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DOCTORAL SCHOOL OF SOCIAL AND EDUCATIONAL SCIENCES**

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**SPECIFIC TRAITS OF REFLECTION AND PERSONALITY  
MATURITY AMONG PEOPLE WITH DIFFERENT  
LONELINESS EXPERIENCES**

**EXTENDED ABSTRACT OF DISSERTATION**

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The extended abstract of the dissertation and the dissertation are available on the websites of the Doctoral School of Social and Educational Sciences of the Moldova State University ([http://psesas.usm.md/psi\\_doctor.html](http://psesas.usm.md/psi_doctor.html)) and ANACEC (<https://anacec.md>).

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## THE CONCEPTUAL FRAMEWORK OF THE RESEARCH

The **relevance** of the topic is determined by modern trends, dictating an increase in the number of people for whom loneliness is accompanied by negative experiences and the fear of being alone. There is a need for the formation of communicative competencies and social adaptation, as well as targeted training in methods that allow using the experience of loneliness as a resource for personal development.

The analysis of scientific literature reveals, on the one hand, that researchers see loneliness as negative, on the other hand, they also recognize the need for loneliness for self-knowledge and human development. In particular, Moustakas C. views loneliness as solitude required for auto-communication, a pause taken by a person to process the integration of experience. [26]

As the key phenomena accompanying and supporting a person in the process of gaining self-knowledge and personality development, researchers highlight the phenomena of *reflection*. The analysis of research on reflection highlights a number of key aspects. The first refers to creative thinking; the second is the socio-psychological aspect that affects the cooperative activity of people; and the third is based on the study of the emotional component of personality and is associated with self-awareness and self-regulation.

Reflection plays a significant role in the process of personality development - the opportunity to look at oneself from the outside, to analyze the possibility of achieving a certain "ideal self", the image of which is formed throughout life. Personal maturity acts as an integral quality of a person, which determines such an organization of his life activity, in which the person is the subject of his life process, successfully realizing the set life tasks. In this regard, the concept of maturity turns out to be associated with self-actualization, since in the course of this process the personality is freed from the neurotic problems of life, turning to true human problems, existential problems, and also acquires the ability to become sufficiently stable in order to effectively solve them, as well as other tasks that life sets a person [4, 20, 23].

Both reflection and personality maturity are linked to life goals and activity objectives and are viewed through the prism of a person's own ways of being.

Based on the aforementioned, we can conclude that the phenomena of reflection and personality maturity are important factors in the experience of the phenomena of loneliness.

### **The degree of elaboration and definition of the research problem.**

In our country, the problem of *loneliness* was considered in the works of Furdui F. I., who researched the connection between loneliness and stress, and in the dissertation research of Plămădeală V., where the author considered loneliness in connection with the parameters of self-actualization in young people.

With regard to scientific research on *reflection* in the Republic of Moldova, one notes the works of Toma N. and Berezovschi N. According to research, reflection plays a significant role in personality development, as it allows one to look at herself from aside, to analyze the possibility of achieving a certain "ideal self" whose image develops throughout life. These characteristics are inherent in an individual with a sufficient level of personality maturity, which manifests itself in life choices and responsibility for decisions made, in relations with others and self-attitude, as well as during self-actualization.

*Personality maturity* was studied in connection with individual psychological characteristics by Leontyev D.A., Slobodchikov V.I., Yisayev E.I, Rehahn A.A., and Skripkyna T.P. In our country, this topic was studied by Silvestru A., Brazdau O., Toma S., Cernițianu M., Saidov N.A., and Racu I.

*Self-actualization* of a mature personality in Moldova was studied by Tolstaya S.V. Cuznețov L. has covered certain aspects of self-actualization associated with the ethical education of adolescents. A study of the motivation of the need for self-actualization among medical students was carried out in the framework of the dissertation research by Cernițianu M.

Based on the aforementioned, the **problem** underlying this dissertation research is the need to study individual differences in the forms of subjective experience of loneliness and their impact on an individual's life. Thus, having identified the nature of loneliness as a subjective experience and the associated degree of development of reflection and personality maturity, we one would be able to detect and prevent its harmful, destructive effect on personality, in particular by contributing to the development of these psychological traits. The counteracting of the negative consequences of experiencing loneliness may begin not with the eradication of loneliness as such, but with the formation of a new attitude towards it.

The **object** of the dissertation research are the specific traits of reflection, personality maturity, as well as self-actualization and types of experiences of loneliness in young people.

The **goal** of this dissertation research is to study the specific traits of the manifestation of reflection, personality maturity, and self-actualization in young people with different experiences of loneliness.

A number of **tasks** need to be performed to achieve the goal, namely:

1. Study and summarize research on loneliness, reflection, personality maturity and self-actualization;
2. Identify the specific characteristics of reflection, personality maturity and self-actualization in young people with different types of loneliness experiences;
3. Conduct a comparative analysis of the revealed differences, interrelationships of the indicators of personality maturity, self-actualization and reflection in young people, depending on the type of employment;
4. Develop and test a psychological training aimed at increasing the level of reflection in young people experiencing loneliness.

During research, the following **hypotheses** were tested:

-there are differences in the structure of self-actualization and personality maturity among young people with different attitudes towards loneliness;

-there is a relationship between the type of experience of loneliness and the degree of development of the ability to reflect, as well as the level of maturity and the content of self-actualization of young people.

-in experimentally organized conditions, the development of reflexivity becomes conceivable, which makes it possible to actualize the positive experience of loneliness, and contribute to the development of personality maturity and self-actualization of the individual.

**Theses to be defended:**

1. Systemic reflection acts as a significant predictor of a positive attitude towards loneliness and mediates the connection between the level of personality maturity and self-actualization.
2. The introspective type of reflection is dominant among students, while working young people more often choose systemic reflection.
3. The personality maturity of working young people is manifested through such components as responsibility and tolerance.
4. Young people engaged in professional activities would have a greater degree of manifestation of self-actualization components in comparison with respondents engaged in educational activities;
5. Young women show a stronger inclination to experience positive feelings of loneliness than young men, while young men experience general loneliness.

From the viewpoint of **methodology**, the research is based on the principles of acmeology and existential psychology regarding the personality maturity of a person; the theses of the psychological science regarding consciousness and self-awareness; research on the characteristics and typology of loneliness; theoretical approaches to the study of young age.

The following **methods** were used:

- *theoretical research*: analysis, comparison, systematization, generalization and interpretation;
- *empirical methods*: the “Differential Questionnaire on the Experience of Loneliness” by Osin E. N., Leontyev D.A.; the questionnaire “Differential Reflection Type” by Leontyev D.A., Laptev E. M., Osin E. N., Salyhov A.J.; the "Self-actualization Test" (SAT) by Shostrom E.; the method of diagnosing personality maturity by Roujenkov V.A., Roujenkova V.V. and Lookyantsev I.S.;
- *statistical and mathematical methods of descriptive statistics*.

The novelty and uniqueness of the scientific research consists in identifying the peculiarities of the relationship between reflection and loneliness; in particular, it is shown that the systemic type of reflection, which characterizes the mature level of functioning of this mechanism of mental activity, is demonstrated by young people who have a positive attitude to the experience of loneliness, i.e. perceiving it as an opportunity for autocommunication; it was discovered that positive loneliness is of leading importance in the process of personality self-actualization; it is shown that the structure of self-actualization, personality maturity and reflexivity are interrelated processes, on the one hand, and are also associated with the type of experience of loneliness, on the other.

The **solved significant scientific problem** consists in establishing the characteristics of reflection, personality maturity and self-actualization of young people with different types of experience of loneliness, identifying differences in the manifestation of relationships between various types of reflection and the type of experience of loneliness, self-actualization and personality maturity, as well as in preparing a training program for the development of the ability to reflect that would allow to effectively influence the development of a positive experience of loneliness and contribute to greater personality maturity and self-actualization in an individual.

**Theoretical significance.** The research materials supplement scientific ideas about the specific traits of reflection, self-actualization and personal maturity of young

people during the period of professional and academic employment. The theoretical conclusions of the dissertation complement the knowledge about loneliness as a psychological phenomenon and about the specific traits of its experience at a young age.

The **practical significance** of the research lies in the development and testing of a psychological training aiming at developing the ability to reflect through exercises proposed by the author, based on eclectic methods, as well as in the possibility of using the research findings in counseling young people with problems associated with self-knowledge and in self-development; the data obtained may be used to develop training courses in general psychology, ageing psychology, personality psychology, in the context of studying the attitudes towards loneliness and the development of the ability to reflect.

**Data validation.** The theoretical and experimental results of the research were reported and discussed at the methodological seminars of the Department of Psychology of the Moldova State University; at international scientific conferences "Integrare prin Cercetare și Inovare" (8-9 November, 2018; 7-8 November, 2019; MSU); "1st European conference on Education and Applied Psychology", Proceedings of the Conference (October 15, 2017). The author has published 9 scientific materials based in the context of her research.

**Summary of the dissertation.** The thesis consists of an introduction, three chapters, general conclusions and recommendations, a bibliography (222 sources) and 7 appendices, containing 24 figures, 34 tables. The thesis has 142 pages.

## DISSERTATION SUMMARY

In the **Introduction**, the author describes the relevance of the research and the methodology used, discusses the scientific novelty and originality of the work and the theoretical and practical significance of the research, provides the approbation of the results, and gives an overview of the structure of the dissertation.

In the first chapter, ***Theoretical analysis of loneliness, the concepts of reflection, personality maturity and self-actualization***, the concepts of loneliness, reflection, personality maturity and self-actualization are considered. Approaches to the interpretation of these phenomena are determined, their structure and features are described.

When approaching *loneliness* scientifically, two tendencies can be distinguished that determine its negative and positive orientations. The contradiction lies in the fact that, on the one hand, loneliness is seen as having a destructive effect on personality, and on the other hand, is described as a necessary stage of self-knowledge and self-determination [11,18, 22].

While this concept requires a comprehensive study and its definition depends on the orientation of the researcher studying loneliness, in its most general form it can be defined as a psychological state of experiencing oneself as not involved in interaction with other people. This experience can be characterized by both physical isolation (absence of other people) and the presence of others, but without psychological contact with them (alienation) [11, 18].

Thus, summarizing the theses of psychoanalytic theories, one notes that the general attitude towards loneliness is that it is something negative, rooted in childhood [13]. The opposite of the psychoanalytic direction can be referred to as the sociological approach, which considers that the cause of loneliness is not the person himself, but

society. Key modern researchers of loneliness belonging to the existential school are Moustakas C. and Yalom I. Moustakas C. [26] views loneliness as a human experience that helps to maintain, develop and deepen one's humanity. Maslow A. [20] saw loneliness in a positive light, as one of the distinctive features of a self-actualizing personality, calling it independence fuelled by the need for solitude.

At the same time, researchers recognize the need of loneliness for self-knowledge and human development [6, 15, 26]. According to Moustakas C., loneliness can be viewed as an auto-communication seclusion: a pause taken by a person to process the integration of experience of gaining impressions and engaging in interactions with the world, without losing social and communicative connections with other people, which states autonomy and personality development that is enough for calmly dealing with isolation from the group [26].

These characteristics are inherent in an individual with a sufficient level of personality maturity, which manifests itself in life choices and responsibility for decisions made, in relations with others and self-attitude, as well as in the process of self-actualization.

From the standpoint of different authors, a person with a *mature personality* is viewed through the prism of his own ways of being. Certain specific aspects of this semantic construct lead to the characteristics of a mature personality. The analysis showed that, despite the existing differences in approaches to personality maturity, one can observe similar ideas, which confirms the objectivity of this phenomenon [2, 3, 7, 9, 10]. Summarizing the data, we can distinguish individual psychological (responsibility, awareness, focus on self-development, self-acceptance, autonomy, resilience, self-management and organization of life, integrity, breadth of ties with the world) and socio-psychological (tolerance, moral consciousness, positive interpersonal relationships) criteria of the personality maturity [1, 4, 5]. The concept of maturity turns out to be associated with self-actualization, since in the course of this process the personality is freed from the neurotic problems of life, turning to true human problems, existential problems, and also acquires the ability to become sufficiently stable in order to effectively solve them, as well as other tasks arising throughout life [20, 21, 23, 25].

The main difficulties in realizing one's potential, according to Maslow A., reside in the duality of human nature, where, on the one hand, the need to be active and self-actualize means to “break away” from the world, to feel alone in one’s uniqueness; and on the other, the desire for love and recognition, belonging and being with others [20].

As the key phenomena accompanying and supporting a person in the process of gaining personality maturity, self-actualization, researchers single out the phenomena of *reflection* [19, 22, 24]. In this context, reflection plays a significant role in the process of personality development - the opportunity to look at oneself from aside, to analyze the possibility of achieving a certain “ideal self”, the image of which is formed throughout life [8]. Analyzing the concept of reflection, one can note the versatility of the sides of reflexive activity. It can reflect the intellectual side of activity, a generalized analysis associated with various degrees of assessment, or the process of self-development, individuation. Reflection is characterized by ambivalence, where there are both positive and negative aspects. There are several different forms of reflection, opposed to the reflexive focus of the direction of consciousness, where there is no self-control. So, *systemic reflection* allows one to embrace the pole of the subject and the pole of the object and makes it the most adaptive type of reflection. It turns out to be the

most voluminous and versatile, it is it that allows one to see alternative possibilities. *Introspection* explains the phenomenon of concentration on oneself, when inner experiences are the center from which the situation is viewed. *Quasi-reflection*, in turn, is a process of fantasizing, in which the subject is outside the actual situation, which makes it possible to judge his "isolation" from the situation of being in "here and now", by means of dismissal or withdrawal into extraneous resonant reflections. The value of reflection is associated with the fact that it can be used as a resource for personality development, and the danger may lie in the fact that certain forms of reflexive activity can inhibit effective internal and external activities aimed at achieving balance with the environment and with oneself.

Based on the review and analysis of the conducted research, one can conclude that loneliness as a subjective experience for many is accompanied by negative experiences and fear of remaining alone, and the positive effects of loneliness are associated with the ability to take a break for communication with oneself, where a meaningful processing of accumulated impressions and experience takes place, allowing them to be interiorized, which becomes possible due to developed reflection.

**The scientific problem** faced by the author in this dissertation research is the need to study individual differences in the forms of subjective experience of loneliness, the degree of development of the ability to reflect and their impact on the level of self-actualization and personality maturity. Thus, having defined the nature of loneliness as a subjective experience and the associated degree of development of reflection and personal maturity, we can detect and prevent its destructive, harmful effect on the personality, in particular contributing to the development of these psychological characteristics.

In the second chapter, *An empirical study of the specific traits of reflection, personality maturity and self-actualization in young people with different types of subjective experience of loneliness*, the goals, objectives and stages of the summative experiment are stated. The methods used are described, the results obtained during the summative experiment are shown, their analysis is carried out, and, consequently, the main conclusions are formulated.

The aim of the summative experiment is to carry out a comparative analysis of the characteristics of reflection, personality maturity and self-actualization in young people with different types of experience of loneliness, as well as identify the interrelationships of indicators of self-actualization, reflection and personality maturity in young people, depending on the type of employment.

The hypotheses of the research are the assumptions that there are differences in the structure of self-actualization and personality maturity in young people with different attitudes towards loneliness; there is a relationship between the type of experience of loneliness and the degree of development of the ability to reflect, as well as the level of maturity and the content of self-actualization of young people.

The research used the following *methods*: the "Differential Questionnaire on the Experience of Loneliness" by Osin E. N., Leontyev D.A.; the questionnaire "Differential Reflection Type" by Leontyev D.A., Laptev E. M., Osin E. N., Salyhov A.J.; the "Self-actualization Test" (SAT) by Shostrom E.; the method of diagnosing personality maturity by Roujenkov V.A., Roujenkova V.V. and Lookyantsev I.S.

For statistical processing, the following methods were used: t - Student's test to identify the reliability between the mean values, the method of angular transformation



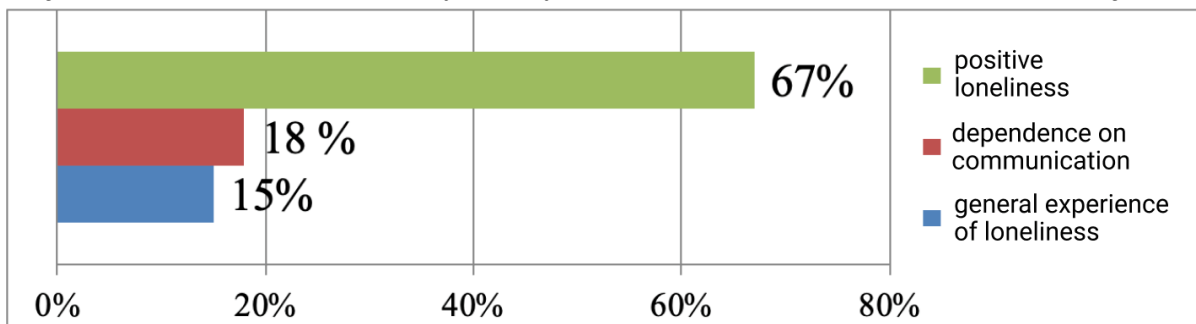
$\phi$  - Fisher's test to check the reliability of the differences, Mann-Whitney U-test, parametric Kruskal-Wallis H-test, rank method Spearman's correlations  $r$  to identify correlations between groups of indicators.

The study involved young people living in Chisinau. In total, 224 young people aged 20-25 took part in the study, of which 120 students aged 20-23 of the Faculty of Psychology and Law of the Moldova State University and 104 young people aged 20-25, who do not have higher education and are employed in various fields of activity (bartenders, waiters, couriers, managers, consultants, operators). In total, 90 young men and 134 young women took part in the study.

The results of the ascertaining study of attitudes are presented below.

1. For the study of **attitudes towards loneliness** we used the "Differential Questionnaire on the Experience of Loneliness" by Osin E. N., Leontyev D.A. The results of the study of attitudes towards loneliness are presented in Figure 1.

Based on the results of the study, "positive loneliness" prevails among the test subjects. Hereby, *a positive attitude towards loneliness* was expressed by 67% of the test subjects. This means that most test subjects are personalities striving for growth, who see loneliness as an opportunity for an internal dialogue with oneself, which is necessary to explore and define oneself. *Dependence on communication*, reflecting the rejection of loneliness, inability to stay alone, was found in 18% of the test subjects.



**Figure 1. Distribution of types of personal attitudes towards loneliness**

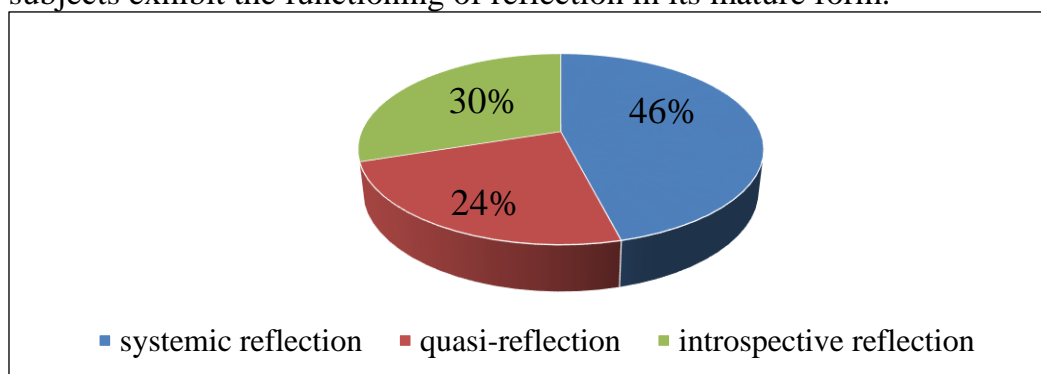
Almost 15% of young people who participated in the study have high scores for *General experience of loneliness*. This scale reflects the degree of actual feeling of loneliness, lack of close communication with other people. The reasons for loneliness in young men include difficulties in communication, problems with self-esteem and self-doubt, lack of close friends. At the same time, we assumed that young men would experience general loneliness, while young women would have a strong tendency towards a positive experience of loneliness. Thus, the indices of the scale of a positive attitude towards loneliness ( $U = 0.039$ ,  $p = 0.05$ ) and the scale of general experience of loneliness ( $U = 0.039$ ,  $p = 0.05$ ) fall into the zone of significance. In this regard, it can be noted that according to the scale of general experience of loneliness ( $U = 0.039$ ,  $p = 0.05$ ), young men feel lonelier than young women. Experiencing loneliness in a male sample may be relevant for young men with disabilities. For them, the number of contacts is more important, while for young women it is not so much the quantity that is important as the quality of contacts [13].

Also, in the course of the study, we analyzed the experience of loneliness in **groups of young people with different types of employment**.

Over half of the respondents both in the group of students and in the group of working young people have a positive attitude towards loneliness.

Despite the predominance of a positive attitude towards loneliness in both groups, a statistical difference was found between the two groups of subjects ( $H = 6.615$ ,  $p = 0.037$ ), which shows that the group of working young people appears to be more autonomous in being with themselves, views loneliness in a positive light and most likely associates it with opportunities for introspection and growth. Significant differences in the two samples were found on the scale *Dependence on communication* ( $H = 8.612$ ,  $p = 0.013$ ). At the same time, students show a strong tendency towards general loneliness ( $H = 14.740$ ,  $p = 0.001$ ). Among the reasons for this, one may name lack of communication with loved ones and relatives, especially when an adolescent moves to another city for studies, the decrease in contacts with friends after moving, lack of personal life, "escape" into the virtual world of software and computer games, social networks (internet surfing).

2. For the study of different **reflection types** we used the questionnaire "Differential Reflection Type" by Leontyev D.A., Laptev E. M., Osin E. N., Salyhov A.J. The data is shown in Figure 2. Reflection research revealed that almost half of all test subjects exhibit *systemic reflection* = 46% (103 people) [14]. This means that about half of the subjects exhibit the functioning of reflection in its mature form.



**Figure 2. Results of the study of reflection among respondents**

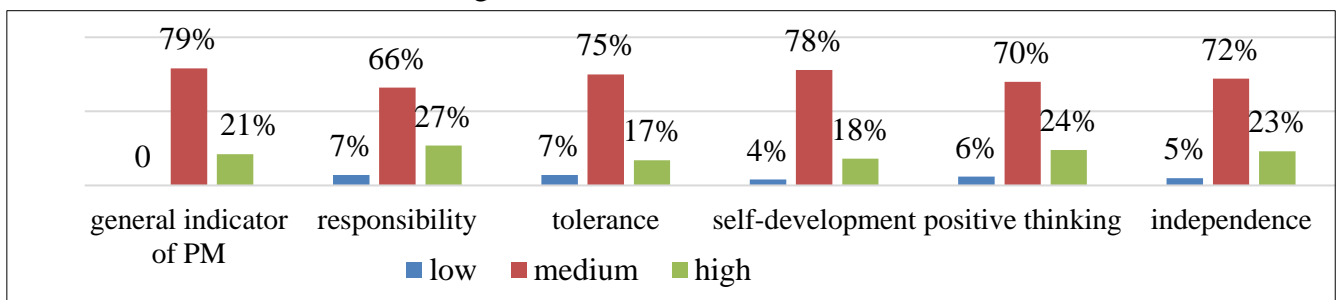
The rest of the forms of reflective activity are found in a smaller number of people. The presence of two other forms of reflexive activity in groups of young people may indicate that the respondents have not yet integrated these processes into a single volumetric and multifaceted characteristic, called *systemic reflection*, since *quasi-reflection* (24%) as a form of addressing infertile fantasies, "denies" the possibility of being in the present, and *introspection* (30%) is expressed in focusing on self-examination, which also demonstrates isolation from the actual situation. *Systemic reflection* is that irreplaceable and important acquisition that is intrinsic to the growth of personality.

A quantitative analysis of the data shows that the dominance of *systemic reflection* is somewhat stronger in young men (48.9% of young men vs 44% of young women). *Introspection* is characteristic of 20% of young men and is stronger in girls – 37.3%. Qualitative data processing does not reveal statistically confirmed differences in reflection in young men and young women. Based on the results of the methodology, *systemic reflection* prevails in the group of working subjects, amounting to 61%. In the group of students, 18% of the test subjects showed predominant *systemic reflection*. Among this group, introspective reflection accounts for 52%, followed by quasi-reflection (30% of respondents). It should be noted that the statistical means in the group of students and working young people differ with regard to the type of *systemic reflection* ( $t = 6.435$ ;  $p = 0.00$ ), which proves the qualitative reliability of the differences

along with the quantitative one. Systemic reflection, which turned out to be an inaccessible form of self-awareness for most students, occurs as a result of the acquisition of autonomy in the modern world, where many internal and external forces that tilt the personality in one direction or another have to be taken into account [14].

3. For the general indicator of **personality maturity**, according to the method of diagnosing personal maturity by Roujenkov V.A., Roujenkova V.V. and Lookyantsev I.S. includes five basic test indicators, such as: responsibility, independence, positive thinking, tolerance and self-development. Most respondents, namely 79%, have an average level of the general indicator of *personality maturity*, while 21% have a high integral level of personality maturity [15].

The data is shown in Figure 3.

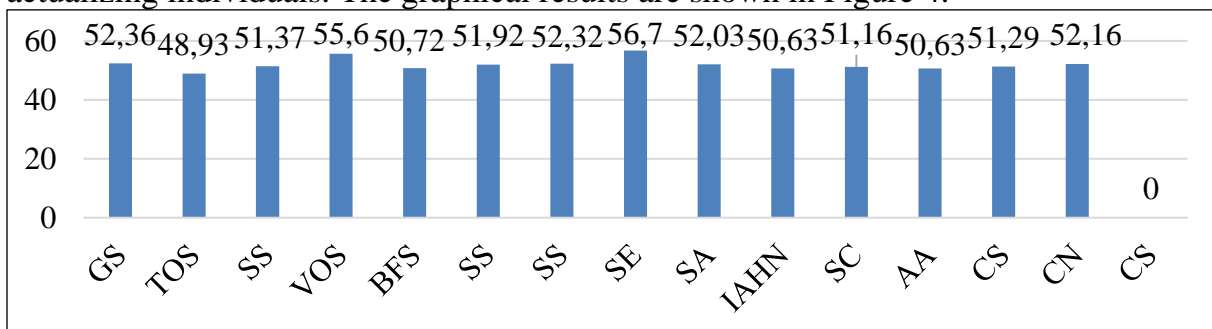


**Figure 3. Results of the personality maturity among respondents**

Partial parameters of the personality maturity methodology also dominate in the mean values for most of the test subjects. Among the components of personality maturity, the highest level of *responsibility* is 27%. Based on the statistical processing of the data, one can conclude that the means in the groups of students and working young people statistically differ in terms of “responsibility” ( $t = 5.854$ ;  $p = 0.00$ ) and “tolerance” ( $t = 3.774$ ;  $p = 0.00$ ). Young people bearing a certain position, characterized by the formation of skills, abilities and qualities necessary to fulfill the role of an adult member of society, actively shape social space [15].

4. For self-actualization study we used the "Self-actualization Test" (SAT) by Shostrom E. According to the results, 44% of respondents have a real level of general self-actualization [16]. The average score for this group is 60.05 points. Strong scales among young people are: the scale of *value orientations* (56.2) and *self-esteem* (57.23).

This means that the respondents adhere to independent values and ideals, are autonomous in their implementation, share and rely on the values inherent to self-actualizing individuals. The graphical results are shown in Figure 4.



**Figure 4. The results of the CAT test in the average T-scores of the respondents**

According to the qualitative gender analysis, a significant difference was obtained in terms of the *acceptance of aggression* ( $U = 0.047$ ,  $p = 0.05$ ) and the indicator of *creativity* ( $U = 0.043$ ,  $p = 0.05$ ). These traits are stronger in the group of young men

than in the group of young women. Traditional gender roles attribute aggression to a masculine style of behavior. Significant differences in the structure of self-actualization were identified by the parameters of *orientation in time* ( $t = 6.795$ ,  $p = 0.00$ ) and *support* ( $t = 4.211$ ,  $p = 0.00$ ). This means that it is possible that a small age difference on the one hand, and material independence on the other hand, can differentiate the degree of competence in time and the orientation of the individual "towards oneself" or "others". Also, in the groups of young people there are differences on such test scales as: *spontaneity* ( $t = 5.96$ ,  $p = 0.00$ ), *self-acceptance* ( $t = 5.539$ ,  $p = 0.00$ ) and *contact scale* ( $t = 4.274$ ,  $p = 0.00$ ). Since, in general, both categories of subjects turned out to be closer to a self-actualizing personality, we can say that they have such traits as self-acceptance, and the ability to spontaneously demonstrate this to others through their feelings and actions. It is also worth noting the differences on such test scales as: *value orientations* ( $t = 2.187$ ,  $p = 0.01$ ) and *behavior flexibility* ( $t = 1.94$ ,  $p = 0.01$ ), which make up the block of values, *sensitivity scale* ( $t = 4.312$ ,  $p = 0.00$ ). We can say that young people who realize themselves in professional activities turn out to be more flexible in changing situations in comparison with students. At the same time, they adhere to their principles and rules, align them with their desires and goals, which makes self-management more conscious and personalized [16].

5. To test the **differences in groups of young people with different attitudes towards loneliness**, we formed groups reflecting all three scales of attitudes towards loneliness. Thus, group 1 with positive loneliness consisted of 40% of the sample, group 2 with dependence on communication included 33% of the sample, as well as group 3, 27% of respondents with a general experience of loneliness.

Commenting on the results obtained, it is important to take into account the role of reflection in the regulation of human life. Determining it as the leading one in the formation of consciousness, we can note its influence on the value-semantic sphere of the life of a modern person. Thus, systemic reflection, which turned out to be an inaccessible form of self-awareness for the majority of respondents from groups of young people with dependence on communication and a general experience of loneliness is the result of acquiring autonomy in the modern world, where many internal and external forces have to be taken into account that tilt the individual in one direction or another.

Conscious reflection becomes that key component that accompanies a high degree of a person's responsibility to himself, called independence, which characterizes a group of subjects with a positive attitude towards loneliness [14].

The means in the groups of respondents 1 and 2 are statistically different in terms of the "general personality maturity" indicator ( $t = 3.22$ ,  $p = 0.00$ ). Thus, we can state that due to the ability of respondents with a positive attitude towards loneliness to find resources for themselves in solitude, the general indicator of the personal maturity of such young people can be formed from such strong characteristics as autonomy, independence and awareness. This may determine the difference between the groups of subjects (a positive attitude towards loneliness, dependence on communication and a general experience of loneliness) in the term "self-development" ( $t = 2.057$ ,  $p = 0.01$ ), ( $t = 4.888$ ,  $p = 0.00$ ), ( $t = 2.826$ ,  $p = 0.00$ ).

A statistically significant difference was observed in the indicator "general self-actualization" in groups 1 with a positive attitude towards loneliness and 2 dependence on communication ( $t = 1.934$ ,  $p = 0.01$ ), as well as a positive attitude and general

experience of loneliness ( $t = 2.951, p = 0.00$ ). Realizing in solitude the need for the inviolability of inner life, they do not strive for relationships implying dependence on others, and at the same time are able to value and be in full and spiritually rich friendships [12]. Also, these groups showed a difference on the scale of "*self-esteem*", namely the group 1 and the group 2 ( $t = 2.368, p = 0.00$ ); a group 1 and a group 3 with ( $t = 2.861, p = 0.00$ ); the means in the group 1 and a group 2 differ by "*synergy*" ( $t = 2.686, p = 0.00$ ); the difference in the means on the "*creativity*" scale ( $t = 3.196, p = 0.00$ ); the means in the group of respondents in group 1 and 3 differ on the scale of "*behavior flexibility*" ( $t = 4.255, p = 0.00$ ); the means in the group of young people in group 2 and 3 differ by "*value orientations*" ( $t = 2.378, p = 0.00$ ) and "*behavior flexibility*" ( $t = 3.178, p = 0.00$ ). Commenting on these differences, it is worth noting that the scale of "*value orientations*" and "*flexibility of behavior*" as a whole form a block of values, where both the values themselves and the peculiarities of their implementation in behavior are realized. At the same time, communication-dependent respondents who do not accept loneliness successfully avoid or try to overcome it by immersing themselves in social contacts and relationships with others. Therefore, in comparison with persons who are actually experiencing loneliness, family and interpersonal relationships, as well as their own inner world, become important sources of meaning for such people, which ultimately makes it possible to designate them as more adapted, and assume that a visible picture of well-being can be the result the presence of both really deep connections with others and the world, and protective mechanisms [15, 16].

6. We tested the existence of a **relationship** between such psychological constructs as personality maturity, reflection and self-actualization in young people with different types of loneliness experiences.

According to the results of the correlation analysis, a positive attitude towards loneliness turns out to be significantly associated with the *general indicator of personality maturity* ( $r = 0.223, p \leq 0.01$ ) and such components as *responsibility* ( $r = 0.229, p \leq 0.001$ ), *self-development* ( $r = 0.211, p \leq 0.001$ ), and *positive thinking* ( $r = 0.303, p \leq 0.000$ ). Achieving a certain level of personality maturity implies the accumulation of life experience, thanks to which personal growth is achieved. Such young people are productive towards the complication of their personality, which is demonstrated through self-development.

Significant negative correlations in the group of young people experiencing loneliness were identified in terms of *general personality maturity* ( $r = -0.134, p \leq 0.045$ ), *responsibility* ( $r = -0.190, p \leq 0.004$ ), as well as *self-development* ( $r = -0.135, p \leq 0.044$ ). Young people who recognize themselves as lonely, experience a state of isolation and lack of emotional communication with their loved ones. Also, the level of significance allows us to talk about the existence of a negative relationship between *dependence on communication, self-development* ( $r = -0.135, p \leq 0.043$ ), and *independence* ( $r = -0.171, p \leq 0.01$ ). This can be explained by the dominance of identification with other people in the process of communication. In this case, the rejection of loneliness reflects the inability to be alone and the tendency to seek companionship at any cost.

As a result of the correlation analysis, there was revealed a relationship between the *positive type of feeling of loneliness* and *general self-actualization* ( $r = 0.144, p \leq 0.31$ ). Also, it was found in such test scales as: *orientation in time* ( $r = 0.259, p \leq$

0.00); *support* ( $r = 0.172, p \leq 0.01$ ); *value orientations* ( $r = 0.155, p \leq 0.021$ ); *sensitivity* ( $r = 0.211, p \leq 0.001$ ); *self-esteem* ( $r = 0.162, p \leq 0.015$ ) and *self-acceptance* ( $r = 0.134, p \leq 0.046$ ). This suggests that young people with a positive attitude towards loneliness have a real level of self-actualization, are able to fully and consciously live in the present, expressing in it their subjectivity, presented by relying on their internal dispositions in relation to themselves and the world around them.

The general experience of loneliness negatively correlates with the *general level of self-actualization* ( $r = -0.162, p \leq 0.015$ ), and with such scales as: *support* ( $r = -0.133, p \leq 0.047$ ); *value orientations* ( $r = -0.183, p \leq 0.006$ ); *behavior flexibility* ( $r = -0.254, p \leq 0.000$ ); *sensitivity* ( $r = -0.178, p \leq 0.008$ ) and *self-esteem* ( $r = -0.176, p \leq 0.008$ ). As a result of actual loneliness, the personality is frustrated by the experience of isolation, lack of emotional attachment to loved ones, which is one of the basic psychological needs of the individual. In the group of young people with dependence on communication, negative relationships with such test scales as orientation in time ( $r = -0.137, p \leq 0.041$ ) *sensitivity* ( $r = -0.164, p \leq 0.014$ ) *self-esteem* ( $r = -0.192, p \leq 0.004$ ), and *synergy* ( $r = -0.185, p \leq 0.005$ ) were found.

Analyzing interrelationships of *systemic reflection* with all types of attitude towards loneliness were revealed: a positive correlation between *systemic reflection* and a *positive attitude towards loneliness* ( $r = 0.271, p \leq 0.00$ ), as well as negative relationships with *dependence on communication* ( $r = -0.167, p \leq 0.012$ ) and the *experience of general loneliness* ( $r = -0.237, p \leq 0.00$ ). We consider that the ability to look at oneself, to discover new facets and internal characteristics that reflect the subjectivity of a person becomes possible in a situation of autocommunication (communication with oneself). This opportunity becomes available to a person who has systemic reflection, since it allows one to see in volume both oneself and the world around it in all its alternatives. Therefore, a positive attitude to loneliness with its positive emotions in connection with solitude, tolerance to situations of loneliness, is an indispensable condition for such psychological work, where systemic reflection is realized.

A positive correlation was also found between the experience of general loneliness and quasi-reflection ( $r = 0.170, p \leq 0.011$ ). Since quasi-reflection represents a disconnection from reality, where a person is subject to fruitless fantasies, we can talk about this type of ability to reflect as a way to cope with the experience of general loneliness. The need for intimate and trusting relationships, emotional closeness is one of our basic needs, the dissatisfaction of which brings strong negative experiences. Therefore, the process of alienation, which we described above, affects not only personality maturity, but also the features of mental activity, in particular, the predominance of the quasi-reflective type of reflection [12].

The third chapter, ***Psychological training as a method of increasing the level of ability to reflect in people experiencing loneliness***, presents the methodological basis of a formative experiment, the purpose of which is to increase the ability to reflect of young people, with the actual level of experiencing loneliness, contributing to the creation of conditions for self-acceptance, self-disclosure and the acquisition of the skill of experiencing loneliness as a resource for their personal growth.

The hypothesis of the formative part of the study is the assumption that, in specifically organized experimental conditions, the development of the ability to reflect is possible, which makes it possible to effectively influence the development of a

positive experience of loneliness and contributes to stronger personality maturity and self-actualization of the individual.

In the course of the experiment, 24 young people with high rates of general experience of loneliness were selected. Two groups - experimental and control groups were formed by random distribution, each comprising 12 people. The experimental group took part in the training, both groups underwent retesting after the training.

According to the stages of constructing the experiment, we distinguish three main blocks of the training program.

Diagnostic block (3 meetings): getting the group acquainted with each other, establishing certain intragroup relationships, clarifying the rules and other organizational issues. This period also makes it possible to bring out non-constructive elements or patterns of behavior, as well as cognitive stereotypes in relation to the interpretation of the world around.

Main block (15 meetings): at this stage, the main psychological work is performed, aimed at working with oneself, that is, with one's personality through self-knowledge and self-disclosure. A key objective is to develop a new attitude towards oneself by deepening knowledge about oneself, finding internal resources for the emergence of auto-sympathy and auto-communication in situations of loneliness; through self-disclosure, the effect of "feedback" and the joint activity of the psychologist and all participants in the training new knowledge is gained, semantic attitudes are corrected and new forms of behavior are developed.

The final block is aimed at summing up the results of the work, clarifying and integrating the acquired skills, activating the resourceful states of the training participants.

Further work was carried out in order to assess and study the objective results that the subjects showed after the training. The results of statistical data processing are presented in Table 1.

**Table 1. Student's t-test "before" and "after". Experimental group.**

<b>The Scale</b>	<b>t</b>	<b>p</b>
General personal maturity	-3,409	0,006
Tolerance	-3,546	0,005
Positive thinking	-4,212	0,001
Independence	-3,783	0,003
General level of self-actualization	-5,138	0,000
Time orientation	-5,011	0,000
Value orientations	-4,690	0,001
Behavior flexibility	-4,220	0,001
Sensitivity	-3,317	0,007
Spontaneity	-6,141	0,000
Self-acceptance	-8,016	0,000
View of human nature	-3,656	0,004
Acceptance of aggression	-2,196	0,050
Contactness	-4,614	0,001
Cognitive needs	-6,633	0,000
Creativity	-4,214	0,001
Systemic type of reflection	-4,195	0,001

Quasi-reflective	2,390	0,036
Introspective types of reflection	4,214	0,001
Positive attitude towards loneliness	-5,745	0,000
Dependence on communication	3,527	0,005
General experience of loneliness	8,217	0,000

In our opinion, significant positive changes in the experimental group occurred for the parameter "*general personal maturity*" ( $t = -3.409, p \leq 0.006$ ) are associated with an increase in the efficiency with which a person is able to solve the tasks assigned to them. It can be noted that in the experimental group of young people, changes in the structure of personality maturity affect the most: "*tolerance*" ( $t = -3.546, p \leq 0.005$ ), "*positive thinking*" ( $t = -4.212, p \leq 0.001$ ), as well as "*independence*" ( $t = -3.783, p \leq 0.003$ ).

The differences are also statistically confirmed for most subscales of the *self-actualization* test. Namely, after participating in the training, a group of young people increased their understanding of the existential value of life "here and now" ("*time orientation*" ( $t = -5.011, p \leq 0.000$ ); young people became more confident in their actions, reflecting their inherent beliefs and values, as well as desires ("*value orientations*"  $t = -4.690, p \leq 0.001$ ), moreover, they easily react to a changing situation, and are reasonable in these decisions ("*behavior flexibility*"  $t = -4.220, p \leq 0.001$ ); self-confidence and trust in the world around them also progress through an open and natural presentation of oneself ("*spontaneity*"  $t = -6,141, p \leq 0,000$ ), which allows us to say that self-actualization becomes a way of life for young people, and "me" is not just an unattainable dream.

Differences were obtained on the "*sensitivity*" scale ( $t = -3.317, p \leq 0.007$ ), there were significant differences in the indicators of the scale "*self-acceptance*" ( $t = -8.016, p \leq 0.000$ ) and "*acceptance of aggression*" ( $t = -2.196, p \leq 0.050$ ), which allows us to conclude that young people have more opportunities to find a way to themselves. At the same time, changes in the interpersonal sensitivity of young people "before" and "after" participation in the training, allow to record significant differences on the scale of "*contactness*" ( $t = -4.614, p \leq 0.001$ ); "*cognitive needs*" ( $t = -6.633, p \leq 0.000$ ); "*creativity*" scale ( $t = -4.214, p \leq 0.001$ ); and also observed in the "*general indicator of self-actualization*" ( $t = -5.138, p \leq 0.000$ ). This means that seeing oneself as a valuable and unique subject of reality facilitates adaptation to new environmental factors, which should help one to cope with life's difficulties. The creative adaptation to the changes has occurred that the ability to understand and cognize human existence, cognitive needs in general, progresses in young people who participated in the personal growth training.

Young people who participated in the training began to resort to the *systemic type of reflection* more often ( $t = -4.195, p \leq 0.001$ ), and give less preference to *quasi-reflective* ( $t = 2.390, p \leq 0.036$ ) and *introspective* ( $t = 4.214, p \leq 0.001$ ) types of reflection. A statistically significant difference in the experimental group was obtained for all types of *loneliness* experiences. Young people are more actively positioning loneliness in a positive way (positive loneliness  $t = -5,745, p \leq 0,000$ ), have found ways to deal with themselves in situations of solitude, to open it up for themselves from the standpoint of self-understanding and self-knowledge, and as a result, they found an opportunity for themselves experiencing positive emotions in the process of auto-communication. The respondents from the experimental group became less susceptible



to dependence on communication ( $t = 3.527$ ,  $p \leq 0.005$ ) and the actual feeling of loneliness (total loneliness  $t = 8.217$ ,  $p \leq 0.000$ ).

Young people increased their tolerance for experiencing feelings of loneliness, became more balanced and more autonomous in situations of solitude. Perhaps they have found suitable ways for themselves to express their feelings in situations of communication with loved ones, thereby compensating for the lack of emotional closeness, or contacts with others. Such changes, along with the benefits and prospects of the seclusion situations described above, can neutralize the painful experience of loneliness, as well as the tendency to seek companionship at any cost in order to avoid meeting with oneself. Therefore, a positive attitude towards loneliness with its positive emotions in connection with solitude, tolerance to situations of loneliness, is an indispensable condition for such psychological work, where systemic reflection is realized.

Summarizing the above, it can be noted that loneliness in a young environment is full of contradictions. Despite the fact that young people may associate it with a violation of interpersonal relationships, awareness and experience of the feeling of inability to take its due place in it, at the same time, it acts as a significant variable associated with the development of a young person's personality.

So, a special interest in your inner world, and social “me”, awareness of the importance of these changes, and your ego-becoming, in one way or another, is associated with the experience of a feeling of loneliness. This is an internal need, coupled with the need for self-knowledge and self-development, ordering, building their internal psychological structures, self-actualization.

And whatever the psychological fullness of loneliness is present at a young age, it is important to note how the young man perceives his state, and how he uses it. Its effective use is associated with a positive attitude towards loneliness, and provides an opportunity to improve, find your place, and develop as a person.

## **GENERAL CONCLUSIONS AND RECOMMENDATIONS**

Based on the results of the summative and formative experiments, the following conclusions were made:

1. A theoretical analysis of modern research has made it possible to determine the negative and positive effects of loneliness, to determine that the study of such aspects as reflection, personality maturity and self-actualization is important for considering loneliness as a complex phenomenon. In this context, reflection plays a significant role in the process of personality development - the opportunity to look at oneself from aside, to analyze the possibility of achieving a certain “ideal self”, the image of which is formed throughout life.
2. Young people with different attitudes towards loneliness differ in terms of general personality maturity and in the structure of self-actualization (synergy, creativity, behavior flexibility and value orientations). The process of self-development in this case is based on understanding oneself, requires stability, volitional efforts. It is also associated with a sufficient degree of autonomy, the ability to isolate and follow one's own course.
3. The correlation analysis in groups of young people showed a relationship between attitudes towards loneliness and responsibility, self-development, and

positive thinking. The positive type of experience of loneliness also positively correlates with general self-actualization and such scales as orientation in time, support, value orientations, sensitivity, self-esteem, and self-acceptance.

4. Systemic reflection is associated with all types of attitudes towards loneliness. For young people with systemic reflection, a positive attitude towards loneliness becomes a condition under which reflection occurs, the specific traits of which reveal a systemic immersion in their own personality for the purpose of self-knowledge, personal meaning-making and self-development.
5. The gender analysis in groups of young people showed differences in the scales of acceptance of aggression and creativity of the self-actualization test, as well as differences in a positive attitude towards loneliness and the general experience of loneliness.
6. Psychological trainings can contribute to a change in attitudes towards loneliness, including the correction of ability to reflect by expanding the boundaries of behavioral strategies, exercises aimed at working with self-knowledge, self-sympathy and self-attitude in general, techniques that strengthen internal stability and confidence in oneself, as well as develop a responsible attitude towards life choices, tasks and goals.

Upon further consideration of the phenomenon of loneliness, the problem of evaluating it in a person's life invariably arises, where various meanings can be attributed to loneliness. Since we believe that it is the specific attitudes towards loneliness that affect some aspects of a person's life, our task is to expand the prospects for seeing oneself in loneliness, or for experiencing oneself in loneliness, regardless of external circumstances.

We have developed a number of practical **recommendations** to help advance the ability to reflect towards reaching consistency:

1. Create an opportunity to participate in various forms of psychological support, such as workshops, trainings, interest groups, or in the context of larger sponsored projects, as well as through individual psychological counseling;
2. Promote conscious active learning through the actualization of the zone of development, opportunities for self-development and self-actualization at schools and universities (in any educational environment), and optional courses "School of Life", "Me and Others", "My Psychology", etc.;
3. Create room for developing the ability and encouraging the desire to ask questions, as well as find answers to them, to motivate the awareness of their skills and abilities at different stages of learning through decision-making, in the educational environment;
4. As one of the ways to promote change, the training we have developed for enhancing the ability to reflect can be recommended.

Speaking about the **future prospects for studying loneliness** as a social phenomenon, it is necessary to note the fact of dramatic changes associated with the COVID-19 coronavirus pandemic, which started in March 2020. It requires adaptation to completely new ways of existence, where uncertainty plays a key role and is a threat to everyone's security, causes anxiety associated both with future and current uncertainty. Reconsidering the ways of adaptation and the search for new resources, as well as the ability to rely on oneself also requires a revision of one's attitude towards loneliness.

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## ANNOTATION

### **Bondarenco Olga. Specific traits of reflection and personality maturity among people with different loneliness experiences. Doctoral dissertation. Chisinau, 2021.**

**Structure of the paper:** The paper consists of an annotation in Romanian, English and Russian, table of contents, introduction, three chapters, conclusions and recommendations, 143 pages of text, bibliography (222 sources) and appendices (7); it contains 27 figures, 6 tables. 9 scientific papers based on the research findings were published.

**Key words:** introspection, quasi-reflection, systemic reflection, personality maturity, self-actualization, subjective experience of loneliness, dependence on communication, general experience of loneliness, young people.

**Research area:** 511.01- General psychology.

**Object of the research:** specific traits of reflection, personality maturity, as well as self-actualization and types of experiences of loneliness in young people.

The **goal** of the research is to study the specific traits of the manifestation of reflection, personality maturity, and self-actualization in young people with different experience of loneliness.

**Research objectives:** to summarize research on the problem of loneliness, reflection, personality maturity, and self-actualization; to identify the specific traits of reflection, personality maturity and self-actualization in young people with different types of experience of loneliness; to conduct a comparative analysis of the revealed differences, interrelationships of indicators of personality maturity, self-actualization, reflection and personality maturity in young people, depending on the type of employment; to develop and test a training program aimed at increasing the level of reflection in young people with experience of loneliness.

**The novelty and uniqueness of the scientific** research consists in: identifying the peculiarities of the relationship between reflection and loneliness, in particular, the author has found that the systemic reflection type that is characteristic of mature functioning of this type of cognitive activity is characteristic for young people who welcome loneliness and thus see loneliness as an opportunity for self-communication. Besides, the author has found that positive loneliness plays a key role in personality self-actualization. It has been proven for the first time that the structure of self-actualization, personality maturity and ability to reflect are interrelated processes, on the one hand, and are also associated with the type of experience of loneliness, on the other.

The **solved significant scientific problem** consists in establishing the characteristics of reflection, personality maturity and self-actualization of young people with different types of experience of loneliness, identifying differences in the manifestation of relationships between various types of reflection and the type of experience of loneliness, self-actualization and personality maturity, as well as in preparing a training program for the development of the ability to reflect that would allow to effectively influence the development of a positive experience of loneliness and contribute to greater personality maturity and self-actualization in an individual.

**Theoretical significance.** The theoretical conclusions of the dissertation complement the knowledge about loneliness as a psychological phenomenon and about the specific traits of its experience at a young age. The research materials supplement scientific ideas about the specific traits of reflection, self-actualization and personal maturity of young people during the period of professional and academic employment.

**The practical significance** of the research lies in the development and testing of a psychological training aiming at developing the ability to reflect through exercises proposed by the author, based on eclectic methods, as well as in the possibility of using the research findings in counseling young people with problems associated with self-knowledge and in self-development. The data obtained may be used to develop training courses in general psychology, ageing psychology, personality psychology, in the basics of psychological counseling.

**Data validation.** The theoretical and experimental results of the research were reported and discussed at the methodological seminars of the Department of Psychology of the Moldova State University; at international scientific conferences "Integrare prin Cercetare și Inovare" (8-9 November, 2018; 7-8 November, 2019; MSU); "1st European conference on Education and Applied Psychology", Proceedings of the Conference (October 15, 2017). The author has published 9 scientific materials based in the context of her research.

## АННОТАЦИЯ

**Бондаренко Ольга. Особенности рефлексии и личностной зрелости у людей с разным переживания одиночества. Диссертация на соискание ученой степени доктора психологии. Кишинев, 2021.**

**Структура работы:** Работа состоит из аннотации на румынском, английском и русском языках, содержания, введения, трех глав, выводов и рекомендаций, 143 страниц текста, библиографии (222 источника) и приложений (7), содержит 27 рисунков, 6 таблиц. По результатам исследования опубликовано 9 научных работ.

**Ключевые слова:** интроспекция, квазирефлексия, системная рефлексия, личностная зрелость, самоактуализация, субъективное переживание одиночества, зависимость от общения, общее переживание одиночества, молодые люди.

**Область исследования:** 511.01- Общая психология

**Объект исследования:** особенности рефлексии, личностной зрелости, самоактуализации и типы переживания одиночества у молодых людей.

**Цель исследования** состоит в изучении особенностей проявления рефлексии, личностной зрелости, самоактуализации у молодых людей с разным типом переживания одиночества

**Задачи исследования:** изучить и обобщить исследования по проблеме одиночества, рефлексии, личностной зрелости и самоактуализации; выявить особенности рефлексии, личностной зрелости и самоактуализации у молодых людей с разным типом переживания одиночества; провести сравнительный анализ выявленных различий, взаимосвязей показателей личностной зрелости, самоактуализации, рефлексии у молодых людей в зависимости от их пола и типа занятости; разработать и апробировать программу тренинга, направленного на повышение уровня рефлексии у молодых людей с переживанием одиночества.

**Научная новизна и оригинальность** состоит в выявлении особенностей взаимосвязи рефлексии и одиночества, в частности, показано, что системный тип рефлексии, характеризующий зрелый уровень функционирования данного механизма мыслительной деятельности, демонстрируют молодые люди, имеющие позитивное отношение к переживанию одиночества, т.е. воспринимающие его как возможность аутокоммуникации; обнаружено, что позитивное одиночество имеет ведущее значение в процессе самоактуализации личности; показано, что структура самоактуализации, личностная зрелость и рефлексивность являются взаимосвязанными процессами, с одной стороны, а также связаны с типом переживания одиночества, с другой.

**Решенная значимая научная проблема** состоит в установлении особенностей рефлексии, личностной зрелости и самоактуализации молодых людей с разным типом переживания одиночества, выявлении различий в проявлении взаимосвязей между видами рефлексии и типом переживания одиночества, самоактуализации и личностной зрелости, что способствовало созданию тренинговой программы по развитию рефлексивности, позволяющей эффективно воздействовать на развитие позитивного переживания одиночества и способствующей повышению личностной зрелости и самоактуализации личности.

**Теоретическая значимость.** Теоретические выводы диссертации дополняют знания об одиночестве как о психологическом явлении и об особенностях его переживания в молодом возрасте. Материалы исследования дополняют научные представления о специфике рефлексии, самоактуализации и личностной зрелости юношей и девушек в период профессиональной и учебной занятости.

**Практическая значимость** состоит в разработке и апробации психологического тренинга, основанного на повышении рефлексивности, путем предлагаемых автором упражнений и построенной в русле эклектического подхода методологической базы; возможности использования результатов исследования в практике консультирования молодых людей с проблемами, связанными с самопознанием, в саморазвитии; использовании полученных данных при подготовке учебных курсов по общей психологии, возрастной психологии, психологии личности, основ психологического консультирования.

**Внедрение научных результатов.** Теоретические и экспериментальные результаты исследования докладывались и обсуждались на методических семинарах Департамента Психологии Молдавского Государственного Университета; на международных научных конференциях «Integrare prin Cercetare și Inovare» (8-9 noiembrie, 2018; 7-8 noiembrie, 2019) USM; «1<sup>st</sup> European conference on Education and Applied Psychology», Proceedings of the Conference (October 15, 2017). По теме исследования имеется 9 публикаций.

## ADNOTARE

### **Olga Bondarenco. Particularități ale reflecției și maturității personale la tineri cu trăire diferită a sentimentului de singurătate. teză de doctor în psihologie, Chișinău, 2021**

**Structura tezei:** lucrarea constă din adnotare în limba română, engleză și limba rusă, introducere, 3 capitole, concluzie, recomandări, bibliografie din 222 titluri, 7 anexe, 143 pagini de text, conține 27 figuri, 6 tabele. Rezultatele cercetării sunt publicate în 9 articole științifice.

**Cuvinte cheie:** introspecția, reflecția sistematică, quazireflecția, maturitatea personală/individuală, autoactualizare, trăirea subiectivă a singurătății, dependent de relație, trăirile generale a singurătății, tineri.

**Domeniul de cercetare:** 511.01- Psihologie Generală

**Obiectul lucrării** îl constituie caracteristicile reflecției, maturității personale, autoactualizării și tipurile trăirii sentimentului de singurătate la tineri.

**Scopul cercetării:** constă în determinarea particularităților manifestării reflecției, a maturității personale și a autoactualizării la tinerii cu trăiri diferite ale sentimentului de singurătate.

**Obiectivele cercetării:** studierea și generalizarea cercetărilor privind problema singurătății, a reflecției, a maturității personale și a autoactualizării; determinarea particularităților reflecției, maturității personale și autoactualizării la tinerii cu diferite tipuri de trăire a sentimentului de singurătate; analiza comparativă a diferențelor și a relațiilor dintre indicatorii reflecției, maturității personale și a autoactualizării la tineri, în funcție de gen și tipul de activitate; elaborarea și validarea unui training psihologic de dezvoltare a nivelului de reflecție a tinerilor cu manifestări ale sentimentului de singurătate.

**Noutatea și originalitatea științifică** constă în: stabilirea faptului că tipul de reflecție sistemică, specific nivelului matur de funcționare a acestui mecanism de activitate mentală, este caracteristic pentru tinerii care demonstrează o atitudine pozitivă față de sentimentul de singurătate percepându-l ca pe o oportunitate de comunicare cu sine; constatarea că sentimentul de singurătate pozitivă este de o importanță majoră în procesul de autoactualizare personală; demonstrarea faptului că, pe de o parte, structura autoactualizării, maturitatea personală și reflecțivitatea sunt procese interdependente, iar, pe de altă parte, sunt procese asociate cu tipul sentimentului de singurătate trăit.

**Problema științifică importantă soluționată** rezidă în stabilirea particularităților reflecției, maturității personale și autoactualizării tinerilor cu diferit tip de trăire a sentimentului de singurătate, identificarea diferențelor în manifestarea relațiilor dintre tipurile de reflecție și tipul sentimentului de singurătate, autoactualizare și maturitate personală – fapt ce a condiționat crearea unui program de training pentru dezvoltarea reflecțivității, contribuind, astfel, la dezvoltarea trăirii pozitive a sentimentului de singurătate și la o creștere a gradului de autoactualizare și maturitate personală.

**Valoarea teoretică.** Materialele cercetării completează cunoștințele despre sentimentul de singurătate ca fenomen psihologic și despre particularitățile trăirii sale la tineri. Concluziile teoretice completează abordările științifice cu privire la specificul reflecției, autoactualizării și maturității personale a tinerilor în perioada de angajare profesională și academică.

**Valoarea aplicativă** rezidă în: elaborarea și validarea unui training psihologic, bazat pe dezvoltarea reflecțivității; posibilitatea utilizării rezultatelor cercetării în activitatea specialiștilor practicieni din domeniul psihoterapiei și de consiliere a tinerilor cu probleme de autocunoaștere și autodezvoltare; utilizarea materialelor cercetării în elaborarea cursurilor de psihologie generală, psihologia vârstelor, psihologia personalității, bazele consilierii psihologice.

**Implementarea rezultatelor științifice.** Rezultatele teoretice și experimentale ale cercetării au fost discutate la seminarele metodologice ale Departamentului Psihologie al Universității de Stat din Moldova; la conferințele științifice internaționale „Integrare prin Cercetare și Inovare” (8-9 noiembrie, 2018; 7-8 noiembrie, 2019) USM; 1<sup>st</sup> European conference on Education and Applied Psychology», Proceedings of the Conference (October 15, 2017). Conșinutul cercetării este reflectat în 9 publicații.