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CHALLENGES AND PROSPECTS
OF THE IMPLEMENTATION OF POLITICAL,
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AND SOCIOLOGICAL RESEARCH AMIDST
DIGITALIZATION

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COLOR PREFERENCES AS A MEANS OF STUDYING
THE PERSONALITY AND ITS SURROUNDING REALITY

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INTRODUCTION

Studies of young people as a separate social and demographic group, and especially student youth, which has always been at the forefront of socio-political and cultural events, are of great interest to the scientific community and are especially important in the context of digitalization. It is important to study the influence of the socio-cultural environment on the formation of youth, determining its place in the social structure of society and in the system of relations between generations. Research on the value-motivational sphere of youth remains relevant, it is important to know what worldviews and value orientations motivate young people to act, build life strategies, get education, strive for self-development and create their own projects. Especially since young people need change, the modernization of the country depends on their activity.

The mainstream of modern scientific research (philosophical, psychological, etc.) is the issue of consciousness, which is defined as "the highest form of mental reflection inherent in man ..."[1]. "Mental reflection," O. Leontiev wrote , "depends on the attitude of the subject to the object that is reflected – on its vital meaning for the subject"[2], and therefore "conscious reflection is psychologically characterized by the presence of a specific internal attitude – the attitude of subjective meaning and significance"[3]. Consciousness is a complex system capable of development and self-development, modeling and transforming the world through social experience, internalized by the subject, the meanings fixed in language. But meaning is also a fact of individual consciousness as "a generalized reflection of reality, developed by mankind and fixed in the form of a concept, meaning ..."[4]. Thus O. Leontiev connects consciousness with the material world and personal meanings, which makes such an interpretation of consciousness semiotic and allows to study the structure, genesis and the value system functioning through

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[1] Петренко В.Ф. Основы психосемантики. СПб. : Питер, 2005. С. 9.
[2] Леонтьев А.Н. Очерк развития психики. Избранные психологические произведения. М. : Педагогика, 1983. Т. I. С. 240.
[3] Ibid. С. 241.
[4] Ibid. С. 242.

psychosemantics, which "stands on the positions of diversity of the world possible models and, as a consequence, on the idea of the plurality of ways of both the individual and society development "[5], and its purpose is "the reconstruction of the individual system of values, through the prism of which is the perception of the world, themselves, others"[6].

1. Color preferences as a mental representation

The study, conducted on the basis of one of the leading higher education institutions in Ukraine (Kyiv), focused on the study of student youth values and value orientations, their perceptions of themselves, attitudes to present, past and future, to social reality in general as they are components of the consciousness of the individual and society as a whole.

Each person's values and value orientations are part of their mental space, the "subjective range of reflection"[7] of objective reality. "Mental space is a dynamic form of mental experience that is actualized in the conditions of cognitive interaction of the subject with the world"[8]. The very concept of "mental space", as well as the theory of mental spaces were proposed by G. Fauconnier in the late twentieth century. Mental spaces, in his opinion, are used to create and combine information[9].

"Each mental space has its own semantic context, its own emotional color and dictates its own rules of action"[10]. For example, "the mental space of the "bright future" involves ending wars and diseases, achieving material prosperity, harmonious relationships, developed personality"[11]. Metal space describes one's own reality – the reality of the human imagination, which is "a system built by a certain subject or group of subjects"[12]. "General cultural mental space as a set of meanings, images, symbols of social consciousness…"[13] acquires a personal meaning, which determines the attitude of the subject to a particular reality, based on his value system and worldview.

The subjective form of a particular event vision is mental representation, which is an "mental experience operational form" and changes according to the situation and intellectual actions of the subject, acting as a specialized and

[5] Петренко В.Ф. Основы психосемантики. СПб. : Питер, 2005. С. 11.

[6] Ibid. С. 191.

[7] Холодная М.А. Психология интеллекта: Парадоксы исследования. СПб. : Питер, 2002. С. 245.

[8] Ibid. С. 96.

[9] Ibid.

[10] Петренко В.Ф. Психосемантика сознания. М. : Изд-во Моск. ун-та, 1988. С. 21.

[11] Ibid.

[12] Ibid. С. 22.

[13] Ibid.

detailed "event mental picture"[14]. The presence of mental representation is a confirmation of the existence of a special kind of mental reality, which is initiated from the outside, but is born and provided "inside" the subject[15]. The form of mental representation can be extremely individualized[16], i.e. the "vision" of a particular event by a certain person can be presented in the form of a picture, scheme, emotional reactions, verbal descriptions, metaphors and more. But such a representation is necessarily a mental construct generated by the subject itself, which is based on external (incoming information) and internal (knowledge that the subject has) contexts, through "experience reorganization mechanisms: categorization, differentiation, transformation, anticipation, etc."[17]. It is an "invariant reproduction of the objective laws of a certain fragment of the real world"[18].

Thus, knowledge of the world cannot be impersonal[19]. The position of the subject, his knowledge of the world are implicitly present in the interpretation of the sign and determine this interpretation[20]. If we understand the image as a kind of perceptual statement about the world[21], we can assume that color is one of the expressions of such a statement, based on which we can talk about the specifics of the person's worldview, the inherent ways of categorizing reality, specific, individual "language of personality"[22], which is the mental representation.

Psychosemantics is based on the theory of mental spaces, which proposes to experimentally measure individual systems of subjective values of various objects for humans. Psychosemantic methods are used to study self-esteem, interpersonal relationships, media and propaganda, advertising, art, design, politics, etc. The popularity of psychosemantic techniques is growing, which is explained by "unique opportunities in the study of human consciousness", because they allow us to explore human ideas about various objects of reality, attitudes to them[23].

Color can be one of the forms of mental representation. Research has identified various aspects of the relationship between color and mental

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[14] Холодная М.А. Психология интеллекта: Парадоксы исследования. СПб. : Питер, 2002. С. 98.

[15] Ibid.

[16] Ibid. С. 103.

[17] Ibid.

[18] Ibid.

[19] Петренко В.Ф. Психосемантика сознания. М. : Изд-во Моск. ун-та, 1988. С. 22.

[20] Ibid.

[21] Ibid. С. 30.

[22] Ibid. С. 31.

[23] Соломин И.Л. Практикум по психодиагностике. Психосемантические методы : учебно-методическое пособие. СПб. : ПГУПС, 2013. С. 5.

activity[24]. The choice of one or another color can be caused by "a whole system of factors, both psychophysiological and socio-psychological plan"[25]. "A person's attitude to color is manifested not only in feelings of sympathy and antipathy to a particular color, but also in the meanings that it has for this person"[26]. This relationship is multilevel and is determined by both psychophysical characteristics of color and individual and typological characteristics of the person[27]. Giving preference to one or another color indicates a person's emotional state, determines their situational perception of a certain color as a symbolic expression of a particular phenomenon or object.

In particular, many experimental studies have found that "essential characteristics of nonverbal components of attitudes toward significant others and toward oneself are reflected in color associations with them"[28]. It is also established that color can be an indicator of a person's attitude to the phenomena of the social world, and therefore it can be considered one of the mechanisms of social categorization.

Color tests can be used to study people's attitudes toward various objects and phenomena of social reality. The meaning of colors, according to the Swiss psychologist, author of the color test M. Lüscher, is universal and unique for people, regardless of their age, gender, or civilization.

For example, "Color Test of Relationships" (E. Bazhin and O. Etkind) is designed to study the emotional components of personal relationships. Its theoretical basis is V. Myasishchev concept of the structures of human attitude, B. Ananiev ideas about the figurative nature of mental structures and Leontiev's views on the sensory tissue of consciousness

The "color test of relations" is a deep, projective, because "the method reveals not so much the conscious, subjective attitude of the subjects to color standards, as their unconscious reactions"[29].

The methodological basis of the "Color Test of Relationships" is a color-associative experiment. The 8-color table of the Lüscher Color Test, which contains the main colors of the spectrum (blue, green, red, yellow), two mixed tones (purple, brown) and two achromatic colors (black, gray), is used as a stimulus material. Each color is indicated by a corresponding number. The test can be used from the age of 5, the upper age limit is not defined.

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[24] Базыма Б.А. Психология цвета: теория и практика. СПб. : Речь, 2005.

[25] Ibid. С. 62.

[26] Ibid. С. 73.

[27] Ibid. С. 46, 49–50.

[28] Бажин Е.Ф., Эткинд А.М. Цветовой тест отношений: Метод. рекомендации. Л. : Ленинградский научно-исследовательский психоневрологический институт им. В.М. Бехтерева, 1985. С. 4

[29] Собчик Л.Н. МЦВ – метод цветовых выборов. Модифицированный восьми-цветовой тест Люшера. Практическое руководство. СПб. : Речь, 2001.

The method is assessed by its authors as projective, as the most important feature of projective methods is "the use of indefinite, ambiguous incentives that the subject must design, develop, supplement, interpret… Incentives make sense not so much because of their objective content, but in connection with their significance for the individual… there is no assessment of responses-reactions as "correct" or "wrong", there are no restrictions in their choice"[30]. Such methods avoid the pressure of social desirability, and therefore make the answers of respondents more relaxed.

During the research, together with the method "Color Test of Relationships", elements of the "Methodology of Color Metaphors", which was developed in 1996 by I. Solomin[31] to study human motivation, were used. Its essence is the relationship of a certain concept with a certain color from a set of 8 colors of Luscher. This does not take into account the standard psychological content of colors and clarifies a person's attitude not only to himself, his condition and others, but also to a wider range of relationships. Verbal symbols of values and concepts such as learning, past, future, etc. were used to study the color preferences of student youth.

The technique of color metaphors, which is designed to identify needs, motives and attitudes that are not declared, belongs to a new class of psychodiagnostic methods – methods of experimental psychosemantics, which allow to identify hidden motivation. The method is based on the principle that the designation of a concept as an attractive color for a person means the attractiveness of the concept itself, a positive attitude towards it[32]. If subjects denote several concepts in one color, it is assumed that they treat them approximately equally. The preference of a certain color in each person is individual, and therefore the combination of objective and universal perception of color and individual preferences made it possible to effectively measure the subjective attitude of students to certain concepts and categories.

Interpretation of the obtained results is based on the qualitative analysis of color-associative responses, as well as the quantitative analysis of the obtained results.

2. Analysis of color preferences of student youth

The color preferences of student youth were studied during a methodological experiment in which second-year full-time students of one of Kyiv's higher education institutions took part.

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[30] Бурлачук Л.Ф. Словарь-справочник по психодиагностике. СПб. : Питер, 2007. С. 334–335.

[31] Соломин И.Л. Практикум по психодиагностике. Психосемантические методы : учебно-методическое пособие. СПб. : ПГУПС, 2013. С. 54.

[32] Соломин И.Л. Современные методы психологической экспресс-диагностики и профессионального консультирования. СПб. : Речь, 2006.

The list of concepts that were offered to students as verbal stimuli was formed on the basis of a list of terminal values, according to the theory of M. Rokych, and a list of categories proposed by I. Solomin. Thus, it became possible to analyze the material needs of students ("Sustainable life", "My work"), communication needs ("Love", "Having good and faithful friends", "Creative cohesive team"), the need for self-affirmation ("Self-confidence", "Freedom", "My purpose"), the need for self-actualization "Active life", "Interesting work" , "Creativity (opportunity for creative activity)", "Achieving a high level of professionalism", "Cognition" opportunity to expand their horizons, level of general culture, intellectual development)", "Interesting professional training", "Professional development"), activities ("My work", "My university"), attitude to myself and others "I myself", "My family", "My friend (friends)", events and stages of life ("My past", "My present", "My future").

When choosing the color you liked the most, blue was preferred (in 42 % of cases). This choice of students can be explained by the characteristics studied by M. Luscher. "Blue" in the first position indicates "the need for strong and deep commitment, emotional comfort and protection from external influences. Sociability, conformity of installations"[33]. It turned out that for this group of students, values marked with the same color, in particular, 50 % indicated in blue "Interesting work"; 43 % – "Professional Development"; 36 % – "Wealthy life".

When working with the stimulus material of the "Color Test of Relationships" and methods of color metaphors, students had to assign a certain color to values, in particular, terminal, according to the theory of M. Rokych.

It was found that each terminal value in the interpretation through the color association received a certain number of student choices. Thus, in the perception of the value of "Active life" 44 % of students marked this value in yellow. The traditional interpretation (*hereinafter interpreted by M. Shevandrin*[34] *and L. Sobchyk*[35] *– author's note*) of yellow color indicates the need for activity, emotional inclusion, change, communication. This is the need to please and seek complicity in interactions. Yellow also indicates the desire for the activity itself to bring pleasure to the figure, not limited to certain formal frameworks, had a playful nature, which indicates the peculiarities of the

[33] Шевандрин Н.И. Психодиагностика, коррекция и развитие личности : учеб. для студ. высш. учеб. заведений. М. : Гуманит. изд. центр ВЛАДОС, 1998. С. 343.

[34] Ibid. С. 341–353.

[35] Собчик Л.Н. МЦВ – метод цветовых выборов. Модифицированный восьми-цветовой тест Люшера. Практическое руководство. СПб. : Речь, 2001.

worldview of the generation Z[36]. Yellow is also predominant when evaluating the values of "Having good and faithful friends" (33 %), "Happy family life" (29 %) and "Creative, cohesive team" (31 %). This indicates the need for communication, interpersonal interactions, indicates an optimistic attitude, the desire to please in the performance of various social roles, the search for recognition and immediacy of feelings.

Currently, students mark the values "Health (physical and mental)" in green – in 67 % of cases and "Beauty of nature and art" – 42 %. Green is traditionally interpreted as indicating the need to defend one's own attitudes, rigidity and aggressiveness, which has a protective character. It is also a sign of practicality and rationality in solving problems. Green indicates a desire to build on one's own experience and use one's own opinion.

Preference for dark blue is given when assessing the values of "Wealthy life (no financial difficulties)" (23 %), "Cognition (the ability to expand their horizons, general culture, intellectual development)" (25 %), "Professional development" (25 %), "Interesting vocational training" (23 %) and "Freedom as independence in deeds and actions" (40 %). We can assume that freedom as a value implies material independence. The basis for material support and the opportunity to move up the social ladder remains a high level of knowledge and training. The blue color indicates the need for emotional comfort, independence from external influences in social interactions and conformity of attitudes. It can be assumed that recipients with such indicators will be willing to cooperate with others, find compromises to feel independence and freedom. Analytical, thoughtful, calm – these are the priorities that, in the opinion of students, life should meet.

Students chose purple to denote the values "Interesting work" (33 %), "Self-confidence (freedom from internal contradictions, doubts)" (23 %), "Creativity (opportunity for creative activity)" (46 %) and "Achieving high level of professional skill" (27 %). This means that these values are associated with emotionality, subtle nuance of feelings and subjectivity, originality and originality of thinking, rich imagination, individuality, indicating the uniqueness of interests and hobbies.

The value "Love (physical and spiritual intimacy with a loved one)" was expressed in red. He was elected by 63 % of respondents. This may indicate the association of love with activity, motivation to achieve, the need for possession and dominance, risk.

The value of "Professional Communication" 25 % of students marked in gray, which may indicate individualistic trends in the professional sphere.

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[36] Кадлубович Т.І., Черняк Д.С. Креативні підходи до викладання соціогуманітарних дисциплін при навчанні представників покоління "Z". *Освітній дискурс* : збірник наукових праць. 2020. Вип. 20 (2). С. 56–68.

These trends are explained by the fact that the students who participated in the study are students of the elective course "Personal Branding and Design of Your Own Life", which in itself is aimed at revealing individual personality traits. However, given that most students do not work and have no professional experience, it is possible to explain their choice of gray color, as there is no clear idea of professional prospects.

The results of the test showed that 94 % of students have high self-esteem, as they mark the concept of "I myself" with the color that comes first or second in the ranking of colors. These data also confirm the students' choice of lecture course, as well as positioning themselves as a unique personality, the future "brand". The results of color choices of students with high self-esteem confirm the previously described research (eg, N. Chernetskaya[37]) and show optimism, active life position, and self-recognition. Self-esteem is a person's attitude to himself/herself, feelings that are caused by his/her own person, self-image. High self-esteem is an indicator that a person believes in himself/herself, in his/her strengths, knows his/her strengths and weaknesses. This makes a person stress-resistant, becomes an impetus for self-development and self-improvement. High self-esteem allows you to maintain self-esteem, build adequate relationships with others. Such people have their own position, know how to rely on themselves, know what is needed to achieve the goal, are able to overcome difficulties, keep promises made to themselves.

Interestingly, to indicate the category "I myself" selected colors are distributed as follows: 33 % – blue, 26 % – purple, 11 % – green, yellow and black, 6 % – red and 2 % – gray.

In the works of E. Piryev[38, 39], who studied motivation with the help of "Color Associative Test", we found the psychological significance of color in accordance with the attitude of students to learning. Thus, the blue color associated with learning, according to the researcher, means peace and satisfaction experienced in relation to learning. Choosing the color green, the student experiences positive emotions about their own learning, namely: interest and curiosity. Such emotions motivate the subject to acquire knowledge and skills. Red means the desire to achieve, possession,

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[37] Чернецкая Н. И. Особенности цветовых выборов по тесту Люшера у лиц с разным уровнем самооценки. URL: https://cyberleninka.ru/article/n/osobennosti-tsvetovyh-vyborov-po-testu-lyushera-u-lits-s-raznym-urovnem-samootsenki

[38] Пырьев Е.А. Экспериментальные исследования эмоциональной мотивации. *Вестник Бурятского государственного университета. Психология. Социальная работа.* 2015. С. 12.

[39] Пырьев Е.А. Эмоции и потребности в мотивации учебно-профессиональной деятельности студентов вуза. *Вестник Оренбургского государственного университета.* 2015. № 2 (177). С. 197–198.

determination, high search activity. Yellow is chosen by students who want to open up, achieve what they want, change their position. Purple indicates a desire to avoid reality, the existence of unrealistic requirements or expectations from learning, and subjectivism. Brown indicates dissatisfaction and frustration. Black is an indicator of protest and negativity towards learning, disagreement with the real state of affairs and willingness to resist circumstances, as well as aggressiveness that is protective. Gray color indicates the fatigue of the person who chooses it.

The psychological significance of colors analyzed by scientists (Luscher, Sobchyk, Piryev, etc.) allowed us to conclude that there are four emotional motivations for learning: active positive emotional motivation, active negative, passive positive and passive negative. Each of them is associated with a certain color. Thus, active positive emotional motivation to learn is associated with green and yellow; active negative – with red and black colors; passive positive – with blue and purple; passive negative – with brown and gray[40].

The following results were obtained during our study. Active positive emotional motivation to learn was found in 37 % of cases; passive positive motivation – in 39 %; active negative – in 7 %; passive negative – in 17 %. It can be argued that the majority of students (77 %) have a positive motivation to learn. Negative motivation to study, which is observed in 23 % of cases may be due to dissatisfaction with student requests for quality of educational services and maximalist requirements and expectations for education, disagreement with the real state of affairs. The indicators obtained during the methodological experiment may indicate the crisis of the higher education system caused by the pandemic, the maladaptation of education and the students themselves to the challenges of the new reality. The obtained results can be a stimulus for further research of motivation to study, education based on the use of projective techniques, in particular, color tests. And also a reason to thoroughly analyze the problems that exist in the education system and identify their true causes.

Instead, the indicators "Interesting vocational training" are distributed as follows: active positive emotional motivation for interesting vocational training was found in 35 % of respondents; passive positive motivation – in 47 %; active negative – in 11 %; passive negative – in 7 %. It can be argued that the majority of students (82 %) have a positive motivation for interesting knowledge in the professional sphere. Regarding "Professional growth", almost identical results were obtained: active positive emotional motivation

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[40] Пырьев Е.А. Экспериментальные исследования эмоциональной мотивации. *Вестник Бурятского государственного университета. Психология. Социальная работа.* 2015. С. 12.

for professional growth was found in 33 % of cases; passive positive motivation – in 41 %; active negative – in 11 %; passive negative – in 15 %. It can be argued that the majority of students (74 %) have a positive motivation to learn in the professional sphere. However, 26 % of students (ie one in four) have an indicator of negative motivation for professional growth, which can also be a reason for reflection. As a hypothesis, the idea can be put forward that such indicators are due to the lack of opportunities for professional realization, insufficient vacancies in the labor market, differences between reality and dreams, as a diploma and professional knowledge are not a guarantee of successful employment and promotion. This hypothesis can be an incentive for further research in this direction.

It was found that the category "My hobbies" is associated with students with the concepts of "Creative, cohesive team" (33 %), "Creativity" (29 %) and "Interesting work" (29 %). This shows that young people prefer the opportunity to realize themselves creatively in professional activities and have support in the team.

The category "Interesting work" is filled with the concepts of "My hobbies" (29 %), "Interesting vocational training" (27 %) and "I myself" (27 %), which indicates the confidence of respondents in their own abilities and professional skills . It was also noted that "Interesting work" and "My work" are marked with the same color in only 29 % of cases. The desire of students to connect their professional activities with their hobbies and hobbies, to turn a hobby into a profession was revealed.

It was also found that the material needs of students are related to the categories "Achieving a high level of professionalism" (29 %) and "I myself" (27 %). These results coincide with sociological research, which indicates that in modern socio-economic, political conditions, individuals tend to rely on themselves and their families in solving professional and life problems.

21 % of students marked the category "My Past" in black, which may indicate disagreement with the situation in which they were, with the position of others, resistance to circumstances, as well as stressful situations in the past. Instead, "My present" in 17 % of cases is marked in green and 15 % in red and yellow. It can be assumed that students are skeptical about the surrounding reality, seek to defend their own attitudes and views, to counteract the circumstances, to solve problems practically and rationally. They also experience a sense of rivalry, high motivation to achieve and the desire to dominate, given their own life and social position. Not surprisingly, students who need self-realization (chose red to indicate their own present), chose the course "Personal branding and design of their own lives." The choice of green indicates the need to act, in emotional inclusion, change and communication. It is also demonstrative and the need to please, seeking recognition, and activities that bring satisfaction, avoiding formal boundaries and prohibitions.

"My present" includes the concepts of "My purpose" (29 %) and "Brightness of my life" (25 %), which indicates a positive orientation of student youth in the future. The present is associated with the search for their own purpose, setting goals, building life plans.

"My future" in 23 % of cases is marked in blue, which indicates the hope of young people that in life there will be strong relationships, emotional comfort, understanding and love, peace and tranquility. The methodology of color metaphors also allowed to establish that the category "My Future" is associated by students with the concepts of "I am" (29 %), which indicates that students understand that the implementation of life scenarios depends on effort, self-development, continuous training, work on yourself and qualitative changes in the surrounding reality.

CONCLUSIONS

Despite the fact that color tests find both supporters and critics, psychosemantic techniques, which are based on color preferences, are actively used and remain methodological tools in the study of personality.

The results of methodological experimental research have shown that color is one of the forms of mental representation of reality in the difficult digital world. With its help you can trace the attitude of the individual to reality, to themselves, to the environment, to determine certain personal characteristics and psycho-emotional characteristics of a person.

It is established that color can provide information about a person's value orientations, motivational preferences, a person's attitude to the past and future, to determine self-esteem. The results suggest that, without a clear idea of professional self-realization strategies, most respondents are positive and seek to reveal their personal potential, have high self-esteem, self-confidence, desire to embody individual hobbies and interests, turn them into promising projects that will become promising projects. material independence. It was established that students are conscious and balanced about their own future and life plans, recognize that the success of life and professional realization depends on personal responsibility, self-effort, continuous professional and personal growth.

Thus, the authors of the article tried to analyze the color preferences of students in assessing students' personality, learning, relationships, life stages, future profession and life prospects and proved that methods using color preferences can be the basis for comprehensive interdisciplinary research of students and other socio-demographic groups.

SUMMARY

The article highlights the results of methodological experimental research of color preferences as a basis for studying student youth, its

value-motivational sphere, understanding the algorithm for building actions, building life strategies, education, self-development and creating their own projects. It is based on the idea that one of the forms of mental representation is color, which is an instrument of cognition of the individual and the relationships they build with the world. The results of studying the color preferences of student youth based on the "Color Test of Relationships" and elements of the "Methodology of Color Metaphors", which allowed us to obtain information about the value orientations of young people, understand their motivational preferences, attitudes to past and future, determine self-esteem.

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