Abstract

Personality it’s a special ability, which individual gain in the process of continuous relations. From one side – human find consistency at their actions, emotions, thoughts. That is, they have certain personality traits. On the other side – there are no people that are completely alike. That’s why, question of differences between individuals until this day stays actual. The goal of the research. The aim of this research was sent to the study of the possibilities to use methods of Eysenck for the diagnostics of personality traits and types of foreign students of second course of the Ivano–Frankivsk National Medical University. Methods of research. The study involved 94 unofficial students of the 2 course, boys and girls ages from 19 to 29. Psychodiagnostic survey was held for the use of the (Eisenck Personality Questionnaire (EPQ)). The test was carried out on computers for programming software, that was roughened for use by Globovim O. M. (Oleksii Hliebov, American University of Integrative Sciences, School of Medicine, St. Maarten). The results were summarized in the SPSS (Statistical Package of the Social Science) program complex. Research results. According to the study, foreign students of 2nd year with pronounced traits of extraversion (54 %) and emotional stability, better taking time to adapt to new environmental conditions and the learning process. Conclusions. Determining the type of personality makes it possible to better understand the individual characteristics of the student, his behavior, activities, makes better use of its positive features.

Key words: type of personality, Eysenck test, foreign students, temperament.

PSYCHOPHYSIOLOGICAL CHARACTERISTICS OF THE TEMPERAMENT OF FOREIGN STUDENTS

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Введение. Понимание моральной и психологической сущности природы личности играет важную роль в образовании и работе организации различного типа, чтобы улучшить качество жизни. Соблюдая цели, понимая их профессиональную ориентацию, они играют появление обучения. Личность — это особая способность, которую индивидуум получает в процессе постоянного развития.

Результаты исследований. По результатам исследования, иностранные студенты второго курса имеют выраженные черты экстраверсии (54%) и эмоциональной стабильности, что позволяет лучше проходить период адаптации к новым условиям среды и процесса обучения. Выводы. Определение типа личности дает возможность лучшего понимания индивидуальных свойств студента, его поведения, направления деятельности, позволяет более эффективно задействовать его положительные черты.

Ключевые слова: тип личности, тест Эйзенка, иностранные студенты, темперамент.
Introverts prefer theoretical and scientific activities, while extroverts prefer to work with people. Excitement increases the effectiveness of their actions, unlike introverts, it prevents them.

In the University introverts achieve greater success. These include more students who leave studies because of mental health reasons. Students who drop out because of failure are often extroverts.

Also, introverts are working better in the morning; and extroverts – work better in the second half of the day, and are able to make decisions quickly.

Both types have ranges of normal distribution of extreme points. That is why each type has a wide range of differences graph.1. Eysenck stays, that most people are arranged closer to the middle point of whole spectrum.

So, people at the same time are introverts and emotionally stable (green area) can adhere to normal behavior like to be caring and attentive. And, otherwise introversion in combination with neuroticism (gray area) manifested anxiety, pessimism and isolation.

People who extroverts and emotionally stable (red zone) have different communication skills, diligence and trust. Conversely, in combination of extraversion with neuroticism (yellow area) appears with aggressiveness, impulsivity and irritability.

Graph. 1. «Circle» Eysenck. Four Types Show the Special Characteristics of the Nervous System

The results of our study 90 % of foreign students of 2nd year are extroverted, and only 10 % – introverts. Different degrees of emotional instability detected in 43 % of the students.

An interesting aspect of the theory of Eysenck is an attempt to explain the neurophysiological basis for each of these traits.

Introversion – extraversion he connects with the level of cortical activation, as confirmed by electroencephalographic studies. Proved that introverts overly excitable and sensitive to stimulation, so they try to avoid situations that affect them too. Extroverts, rather sensitive to stimulation, because they are constantly looking for different situations to maintain their activity.

Differences in stability – neuroticism Eysenck connects with a force of reaction of autonomous nervous system. Immediately he connects with this aspect of the limbic system, which affects motivation and emotional behavior of person in different situations. People with high level of neuroticism quickly react to unusual stimuli. They cause them anxiety, and excitement. The reaction persists for a long time, even after the disappearance of stimuli.

Neurophysiological theory of Eysenck closely related to the theory of psychopathology. For example: a person with high level of neuroticism and introversion high risk of pathological states of anxiety and phobias. A person with high extraversion and neuroticism exposed to the risk of psychopathic disorders. They can be antisocial people.
The next phase of the study, based on the derived characteristics, we investigated how students were divided over the types of Higher Nervous Activity and compared that with their academic performance. According to the survey 54% of students have expressed traits of extraversion and emotional stability. They are – sanguine. 36% of students – introverts with emotional instability. They are – choleric. 7% – phlegmatic. Combine the introversion and emotional stability. 3% – melancholic.

Choleric and sanguine have in common – impulsivity. They are quick, take the initiative, quickly establishing contacts. But they work in fits, quickly lose interest if something fails, do not pay attention to details.

Phlegmatic and melancholic restrained balanced. They better plan their work and more accurately perform it. We also have found that student success is not dependent on the type of temperament. The results were not credible (P>0,05).

Conclusions and prospects for future research. It is interesting that after ranking first module showed that the group of students having an «A» and «B» (on a scale ECTS) consists mostly sanguine and melancholic. In our opinion, this fact needs further research aimed at studying individual differences in adaptation. Because adaptation of students to the specific activities of the university requires the formation of such traits as self-discipline, responsibility, independence. To overcome the difficulties that affect the learning, it is important to be in the zone of optimal functioning. This zone has a certain level of excitement and motivation, and depends on the type of higher nervous activity [5; 7].

Therefore, the definition of personality type makes it possible to better understand the properties of the individual student, his/her behavior, activities, makes better use of its positive features. 

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