

PERSONALITY INDIVIDUAL COMMUNICATIVE ACTIVITY

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With a rapid growth of communications modern society requires changes of personality communicative activity that contradicts their desire to keep individual personality. In terms of current changes, it is crucial to study personality's communicative activity. The research aims to provide theoretical and methodological basis and experimental study on personality's communicative activity.

The theoretical basis rests on L.Ya. Dorfman's concept of meta-individual world, V.S. Merlin's integral personality and V.N. Panferov's ideas of functions of communicators. Based on methodological principles, the research is systemically planned and applies diverse methods, procedures, research methods and SPSS. Cross-sectional research and comparative method are used. To validate statistics, SPSS 17 for Windows are used for descriptive statics, Student t-test, Mann–Whitney U test, Pearson correlation coefficient, factor analysis of communicative activity. Ten-year research engaged 1745 individuals, aged between 14 and 40, from different backgrounds: university and secondary school students, teachers, travel managers, economists.

Individual-psychological traits of personality were identified as determinants of communicative activity. Intra-individual subsystem is attributable to newrodynamic, psychodynamic, personal (communicative, emotional, intellectual), social-psychological traits. Whereas extra-individual subsystem involves psychodynamic, personal

(communicative, emotional), social-psychological characteristics.

It is stated that communicative activity has specifics related to age ranges and professional activities. Communicative activity in adolescence and emerging adulthood is determined by psychological traits (newrodynamic, psychodynamic, individual, social-psychological). Common basis of communicative activity for these ages are personality traits (sociability, dominance, diplomacy, courage).

Communicative activity of personality performs certain functions at and professional activities. It provides framework for adolescents and socio-economic professions as it influences personality composition, shaping quality distinctness related to communicative activity levels. Communicative activity of primary school teachers perform meta-individual functions. Comparative analysis of pupils' personality traits shows that those, who are in class of teachers with high communicative activity, are more sociable, dominant, courageous, gentle.

Communicative activity performs adaptive functions in adolescence: adolescents with different communicative activities demonstrate different cognitive, emotional, behavioural coping-strategies. Communicative activity provides harmony in adolescence: adolescents with high communicative activity show higher values and communicative accessibility. Due to high communicative activity intrapersonal conflicts are minimized.
