressed in social ethical qualities that determine the mutual relations of people with each other (Popov, 2008; Ismagilova & Popov, 2014; Rifgatovna et al., 2017).

The experimental stage of the research is related to the work on the measurement of personal properties, value orientations, aggressiveness, conflict, empathy, responsibility, interpersonal relations. These authors, ethico-psychological characteristics were considered along with other personal qualities.

At the stage of development of the arsenal of measuring methods, certain ethical and psychological characteristics are investigated as basic: responsibility, envy, selfishness, cynicism, trust, conscience, "Good-Evil" (Popov, 2008), moral self-determination.

However, the number of ethical and psychological characteristics is great, many of them are not represented in psychodiagnostics, and existing methods are often not reliable and valid, in addition, not all of them are adapted to adolescence and adolescence.

And along with this, the analysis of the development of ethical and psychological characteristics in the adolescent and youth environment, according to D. Feldstein is particularly relevant, since it is this age that researchers singled out as a sensitive stage in the moral development of the individual (Ismagilova & Popov, 2010).

The scientific and practical problem of this study is determined by the contradiction arising in the practical branches of psychology between the need for psychological tools necessary for the diagnosis of the ethical and psychological characteristics of adolescents and adolescents, and its inadequate representation. The propensity of psychologists to developing influence on ethical-psychological characteristics is often not supported by appropriate technology and adequate, valid psychodiagnostic support. In this regard, it becomes obvious the problem of developing easy-to-use and effective methods for diagnosing and developing the ethical-psychological qualities of the individual in adolescence and adolescence.

We set a goal - to develop and experimentally test the developing technology (training) aimed at achieving positive dynamics of the ethical and psychological characteristics of adolescents and young men (girls).

As the research tasks were put forward the following:

1. On the basis of theoretical analysis, it is necessary to characterize the moral and ethical component of the personality and to identify its ethico-psychological characteristics corresponding to adolescence and adolescence.
2. To create a modification of the diagnostic methodology of "Good-Evil" for the purpose of age-appropriate diagnosis of the ethical and psychological characteristics of adolescents and adolescents.
3. Empirically reveal the degree of expression of ethical and psychological characteristics in students of adolescence and adolescence.
4. To substantiate the content of technology (training with elements of discussion) aimed at a positive change in the ethical and psychological characteristics of adolescents and adolescents.

5. By revealing the dynamics of the ethical-psychological characteristics of students in the conditions of the formative experiment (training with elements of discussion) to prove the effectiveness of the developed technology.

## **DEVELOPMENT.**

### **Methods.**

As the main diagnostic techniques, the tests of "Good-Evil"-1 and a specially developed version of it - "Good-Evil-2" (Ismagilova & Popov, 2011), is oriented to the respondents of adolescent and youthful age (Ismagilova & Popov, 2011; Ismagilova & Popov, 2011).

The sample of the study was 280 subjects, of which the first group included 170 adolescents aged 12-15 years, the second group included 170 students of adolescence 16-17 years. The judgment about the reliability of the Good-Evil measuring instrument -2 was compiled on the basis of the correlation coefficient between the results of the first and second surveys.

To calculate the method validity coefficient, the results obtained with the use of the GE-2 diagnostic method were compared with the data of the basic GE diagnostic method, the reliability and validity of which is considered established.

To determine the internal matching of the parameters of the basic methodology GE and its modification GE-2, the level of significance of the obtained values of the correlation coefficients was determined.

A mandatory method for testing the method is the method for assessing the correspondence of results to a normal distribution. After this stage of proving the validity and reliability of the diagnostic method GE-2, the next stage was the diagnosis of the degree of expression of ethical-psychological characteristics in students - adolescents and boys (girls) using both methods.

Based on the results of the preliminary diagnosis, two experimental groups were created: adolescent students (n = 32), students of adolescence (n = 28), and two control groups: adolescents (n = 71), adolescents (n = 62).

The process of moral development was carried out as a process of assimilation of ethical knowledge and comprehension of them; emotional acceptance of ethical norms, development of moral self-esteem, moral qualities of the person and their transformation into an internal regulator of behavior. The created technology (training with elements of discussion) assumed the following stages and forms of group work:

1. Exercises for group rallying.
2. Study of ethical vocabulary.
3. Exercises for the actualization of ethical and psychological characteristics (Work with images, speech strategies, self-evaluation).
4. Discussion as a "dialogue of votes", as an opinion on the ethical characteristics being studied; "The dialogue of images," as the comprehension of artistic, literary, historical images and contemporaries in their ethical context of the characteristics studied.
5. By revealing the dynamics of the ethical-psychological characteristics of students in the conditions of the formative experiment (training with elements of discussion) to prove the effectiveness of the developed technology (Rubinstein, 2003; Feldshtein, 2005; Sibaeva, 2009).

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To determine the internal matching of the parameters of the basic methodology "Good-Evil" and its modification "Good-Evil"-2, the level of significance of the obtained values of the correlation coefficients was determined.

A mandatory method for testing the method is the method for assessing the correspondence of results to a normal distribution. After this stage of proving the validity and reliability of the diagnostic method "Good-Evil"-2, the next stage was the diagnosis of the degree of expression of ethico-psychological characteristics in students - adolescents and boys (girls) using both methods.

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4. Discussion as a "dialogue of votes", as an opinion on the ethical characteristics being studied; "The dialogue of images," as the comprehension of artistic, literary, historical images and contemporaries in their ethical context of the characteristics studied.

5. Exercise "Let's talk with the" great". This exercise allows participants to discuss alternative judgments of thinkers with the inclusion of aphorisms, various statements about the ethical and psychological characteristics of the functions of good and evil; to compare with the problems of modern life, with the isolation and comprehension of the identity in them.

6. Mini-lectures on familiarization with ethical and psychological characteristics.

7. Demonstration of slides, discussion of video materials.

### **Results and discussion.**

The identity of the results of applying the basic methodology of "Good-Evil"-1 and its age-adapted modification also supports the validity of the "Good-Evil"-2 methodology.

Analysis of the results of comparison of adolescent and youth groups (both with the use of "Good-Evil" and "Good-Evil"-2) using Student's t-test revealed significant differences in ethical and psychological characteristics at a very high level of significance (in both female and male samples). In both cases, according to both methods, the level of Good is significantly higher than the level of Evil (p 0.001). The function "Evil" has minor differences between girls and boys. Sexual comparisons have shown that there are significant differences in favor of girls in the development of the "Good" function (p 0.001).

Based on the statistical comparison of the mean values of the investigated indices of independent samples (experimental and control groups) using the Student's t-test obtained in the diagnostic sections before and after the training, as well as the F-Fisher test and the pairwise conjugate variant by the G-sign criterion, to draw a conclusion about the positive dynamics of ethical-psychological

characteristics according to the function of "Good" in students of adolescence and adolescence in conditions of training with elements of discussion.

Thus, the indicator "Good" in the experimental groups was (according to the Fisher criterion) in adolescents aged 12-15 years  $F=6.14$ ; in students of adolescence 16-17 years  $F=4.16$ . The indicator "Evil" - in adolescents aged 12-15 years  $F=4.16$ ; in students of adolescence 16-17 years old  $F=3.14$ . In the experimental groups, statistically significant differences in the values of the ethico-psychological characteristics diagnosed before and after the experiment were revealed.

In the control groups, a small age-positive dynamics of integral assessments of the ethical-psychological characteristics was also found, but in comparison with the data obtained in the experimental groups, the changes that occurred are insignificant - in most cases they do not reach the level of reliability (Rifgatovna et al., 2017; Rorov & Ismagilova, 2008; Ismagilova & Popov, 2012).

## **CONCLUSIONS.**

On the basis of the pupils of adolescence and adolescence, the differentiation of all ethico-psychological characteristics according to the functions "Good" and "Evil", on core, deep, superficial, is confirmed. By the function of "Good" - it is superficial manifestations (modesty, honesty, etc.), profound manifestations (trust, responsibility, tact, etc.), core manifestations (disinterestedness, self-sacrifice, conscientiousness, etc.). By the function of "Evil" - these are superficial manifestations (vanity, ambitious sycophancy, etc.), deep manifestations (envy, cunning, cynicism, etc.), core manifestations (rudeness, rudeness, slander, etc.).

It is established that the authoritative modification of the "Good-Evil"-2 (form B) method, validated and tested for reliability, can be considered as a diagnostic tool for measuring the ethical and psychological characteristics of adolescents and adolescents.

It turned out that the ethical and psychological characteristics that make up the ethical layer of the personality structure are distinguished by their qualitative uniqueness in students of adolescence and adolescence. Both of them have a much higher level of "Good" in girls (girls) than boys (boys), while the indicators of the "Evil" function have minor discrepancies.

The author's technology (training with elements of discussion) that contributes to a dynamic change in ethical-psychological characteristics, and on the whole, the integral indicator "Humanity" in students of adolescence and adolescence has received positive experimental confirmation.

The hypothesis of the study was confirmed: an experimental study using the "Good-Evil"-2 diagnostic technique (Form B) and testing of the technology developed on its basis (training with elements of discussion) aimed at dynamically changing the ethical-psychological characteristics of students adolescence and adolescence, allows us to talk about the possibility of effective practical work with the ethical component of the individual.

The promising areas of the study are the further improvement of the diagnostic methodology of the Good-Evil -2 (Form B) using the technique of control questions ("lie scale") and "Polygraph" ("lie detector").

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#### **DATA OF THE AUTHORS.**

1. **Regina R. Ismagilova.** Kazan Federal University.
2. **Gulnaz R. Sibaeva.** Kazan Federal University. Email: [sigura2@mail.ru](mailto:sigura2@mail.ru)
3. **Izida I. Ishmuradova.** Kazan Federal University.

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