

Artículo de investigación

Persistence and initiative: system-functional approach

Настойчивость и инициативность: системно-функциональный подход

Persistencia e iniciativa: enfoque funcional del sistema

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Ekaterina N. Polyanskaya¹⁵⁰**Tamara A. Shilova**¹⁵¹**Alexander M. Tyutchenko**¹⁵²**Abstract**

The article discusses the main provisions of the system-functional approach in the disclosure of such volitional qualities as initiative and persistence. They proved that persistence and initiative in personality structure are the most important components of personality. The key elements to the disclosure of personality volitional traits are its instrumental and semantic characteristics, including dynamic, emotional, regulatory, and reflective-evaluative component.

Keywords: Volitional qualities, system-functional approach, initiative, persistence, instrumental-semantic characteristics of personality.

Аннотация

В статье рассматриваются основные положения системно-функционального подхода в раскрытии таких волевых качеств как инициативность и настойчивость. Доказывается, что в структуре личности настойчивость и инициативность являются важнейшими компонентами личности. Ключевыми в раскрытии волевых черт личности являются ее инструментально-смысловые характеристики, включающие динамический, эмоциональный, регуляторный, рефлексивно-оценочный компоненты.

Ключевые слова: волевые качества, системно-функциональный подход, инициативность, настойчивость, инструментально-семантические характеристики личности.

Resumen

El artículo analiza las principales disposiciones del enfoque funcional del sistema en la divulgación de cualidades volitivas como la iniciativa y la persistencia. Probaron que la persistencia y la iniciativa en la estructura de la personalidad son los componentes más importantes de la personalidad. Los elementos clave para la revelación de los rasgos volitivos de la personalidad son sus características instrumentales y semánticas, que incluyen el componente dinámico, emocional, regulador y reflexivo-evaluativo.

Palabras clave: Cualidades volitivas, enfoque funcional del sistema, iniciativa, persistencia, características semánticas instrumentales de la personalidad.

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Introduction

The most important volitional qualities that have different specifics in their functions and manifestations are initiative and persistence.

The theoretical analysis of the works by Russian and foreign authors on the issue of will and volitional character traits, in particular, persistence and initiative, is presented in detail in the works (Liu, C., Ang, R. P., & Lwin, M. O., 2013). The authors emphasize the existence of an analytical and systematic approach to the study of persistence and initiative. In the analytical approach, certain aspects of qualities are mainly considered: dynamic, motivational, emotional, regulatory, productive, cognitive - outside of their connections and relationships.

Initiative in research is determined using various characteristics related to different psychological formations and modalities: dynamic, motivational emotionally affective, cognitive, volitional, and effective. At that, the identification of this quality with the concept of initiative is noted in the literature, and its interpretation as an initiative, incentive to new forms of activity; the ability to independent actions; feelings of new, excess activity, resourcefulness, ease of orientation, the tendencies to transforming activities, etc.

Scientists note the tendency of researchers to identify "initiative" and "initiativity" (Schüler, J., Job, V., Fröhlich, S. M., & Brandstätter, V., 2009). These authors differentiate these concepts, defining initiative as any initial human action, performed by him in an original, unconventional form or pursuing goals and tasks that are fundamentally new to an individual and society, and initiativity is defined as a relatively stable personality quality that expresses a person's constant desire for initiation.

Thus, the volitional qualities of a character cannot be explained only by any of their aspects, since their implementation in behavior is determined by many factors: both the features of the motivational-semantic sphere, and the features of self-consciousness, and the ability to regulate emotional state arbitrarily, etc. An alternative to analytical strategies is a systematic approach to personality trait understanding, a holistic study of individual character traits and their comparison with each other.

Problem Discussion

The origin of a system-functional approach to the study of personality traits.

Scientists are developing the provisions on the systemic nature of personality traits (Horesh, N., & Apter, A., 2006; Klinger, E., Murphy, M. D., Ostrem, J. L., & Stark-Wroblewski, K., 2004), opened the possibility of a systematic, holistic analysis of various personality traits (Wood, W., 2017; Zajusz-Gawędzka, D., & Marszał-Wiśniewska, M., 2015).

They proposed the concept of the most general foundations of a person's individuality (Kelley, J. E., Lumley, M. A., & Leisen, J. C., 1997) containing a provision on three interconnected integral continuums of a man's personality and individuality – activity, orientation, and self-regulation. Each integral variable has two poles: the pole of involuntary, psychophysiological and psychological characteristics, which are quite closely related to the temperament and neurophysiological characteristics of an individual, and the pole of arbitrary socio-psychological, conscious-semantic and worldview characteristics, which depend more on the environment. The development of this concept was continued in further research (Givón, T., 2011).

Some (Жемчугова, H. A., 2019) proposed the system-functional approach to the study of personality traits (including character traits) (Nakayama, S., Harcourt, J. L., Johnstone, R. A., & Manica, A., 2012). Within the framework of this model, each personality quality is an integral system of motivational-semantic and instrumental-style characteristics, which includes at least the target, motivational, cognitive, productive, dynamic, emotional, regulatory and reflective-evaluative components. They are in certain relationships among themselves, performing transformative and adaptive functions in an individual's life and in the implementation of his personal qualities. Besides, each component contains two variables.

Instrumental and semantic characteristics of personality

The system of motivational-semantic characteristics combines the set-target, motivational, cognitive and productive components. The system of instrumental-semantic characteristics includes dynamic, emotional, regulatory, and reflective-evaluative components.

The set-target component reflects the goals to which certain personality traits are directed. Variables are allocated inside it:

- Socially significant goals (goals, objectives, interests, intentions of a public nature, which are aimed at subjects in different areas of relations);
- Personally, significant goals (goals, interests, intentions, personal settings).

The motivational component reflects the motives for which this or that personality trait is implemented. Variables are highlighted here:

- Ociocentricity (incentives associated with a sense of duty, the desire to help people, realize the intentions of other people, earn their respect, to learn business, profession better, etc.);
- Egocentricity (motivations associated with the desire to be independent, the desire to prove oneself, one's abilities and capabilities, to improve material well-being, etc.).

The cognitive component reflects the awareness and understanding of this quality and contains the following variables:

- Meaningfulness (a deep and holistic view of a person about a given personality quality, his awareness, the allocation of essential features);
- Awareness (the presence of general, non-specific information about the functions and properties of this quality).

The productive component describes the effectiveness of this quality manifestation and contains such variables as:

- Objectivity (the results achieved by a subject with the help of a specific trait in the subject area: study, work, the relationships with other people);
- Subjectivity (the results achieved with the help of this trait in the subject area: in personal problem solution, self-education, well-being development, etc.).

The dynamic component determines the strength, intensity, methods and techniques of this or that quality implementation and contains the following variables:

- Energy (strength, constancy, the sustainability of aspirations, a variety of

techniques and methods for quality implementation);

- Energy efficiency (absence or weak expression of strength, constancy, stability and other dynamic signs).

The emotional component reflects the experiences that accompany the manifestation of a particular quality, and accordingly includes such variables as:

- Sthenicity (the dominance of stenic emotions in the implementation: joy, pride, optimism, anticipation of a positive outcome of intentions, etc.);
- Asthenicity (the dominance of asthenic emotions in the implementation of quality: pessimism, anxiety, fear, apathy, etc.).

The regulatory component reflects the features of human regulation of this trait manifestation by a man, and contains the following variables:

- Internality (a person's conviction that all successes and failures in business depend only on him, his desire to achieve everything himself and not rely on circumstances and other people);
- Externalism (passivity of self-regulation, tendency to rely on chance, circumstances, luck, fate, disbelief in one's own strengths and abilities, etc.).

The reflective-evaluative component contains the reflection of those difficulties by a person that impede the implementation of a particular quality. The following variables are highlighted here:

- Operational difficulties (lack of intellectual, communicative or volitional habits and skills, etc.);
- Personal difficulties (self-doubt, low self-esteem, anxiety, etc.).

Methodological principles of the system-functional approach to the study of personality traits

The methodological value of this approach is that it overcomes the gap between various characteristics (dynamic, emotional, motivational-semantic, etc.) to investigate the main goal of study a survey among 500 persons with different characteristics has been conducted. In the study of personality traits, which are systemic formations by their nature. The system-functional approach allows you to take into

account the nature of various components of a personality: instrumental-style ones, which are largely explained by natural conditions, primarily temperament and the nervous system properties (dynamic, emotional characteristics), and motivational-semantic, to a greater extent socially determined, more volatile and mobile ones (motivational, target, cognitive, productive characteristics). This approach also opens up opportunities for the development of scientifically based technologies for various personality qualities development and correction.

The system-functional approach was implemented during the study of various personality and character traits: sociability (Quinton, W. J., Cowan, G., & Watson, B. D., 1996; Kleindienst, J., Ramaswamy, G. N., Gopalakrishnan, P., & Coffman, D. M., 2003). The existence of specificity in the ratios and interconnections of various components of the studied traits in different professional, age, ethnic, and gender groups of subjects was noted in the works.

Persistence from the point of view of a system-functional approach is understood as the system of motivational-semantic and instrumental-style characteristics that ensure the continued retention of a goal by a subject, the readiness to overcome obstacles to it and finish all set tasks.

The study by I.A. Ponomareva revealed the general psychological structure of perseverance, the structure of its individual types that determine the specifics of its implementation; they developed technological programs on this basis for the harmonization and development of perseverance within each of the identified types; The practical effectiveness of the proposed recommendations is determined (The typology of perseverance proposed by the scholar is determined by the different nature of the ratio and the dominance of its components and variables. The author highlights:

- **The internal-ergic type**, the basis of which is determined by the dominance of ergicity over aergicity, internality over externality; high rates of productive and motivational components (the representatives of this type were conditionally called "assertive");
- **The selective type**, characterized by the dominance of internality over externality and personal and household

productivity over communicative and active ("rationalists");

- **The internal-subjective type**, which is characterized by the dominance of internality over externalism, subjectivity over objectivity, egocentricity over sociocentricity, average indicators of the dynamic component, higher than the average indicator of difficulties, their relationship with asthenic emotions ("self-improving");
- **The productive-semantic type**, which is characterized by high indicators of the productive component; approximate equality between the indicators of ergicity and aergicity, internality and externalism ("self-motivated");
- **The aergic type**, the basis of which is determined by the dominance of aergicity over ergicity, low indicators of the productive component ("doubters");
- **The external type**, which is characterized by the dominance of externality over internality, low indicators of productive and motivational components ("floating with the flow").

It is shown that the uniqueness of the structure of each of the distinguished types is determined by the composition and the number of connections between the components of perseverance and their variables. The work emphasizes that the most important conditions for the effective correction, harmonization and development of perseverance are the consideration of its strengths and weaknesses, specific for each type; the main problems that hinder its manifestations; as well as taking into account the desire and aspiration of a subject for self-improvement and self-development, which are especially developed among the students with internal-subjective, meaningful, semantic, aergic types of perseverance, and which are developed at least among the students with an external type of perseverance.

The work by N.N. Budreyka studied inter-gender differences in the psychological manifestations of girl and boy persistence. The general psychological structure of perseverance was revealed, inter-gender differences in the difficulties of perseverance were shown among girls and boys, as well as the holistic characteristic of the persistence was revealed among girls and boys, revealing the qualitative characteristics of its inter-gender identity.

The studies by T.O. Sokova studied the characteristics of perseverance during alcohol and drug addiction. The psychological structure of persistence was described in the group of people with alcohol and drug addiction. They revealed the psychological features of the manifestation of various perseverance variables found in the motivational-semantic and regulatory-dynamic aspects of this property. They found that persistence among the people with alcohol and drug addiction was significantly affected by emotional characteristics and the types of accentuations that could impede or facilitate the implementation of this character trait.

The work by E.V. Menshenina performed the comparative analysis of personality perseverance among high school pupils. It was found that there are general and specific relationships within the semantic, instrumental elements of persistence among high school pupils and students, the specificity. So, for older schoolchildren, the signs of perseverance were integrated into five factors, and into four factors among students; The individual psychological characteristics of persistence among older schoolchildren and students are manifested in the severity and the dominance of various variables of this property. It is emphasized that, from a quantitative point of view, the persistence of older students is more pronounced in the dynamic, regulatory and motivational components of this property, and among students, the dominant variables of persistence were its emotional, cognitive and productive components. The general and main difficulties in the implementation of perseverance turned out to be the difficulties of an instrumental order, that is, the lack of the necessary skills of persistent behavior and the ways of emotional state self-regulation.

Initiative within the framework of the system-functional model is considered as the system of motivational-semantic and instrumental-style characteristics that ensure the state of readiness and the constancy of aspirations for the initiation process.

The first attempt to apply a multidimensional-functional approach to the study of initiative was undertaken by N.V. Tuchak in his thesis. Initiative was defined as the systemic quality of a person, which includes the interaction of dynamic, motivational, emotional, cognitive, volitional and productive variables that provide the state of readiness and a constant desire for the initiation process. The author describes the psychological structure of initiative, which

turned out to be represented by three most pronounced groups of connections. The first group included regulatory and ergic characteristics of initiative and essentially combined the dynamic, emotional and volitional components of initiative. The remaining groups of connections between the motivational and cognitive, cognitive and productive components of initiative were more partial in nature. Various types of the initiative behavior implementation were distinguished among entrepreneurs, differing among themselves by the degree of the initiative variable manifestation and the nature of their dominance in the integral structure of the qualities studied. The author has identified the following 4 types:

- **Ergosthenic** (high ergicity and sthenicity, medium severity of meaningfulness, regulation and adaptability activity, low indicators of awareness, productivity, altruistic and egocentric behavior);
- **Cognitive-sthenic** (moderate severity, meaningfulness, adaptability; low indicators of ergicity, awareness, egocentricity, regulation activity, productivity; very low indicators of regulation passivity and altruism);
- **Adaptive-cognitive** (medium degree of meaningfulness, adaptability, sthenicity expressiveness; low indicators of awareness, egocentricity, productivity, regulation activity and passivity; very low indicators of ergicity and aergicity);
- **Cognitive-aergic** (low degree of aergicity, meaningfulness, awareness, the passivity of regulation, adaptability; very low rates of egocentricity, sthenicity, asthenicity, regulation activity and productivity).

They found out that various types of initiative implementation have a direct correlation with the indicators of entrepreneurial activity success. So, for example, the representatives of the fourth type are characterized by the desire not to take initiative in a situation of uncertainty, they are not inclined to take risks, they need some kind of push or incentive to take the initiative, and their entrepreneurial activity was the least successful among other types.

The work by A.E. Pyatinin conducted the comparative analysis of student and experienced teacher initiative psychological structure at the pedagogical university. It was revealed that the degree of severity of the individual components of initiative and its psychological structure

undergoes significant changes during the course of professionalization. The most significant changes are the motivational and emotional components of this quality. Students' initiative is stimulated to a greater extent by egocentric motives, the process of its implementation is accompanied by destructive experiences, unlike teachers who implement sociocentric motives and experience positive emotions. They noted the general in the structure of student and teacher initiative, which is manifested in the preservation of relation orientation and tightness between the components in both samples. The implementation of students' initiative is more subjective-oriented in nature, while the initiative of teachers is more socially focused and operationally saturated, which affects the social value of its results. Thus, the results of this study showed the role of the activity factor in the development of initiative, the dependence of the psychological specificity concerning the manifestations of initiative structure on the level of teacher professionalization.

V.I. Baykov studied the dynamics of initiative variable development during the training. The results of correctional work showed the increase in the proactive behavior motivation, its effectiveness, and the reduction of difficulties. E.I. Karamova devoted her research to the study of initiative manifestation features among law enforcement officers, taking into account the experience of professional activity. The obtained results showed the influence of the professional-activity factor on the specifics of regulation and structural features of personality initiative. It should be noted that the author obtained the "factor of difficulties", which was also noted in the studies of various character traits of other authors.

Conclusions

Thus, in the mainstream of the system-functional approach, they conducted the studies of persistence and initiative as multidimensional-functional character traits in different social, gender, age, professional and other groups. The specificity of persistence and initiative as multidimensional-functional character traits is revealed, and manifested in the quantitative expression of the individual components and variables, as well as in the qualitative originality of the relationships between them. Based on the degree of variable severity and the nature of their dominance in certain components within the quality structure, the attempts were made to identify individual-typical features of perseverance and initiative implementation.

They showed the influence of the professional-activity factor on the specifics of regulation and the structural features of the qualities. They developed the programs for the correction of these qualities and they showed their effectiveness.

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