

# Existential Vacuum of High School Students as a Defect of Socialization in the Context of the War for Consciousness

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**Abstract** — The article analyzes the victimization rate of NSTU students as possible victims of the war for consciousness. Our investigation is based on Ammon's I-structural test. Taking into account the results of testing students, the rationale for the creation of a psychological university service and practical recommendations are given.

**Keywords**— war for consciousness, identity, existential vacuum, competencies, I-structure test, Aggression, Anxiety / Fear, External I-delimitation, Internal I-delimitation, Narcissism and Sexuality

## I. INTRODUCTION

The current state of the societies functioning is characterized by increasing a war for consciousness, the main purpose of which is the defeat of consciousness and, above all, the destruction of identity. V.K. Potekhin defines the concept of the war for consciousness. According to this author, during a psychological war, primary targets are replaced by secondary, tertiary and lower, ground-level [1]. Special attention in the war for consciousness is paid to a social group called students. Consistent influence is exercised in the student environment by embedding in the educational process. It helps student to model their identity structure that allows you to exert a manipulative effect on them. This means that identity as a psychological structure of consciousness ("Integrity of the personality; identity and continuity of our I, despite the changes that occur to us in the process of growth and development (I am the same) [2]" and as a regulating mechanism for the social functioning of a person should be subject to continuous preventive (warning) diagnostics to prevent the likelihood of existential vacuum.

## II. EXISTENTIAL VACUUM AND ITS VICTIMOLOGICAL JUSTIFICATION

Existential vacuum as a socio-psychological state, caused by the loss of the meaning of life, manifests itself in modern students in the form of boredom, apathy and quite often becomes a risk factor for their suicidal behavior. Existential vacuum is the absence of the meaning of life [3] that occurs in students due to the fact that they have been operating for a relatively long time in different critical situations [4]. Student's victimization is manifested as a functional impossibility to

resolve critical situations. Functional impossibility arises in a student under the influence of a defect in socialization [5] and is characterized by a lack of competence. Understanding of competence in our reasoning is based on the psycho technical concept developed by E.V. Rudensky. The emerging trend cannot be understood on the basis of existing suicidological theories, since cultural and social conditions of life and development of modern students change when the process of acquiring identity is extremely difficult.

Within the framework of the methodological setting of E.V. Rudensky defines deprivation of effort as a way of resolving problem situations, blocking the formation of the necessary competencies in the process of cultural sociogenesis. We choose the conceptual basis of reasoning on the identity student design, in particular, in the conditions of the university. Identity provides a basis for the meaning of a person's life and is constructed as a result of ontogenetic reflection as a mechanism of awareness of one's own competence. This gives us reason to consider the lack of competence as the primary source that creates a genetic platform to block the development of a student's identity, and hence the impossibility of finding meaning, which leads to the formation of existential vacuum.

Thus, competence is the ability to perform an action, i.e. to function adequately in accordance with the requirements of the life situation.

## III. I-STRUCTURE TEST OF GÜNTER AMMON AS A TOOL OF COMPETENCE STUDY

To solve this problem, there are various diagnostic approaches and diagnostic tools. The I-structure test of Günter Ammon, widely known in Europe, was chosen as a diagnostic tool. He imagined the I-structure as multidimensional and integral, composed of various I-functions and integrating into identity [5, p.12].

The test consists of the qualitative definition of six I-functions (Aggression, Anxiety / Fear, External I-delimitation, Internal I-delimitation, Narcissism and Sexuality), each of which has three parameters: constructive, destructive and deficient [6].

Constructive identity corresponds to the presence of adequate competences in a person: destructive - to a defect or deformation of social and functional competence; deficient - lack of social and functional competence.[7]

Given the fact that Günter Ammon presented not just an identity, but its 6-level structure, it is possible to interpret the identity at specific levels.

The study involved 144 students of the NSTU technical faculties from September 2017 to June 2018, which allows us to consider the data of I-functions in dynamics.

TABLE I. LEVEL OF AGGRESSION OF STUDENTS OF NSTU

Month	Constructive aggression			Destructive aggression			Deficient aggression		
	Low	Avg.	High	Low	Avg.	High	Low	Avg.	High
St	14	72	14	36	57	7	65	28	7
Oct.	0	55	45	37	55	13	61	32	7
Nov.	20	60	20	40	50	10	30	60	10
Dec.	25	37	38	55	45	0	50	50	0
Jan.	8	58	34	42	58	0	50	38	12
March	11	67	22	53	40	7	53	40	7
June	29	33	38	33	54	13	33	54	13
Average	15	55	30	42	51	7	49	43	8

By **Constructive aggression**, Günter Ammon means an active approach to life, healthy curiosity, the ability to establish productive interpersonal contacts and maintain them, despite possible contradictions, the ability to form your own life goals and objectives and realize them even in adverse life circumstances, to have and defend ideas, opinions, points of view, thereby engage in constructive discussions. Constructive aggression presupposes the existence of a developed empathic ability, a wide range of interests, and a rich world of fantasy. Constructive aggression is associated with the ability to openly show emotional experiences, is a prerequisite for creative transformation, the surrounding, development and learning. Individuals who show high rates on a scale of constructive aggression are characterized by activity, initiative, openness, interpersonal skills, and creativity. They are capable of constructively overcoming difficulties and interpersonal conflicts, they sufficiently single out their own main goals and interests and fearlessly defend them in constructive interaction with others. In confrontational situations, they take into account the interests of partners; therefore, as a rule, they are able to reach compromise solutions without detriment to personally meaningful goals, i.e. without prejudice to one's own identity. At low rates on the scale may decrease all of the above characteristics. This applies to activity, the ability to maintain productive dialogue and constructive discussion, the need to change living conditions, the formation of their own personal and significant goals, the propensity to avoid any confrontations due to fear of breaking symbiotic relationships or due to lack of necessary skills in conflict resolution. They are also characterized by a reluctance to "experiment", an undeveloped ability to adequately respond to emotional experiences in interpersonal situations.

Thus, analyzing constructive aggression, we observe that at the beginning of the academic year, only 14% of students meet **high standards** of creativity, curiosity, ability to get along with

each other, overcome difficulties, etc. In the following months, the figures rose to 45 in October, and by June they returned to 38%, which indicates a motley picture of the dynamics of creativity, therefore, by the end of the school year only a third of the students feel comfortable in the learning environment.

**Average** rates range from 72% at the beginning of the academic year to 33% and by June, which indicates that two thirds of all students, for various reasons, do not show high creative qualities, remaining in the average level. One could be glad that a high constructive aggression has increased almost 3 times, if not for the indicators of a low level of aggression, which doubled compared with the beginning of the academic year.

**Low level** of aggression, characterized by reduced activity, lack of ability to maintain productive dialogue and constructive discussion, no need to change living conditions, the formation of their own personal and significant goals, a tendency to avoid any confrontation, unwillingness to experiment", undeveloped ability to an adequate response of emotional experiences in interpersonal situations, ranges from 14 to 29%, which corresponds to the dropout rate of students in the first and second courses.

**Destructive aggression** is characterized by a certain deformation of the normal capacity for active interaction with the outside world, people and objects. Subsequently, this is manifested by destruction directed against oneself (one's goals, plans, etc.) or the environment, a tendency to destroy contacts and relationships, in destructive acts up to unexpected breakthroughs of violence, a tendency to verbal expression of anger and rage, destructive actions or fantasies, the pursuit of a forceful solution of problems, a commitment to destructive ideologies, a tendency to devalue (emotional and mental) other people and interpersonal relationships, vindictiveness, cynicism. Aggressiveness can manifest itself in open outbursts of anger, impulsiveness and explosiveness, or manifested in excessive demands, irony or sarcasm.

Requiring realization of energy manifests itself in destructive fantasies or nightmarish dreams. Disturbances of emotional and, especially, volitional control, having a temporary or relatively permanent nature, are typical for such individuals. A real decline in social adaptation is clearly seen, since the described personality traits usually create a negative atmosphere around the individual that objectively impedes the "normal" realization of his conscious goals and plans.

The research indicators show relatively low numbers of high destructive aggression from 0 to 13%, which manifests itself unevenly. By March, this figure corresponded to September and amounted to 7%, and in June it grew again to 13%. If we consider that about 14 000 students study at the university, then you can imagine that more than one and a half thousand students are carriers of high numbers of destructive aggression. And this is already a serious situation that requires corrective intervention. In dynamics, it can be seen that by December destructive aggression descends to zero, it would seem to correspond to a state of positive adaptation, but for a number of reasons that require further careful research by the end of the academic year they again reach the previous figures.

Indicators of average destructive aggression from 50% also cause concern since at any time they can go into the category of high performance. Looking at the indicators of low destructive aggression from 33 to 55%, there is an understanding that only half of the students represent a stable body of students who, thanks to their previous experience and ability to adapt, successfully cope with the difficult period of apprenticeship in high school.

**Deficient aggression** is an underdeveloped I-function of aggression, in other words, an unused initially defined constructive predisposition to active, playful manipulation of the objective world, a gradually lost desire to autonomize and build one's own identity. In behavior, deficient aggression is manifested in the inability to establish interpersonal contacts, warm human relations, in the reduction of substantive activity, in narrowing the range of interests, in avoiding any confrontations, conflicts, discussions and situations of "rivalry", in the tendency to sacrifice one's own interests, goals and plans, as well as the inability to take any responsibility and make decisions. In the case of pronounced deficient aggression, the ability to openly manifest one's emotions, feelings and experiences, pretensions and preferences is significantly hampered. The lack of activity is usually subjectively compensated to some extent by unrealistic fantasies, unrealizable plans and dreams. In emotional experiences, feelings of impotence, incompetence and uselessness, a feeling of emptiness and loneliness, abandonment and boredom come to the fore. For those who show high rates on the scale of deficient aggression, a passive life stance, the alienation of their own plans, interests, and needs are characteristic. They tend to postpone decision-making and are not able to make any significant effort to achieve their goals. In interpersonal situations, as a rule, there is compliance, dependence and the desire to avoid any contradictions, situations of collision of interests and needs.

From the table we see high rates of the deficient aggression range from 0 to 13% and average 8%, which is also quite a lot in terms of the total number of students enrolled at NSTU. About 1,500 students are carriers of high rates of deficient aggression, which is equal to indices of high destructive aggression. This is a risk group that manifests itself as incapable of collected, active work in the educational process. They, as a rule, do not complete the university, since the university does not deal with the transformation of identity and the reconstruction of the personality and the whole complex of deficiencies only progresses if there is no purposeful impact on each student experiencing psychological difficulties. In addition, our students do not have to count on professional psychological and therapeutic effects, since this is not incorporated into the concept of higher education not only of ours, but that of other universities. Since today's vector of higher education is aimed at serving the business, and not at educating students, it is not necessary to hope for the success of these students. Although students, finding deficits in themselves, rush around in search of psychological help, the university is not concerned about this problem. High deficient aggression increases exactly two times over the period of one academic year. It is terrible to imagine the future development of such a trend. The most "successful" result is that students in

many faculties by the end of the second year leave the walls of the university for more than half of the number enrolled in the first year. The worst result is an attempt to escape from the state of existential vacuum, suicide, which has long been the norm of university reality.

The average indicators of deficit aggression from 28% at the beginning of the academic year to 60% in November and 54% in June indicate that there is a high degree of deficient aggression from which to replenish their interest. 60% is more than half of all students, about 7,500 students. Moreover, there is no dynamics to improve the situation, but vice versa.

Now let us consider the characteristics of anxiety - fear among the students of NSTU for the period from September 2017 to June 2018.

TABLE II. LEVEL OF ANXIETY OF STUDENTS OF NSTU (%)

Month	Constructive anxiety			Destructive anxiety			Deficit anxiety		
	Low	Avg.	High	Low	Avg.	High	Low	Avg.	High
St	0	79	21	29	64	7	64	36	0
Oct.	7	61	32	40	46	14	60	36	4
Nov.	20	60	20	36	36	18	70	20	10
Dec.	13	50	7	38	62	0	50	50	0
Jan.	8	59	33	33	59	8	75	17	8
March	13	33	54	67	20	13	47	53	0
June	13	33	54	58	25	17	54	38	8
Average	11	54	32	43	45	11	60	38	4

**Constructive anxiety** is understood as the ability of the individual to withstand anxiety without losing integration, integrity, identity, use anxiety to solve adaptation problems, in other words, act in the real world, feeling its real dangers, accidents and unpredictability and the possibility of unfavorable coincidences of circumstances. Constructive anxiety in this regard implies the ability to differentiate between real threats and "objectively" unfounded fears and fears, acts as a mobilizing mechanism, flexibly matching the level of internal activity with the real complexity of the actual situation or as an inhibiting factor warning of the likely impossibility of coping with existing difficulties. Constructive anxiety controls the level of permissible curiosity, healthy curiosity, limits of possible "experimentation" (active change of the situation).

Constructive anxiety provides an opportunity in threatening situations to seek help and take it from others, as well as to provide all possible assistance to the people in need. For individuals with high rates on the constructive anxiety scale, it is typical to have the ability to soberly assess the dangers of a real life situation, overpower one's fear for the realization of vital tasks, goals and plans, and expand life experience. They, as a rule, are able in extreme situations to make informed, balanced decisions, have sufficient tolerance to anxious experiences, allowing them to maintain integrity even in difficult situations that require responsible choice, in other words, to confirm identity. Anxiety in these people contributes to increased productivity and overall performance. They are capable of contacts and can actively attract others to resolve their own doubts, fears, in turn, can feel the anxious experiences of others and help resolve these experiences.

**High rates of constructive anxiety** fluctuate from 7 to 54% over the study period, which indicates its growth by March, by spring, while decreasing in the winter months. This growth is encouraging, but the fluctuations are alarming. And only half of the students are provided with a protective mechanism in the form of constructive anxiety, which clearly does not give reason to be sure that our students will reach the end of their studies in high school without loss.

**The average indicators of constructive anxiety** from the highest 79% in September dropped to June to 33%, which indicates a general decrease in stability in psychological comfort and inability to experience difficult situations.

**Low rates of constructive anxiety** range from 0 to 20% and average 10% for the academic year. The highest numbers appear by November and by June reach 13%, which indicates the inability to treat different dangers and their own experience in threatening situations differentially. Such people tend to weaken or even violate the flexible emotional regulation of behavior. The level of their activity often does not coincide with the present difficulty of the real state of life [10]. In other words, the risk group is about 10% of students, which corresponds to 1,400 students of the NSTU.

**Destructive fear** is understood as “deformation of constructive anxiety, manifested in the loss of the last function of flexible regulation of the level of activity necessary for the integration of the mental life of a person. This makes it difficult for them to develop the ability to tolerate a certain level of anxiety necessary for a differential assessment of the degree of real danger. In behavior, destructive fear manifests itself primarily by an inadequate reassessment of real threats, difficulties, problems, excessive expression of bodily vegetative components of emotional reactions, poorly organized activity in a danger situation, even panic manifestations, fear of establishing new contacts and close, trusting human relationships. There is fear of authority, fear of any surprises, difficulty concentrating, expressed fears of one’s own personal future, inability to seek help and support in difficult life situations. In cases of excessive intensity, destructive fear reveals itself in obsessions or phobias, expressed as “free-floating” anxiety or “panic stupor”.

Persons with **high scores on the scale of destructive fear** are characterized by increased anxiety, a tendency to anxiety and anxiety even on the most insignificant occasions, difficulties in organizing their own activity, a frequent feeling of insufficient control over the situation, indecision, timidity, shyness, spontaneity, anxiety vegetative stigmas (sweating, dizziness, heart palpitations, and similar manifestations.). They, as a rule, experience serious difficulties in self-realization, expansion of often limited life experience, feel helpless in situations requiring mobilization and confirmation of identity, overwhelmed with all sorts of fears about their future, and are not able to really trust themselves or others around them.

Indicators of **high destructive anxiety** range from 0 to 18% and average 11%. This is a very high degree of disadaptation of students of our university. These students require active intervention by the psychological service. This applies not only to students with poor academic progress, but

even to more successful students, but whose experience persistent over-anxiety. This sometimes manifests itself in their intrusive self-inflictive actions, such as biting their lips, shaking their legs, plucking their hair on their heads or not noticing those around they pinch themselves on the skin of the hands, wind the hair on the fingers, crunch the fingers and the like. This has to be treated with understanding and attention, and try to create an atmosphere of friendliness and psychological comfort, since a third of students have a panicky fear during public speaking.

Analyzing the indicators of the **average destructive anxiety**, we observe its decrease from 64 to 20%, which on average is about 50% of the total number, which also causes concern, since it is subject to a transition to a high destructive anxiety.

Low destructive anxiety ranges from 29% in September to 67% by March. This dynamic is quite optimistic.

**Deficient anxiety/fear** is understood as a significant underdevelopment of the I-alarm function.

In contrast to the previously described destructive fear, mainly associated with the loss of the regulatory component of anxiety, in the deficit state of the I-function of fear, not only the regulatory, but also the existentially most important alarm component of anxiety suffers. This is usually manifested in the complete impossibility of coexistence with anxiety, in other words in complete intolerance to experiences associated with the mental reflection of danger.

In behavior, deficient fear manifests itself in the inability to “feel” fear in general. Often this is expressed in the fact that the objective danger is underestimated or completely ignored - not perceived by consciousness as reality.

Absence of fear intrapsychically manifested in feelings of fatigue, boredom and spiritual emptiness. Unconscious lack of experiences of fear, as a rule, finds itself in a pronounced desire to search for extreme situations, allowing one, by all means, to feel real life with its emotional fullness, to get rid of "emotional non-existence."

The fear of other people is perceived as little as one’s own fear, which leads to a smoothing of relationships and emotional non-participation, inadequacy in assessing the actions and actions of others.

Acquired new life experience does not lead to development, new contacts are not mutually enriching.

For people with **high scores on the scale of deficient fear**, there is a lack of anxiety reaction in unusual and potentially dangerous situations, a tendency to take risky actions, ignoring the assessment of their likely consequences. There is also a tendency to emotional devaluation of important events, objects and relationships, for example, situations of separation with significant other losses of loved ones and the like. In fact, they are not available true complicity and empathy.

With significant severity on the scale of deficit fear, the presence of a substitution propensity for the use of alcohol, psychotropic substances or drugs and / or the associated stay in the criminal environment is likely.

In our studies, indicators of the **high deficient anxiety** range from 0% to 10% and again to 0%, which indicates the instability of the psychological status. The highest figures are in the month of November, and this very month was the tragic events associated with deaths, the causes of which were not only alcohol. This once again testifies in favor of the urgent need to organize a professional psychological support service for students.

Indicators of the **average deficient anxiety** range from 36% in September to 53% in March and 38% in June, with minimum figures in November and January, 17% and 20%, respectively. These indicators cannot but cause concern, because without psychological support and well-organized individually oriented psychological education, the average deficient anxiety threatens to migrate to high, serving as a stable reserve for the risk group.

**High rates of the low deficient anxiety** range from 64% in September through 75% in January and 54% in June give some certainty that only half of the students do not have a high degree of vulnerability, in other words victimization.

### External I-delimitation

**Constructive external I- delimitation** is “the ability to build a flexible communicating border with others, carrying out the separation of evolving identity while maintaining the ability of vital exchanging and productive interpersonal interaction. In place of symbiotic fusion comes constructive autonomy. Thus, the “I” is formalized as “a place of continuous mental experience, in other words, the feeling of “I” (Federn P.) [8], the true existence of which is possible only with the formation of the “movable border of I” separating the “I” from “He I”.

The most important consequences of this process are the possibility of further development of identity, enrichment of life experience, regulation and control of interpersonal distance. Thus, a good "sense of reality" is formed, the ability to make contacts, including symbiotic ones without the threat of re-identification, and leave them without subsequent guilt.

**High marks on the scale of constructive external I-delimitation** reflect openness, sociability, interpersonal skills, good integration of internal experience associated with interpersonal activity, sufficient ability to set their own goals and objectives. As a rule, they are consistent with the requirements of others, good emotional contact with external reality, maturity of emotional experiences, the possibility of rational distribution of their time and effort, the choice of an adequate strategy of behavior in accordance changing the actual situation and their own life plans.

In situations that require participation, people with high rates on a given scale show themselves capable of providing assistance and support to those around them. In our studies, students showed high rates of only 29% in September, 39% in October and a decrease to 17% by June, which indicates a negative dynamic in terms of External I- delimitation.

Only about a quarter of students are highly adaptive, have high self-regulation. The **average indicators with a constructive external I-delimitation** are very high and ranges from 50 to 75%, but with all the fluctuations remain stable by the end of the academic year.

With **low results on this scale**, one can observe a violation of the ability to control interpersonal distance, problems of establishing optimal interpersonal contacts, a decrease in the ability to make rational use of available forces, resources and time, difficulties in setting and asserting personally significant goals and objectives consistent with the existing interpersonal context relationships. There is lack of coherence in emotional experience associated with object interactions, difficulties in expanding and integrating new impression. Low indicators of the external I-delimitation range from 0% to 17% by the end of the academic year. Their growth is disturbing, since there is inadaptability of more than 2000 students of our university.

The **destructive external I-delimitation** is understood as the “disorder of the “external” regulation of the relationship of the individual with reality, that is, interaction with the surrounding group and events of the external world. This is reflected in the “building up of a barrier” that prevents productive communication with the objective world. A destructive environment with its “hostile” atmosphere and a generalized ban on manifestations of activity requires “isolation without communication.”

In behavior, destructive external I-delimitation is expressed by the desire to avoid contact, unwillingness to engage in “dialogue” and engage in constructive discussion, a tendency to hyper-control the manifestations of one’s own feelings and feelings, inability to jointly seek compromises. There can be reactive hostility to someone else’s emotional expression, rejection of the problems of others and unwillingness to “allow” them to their own problems; lack of orientation in complex interpersonal reality; a sense of emotional emptiness and a general decrease in subject activity.

Persons with **high rates** on this scale are characterized by hard emotional distancing, inability to flexibly regulate interpersonal relations, affective stiffness and closeness, emotional and rooting, indifference to the difficulties, problems and needs of other people. This includes orientation to over-control of expressiveness, lack of initiative, lack of confidence in situations requiring skills in interpersonal communication, inability to accept help, passive life position.

According to our data, high rates of destructiveness I-delimitation showed 11% of students in October and November, but the next few months, these figures have come to naught, and by June reached 4%. In general, these are quite good indicators, which indicates some positive dynamics, which is not always maintained.

The **deficient external I-delimitation** in the most general sense is understood as the insufficiency of the external border of the “I”. The functional insufficiency of the external border of the “I” reflects a violation of the process of regulating the relations of the individual with external reality. However, here it is not a question of “hard” closure, but, on the contrary, the super-permeability of this boundary. In the behavior, the underdevelopment of the external border is manifested by a tendency to hyper- adaption to the external environment, inability to establish and control interpersonal distance, excessive dependence on the requirements, attitudes and norms of others, focus on external criteria and assessments. There is also the lack of the ability to sufficiently reflect, monitor and

defend one's own interests, needs, goals, inability to clearly separate their feelings and experiences from the feelings and experiences of others, the inability to limit the need and others. This is "the inability to say no," doubts about the correctness of their own decisions and actions taken as a whole, "chameleon alike" life style.

**High rates** on this scale are characteristic of obedient, dependent, conformal, seeking constant support and approval, protection and recognition, usually rigidly focused on group norms and values, identifying themselves with group interests and needs, and therefore not able to form their own, different point of view.

These people are prone to symbiotic fusion, and not to equal mature partnerships, and therefore they tend to have considerable difficulty in maintaining stable productive contacts and, especially, in situations where they need to be interrupted. The following is typical of them: the feeling of their own weakness, openness, helplessness and insecurity. High deficient I-delimitations range from 0 in the middle of the year to 14 and 12% by the end of the school year, starting from 7% in September, it increases by almost 2 times the end of the year, 12%, i.e., every tenth student demonstrates personal non-subjectness. It is alarming, because more than half of the students live in a dormitory and the inability to make independent decisions and behavior is fraught with bad consequences associated with smoking, alcohol, drugs, and other social deviations.

The **average indicators of deficient I-delimitation** are also unstable and range from 33% in March to 78% in November and almost the same situation of **low external I-delimitation**, which testifies to the uncertainty in the whole student environment.

TABLE III. LEVEL OF EXTERNAL I-DELIMITATION OF STUDENTS OF NSTU (%)

Month	Constructive I-delimitation			Destructive I-delimitation			Deficient I-delimitation		
	Low	Avg.	High	Low	Avg.	High	Low	Avg.	High
St	7	64	29	43	50	7	50	43	7
Oct.	11	50	39	46	43	11	43	43	14
Nov.	0	67	33	33	56	11	22	78	0
Dec.	13	50	37	75	25	0	50	50	0
Jan.	0	75	25	75	25	0	42	50	8
March	7	60	33	47	53	0	53	33	14
June	17	66	17	38	58	4	42	46	12
Average	8	62	30	51	44	5	43	49	8

**Internal I-delimitation** is another function of personal identity, which is represented in our study by the following figures in %:

**Constructive internal I-delimitation** is a communicative barrier that separates and connects the conscious "I" and the internal environment of an individual with its unconscious feelings, instinctive impulses, images of internalized objects, relationships and emotional states. Persons with high rates on this scale are characterized by a good ability to distinguish between external and self-activity, the ability to flexibly use the possibilities of sensory and emotional comprehension of reality,

as well as intuitive decisions without losing control over reality, good controllability of bodily conditions, generally positive nature of internal experience, ability internal, differentiated perception of internal experiences, bodily sensations and to a sufficient mental concentration, high total I order the mental activity.

TABLE IV. LEVEL OF INTERNAL I-DELIMITATION OF STUDENTS OF NSTU (%)

Month	Constructive I-delimitation			Destructive I-delimitation			Deficient I-delimitation		
	Low	Avg.	High	Low	Avg.	High	Low	Avg.	High
St	0	38	62	21	79	0	7	57	36
Oct.	11	57	32	21	68	11	32	39	29
Nov.	0	22	78	22	78	0	22	33	45
Dec.	0	38	62	50	38	12	25	75	0
Jan.	0	42	58	50	42	8	33	33	34
March	0	40	60	53	40	7	7	53	40
June	8	46	46	33	63	4	20	56	24
Average	3	40	57	35	58	6	21	49	30

In our study, students demonstrated a **high constructive internal I-delimitation** from 62% in September to 46% in June and in November, 78%, and an average of 57%, which indicates that only half of today's students work at a high level with their own I, shows the ability to self-regulation in the emotional, mental and physical areas. And the other almost half of the students presented average data on these scales. **Low constructive** demonstrated students from 0 to 8% through 11% in October. With low indicators on the scale of constructive internal I-delimitation, we can note "mismatch of emotional experience, imbalance of internal and external, thoughts and feelings, emotions and actions; violations of the experience of a sense of time. There is the inability to flexibly control emotional and bodily processes, consistently articulate one's own needs; undifferentiated perception and description of different mental states; lack of capacity for productive mental concentration. Functional insufficiency of the internal border is manifested in the violation of interaction with unconscious processes, which, depending on the indicators on other scales of internal I-delimitation, reflects either the "hard" suppression of the unconscious, or the lack of a sufficient intrapsychic barrier. Thus, we have more or less encouraging results.

**The destructive internal I-delimitation** is understood as the presence of a rigidly fixed barrier separating the "I", otherwise - the center of conscious experiences, from other intrapsychic structures. The violation of the "permeability" of the border is decisive here, as well as in the case of destructive external I-delimitation. The border in this case does not so much delimit the autonomized "I", but rather delimits it, depriving the natural connection with the unconscious. Instead of the functional differentiation of a single mental space, there is an actual isolation of its individual parts, which are hyper adapted to various requirements - the aspirations of the external world and the internal instinctive impulses.

In the behavior of a destructive internal I-delimitation manifests itself in the dissociation of the conscious and unconscious, past, present and future, relevantly present and potentially present, an imbalance of thoughts and feelings, emotions and actions, a rigid orientation towards a purely

rational comprehension of reality. That does not allow intuitive and sensual decisions, disagreement bodily and mental life, inability to fantasies, dreams, a certain depletion of emotional experiences and impressions due to often hypertrophied tendency to rationalize and verbalize sensory images; desensitized bodily sensations, i.e., insensitivity to the vital needs of the body (sleep, thirst, hunger, fatigue, etc.); the rigidity of the defense mechanisms used, separating the emotional components of impressions and projecting them into the outside world.

Persons with **high rates** on this scale seem to be formal, dry, overly business, rational, pedantic, and insensitive. They dream a little and almost do not fantasize, do not aspire to a warm partnership, are not capable of deep empathy. The inability to adequately perceive their own feelings and needs makes these people insensitive to the emotions and needs of others, the real world of the living people around them can be replaced by their own set of projections. In intellectual activity, they are prone to systematization and classification. In general, an unnecessarily rationalized consciousness is complemented by an overly irrational unconscious, which often manifests itself in inappropriate actions and deeds, accidents, unintentional injuries.”

**High rates** of the destructive internal I-delimitation range from 0% to 12% and average 6%, or up to one and a half thousand students of our university at different times. Such students cannot be overlooked. Under the guise of excessive restraint, they experience severe destruction of the individual.

**Lower rates** are very unstable, because they make up at different times from 21% to 53%, and are the breeding grounds for the average indicators of destructive internal I-demarcation.

The **deficient inner I- delimitation** is understood as the “insufficient formation of the inner border of the “I”. This boundary arises in the process of the structural differentiation of the mental and marks the possibility of the formation of a truly autonomous “I”. In this regard, the lack of an internal border is in a certain sense a basic underdevelopment of personal structures, inhibiting the formation of other intrapsychic formations.

In behavior, the weakness of the inner boundary of the “I” is expressed by a tendency toward excessive fantasizing, unbridled reverie, in which the imaginary can hardly be separated from reality. Consciousness is often “flooded” with poorly controlled images, feelings, emotions, the experience of which is not able to differentiate them from external objects, situations and relations with them related.

For individuals in **high rates** on the scale of deficient internal I-delimitation, they are characterized by impulsivity, weakness of emotional control, tendency to exalted states, insufficient balance of actions and decisions, overcrowding with fragmented, diverse feelings, images or thoughts, extreme inconsistency in interpersonal relationships, inability to a sufficient concentration of effort, poor regulation of bodily processes. In the behavior then inadequacy, disorganization and disintegration, often perceived as pretentiousness and absurdity, come to the fore.

In our studies, the **high Deficit I-delimitation** rates reach 40% in March from 0% in December, and on average 30%, which causes concern. Almost a third of students on an irregular basis show a lack of identity through the function of deficient internal I-delimitation. Averages also at the turn of 50% work as a source for high rates, reaching 75% in December. We see the above-described manifestations in students' behavior, especially in their desire to manifest themselves in an original way, like a tattoo, participate in absurd cultural events like the Miss Faculty, wear piercings and screaming hairstyles, in the form of contacts with teachers and among themselves.

The fifth I-function, Günter Ammon, identifies **narcissism**, which is the individual's I-image. Here are the data of our research on the narcissism scale.

TABLE V. THE LEVEL OF NARCISSISM OF STUDENTS OF NSTU (%)

Month	Constructive narcissism			Destructive narcissism			Deficient narcissism		
	Low	Avg.	High	Low	Avg.	High	Low	Avg.	High
St	14	64	21	47	47	6	50	43	7
Oct.	11	57	32	14	55	31	61	21	18
Nov.	44	33	25	40	40	20	46	18	36
Dec.	0	44	56	71	29	0	86	14	0
Jan.	0	67	23	58	25	17	73	27	0
March	20	27	53	60	20	20	67	27	6
June	20	36	44	42	50	8	17	37	46
Average	16	47	36	44	37	19	50	27	23

**Constructive narcissism** is understood as a positive I-image, based on a sense of self-worth and based on the positive experience of interpersonal contacts. The main attributes of such self-perception and self-perception are both the realism of assessments, in which the most important, in a good sense, unbiased, friendly, “involved” relations of a meaningful environment are internalized, and integrity, including a general positive attitude towards oneself as a person, to individual areas their existence, their own actions, feelings, thoughts, bodily processes, sexual experiences. Such a holistic, realistic acceptance of oneself in the most varied of its manifestations allows one to freely give oneself to the power of other people's assessments, not trying, either consciously or unconsciously artificially, but to form a positive self-image by carefully covering one's own weaknesses.

In behavior, **constructive narcissism** manifests itself as the ability to adequately assess oneself, truly fully perceive one's capabilities and realize them, feel one's strength and competence, forgive oneself mistakes and blunders, learning the necessary lessons and thereby increasing one's life potential. Constructive narcissism reveals itself in the ability to enjoy its own thoughts, feelings, fantasies, insights, intuitive decisions and actions, correctly perceiving their real value; it allows an individual to fully feel his bodily life and provides the ability to establish various interpersonal relationships in accordance with his inner motives. Constructive narcissism makes it possible to safely experience temporary loneliness without experiencing feelings of sadness or boredom. Constructive narcissism allows a person to sincerely forgive others their mistakes and delusions, to love and be loved, while

maintaining their internal integrity, independence and autonomy.

Persons with **high rates** on this scale are characterized by high self-esteem, healthy ambition, realism in perception of oneself and others, openness in interpersonal contacts, diversity of interests and motivations, the ability to enjoy life in its various manifestations, emotional and spiritual maturity. They have the ability to resist adverse events, unfavorable assessments and actions of others without detriment to themselves and the need to use protective forms that seriously distort a reality.

Analyzing the test data, we find that by the beginning of the school year, only one fifth of the students experience comfort from their own functioning and well-being, being at peace with themselves, and by the end of the academic year rises to 44%. This can be called positive dynamics, although this is less half of students who are satisfied with their own person in society. As for the rest, by the end of the academic year, the average indicators dropped from 64% to 36%, while the low rates slightly increased, which corresponds to 14% to 20%.

With **low indicators** on the scale of constructive narcissism, it is usually a question of self-doubt, dependent people who are painfully reacting to other people's assessments and criticism, intolerant to their own weaknesses and weaknesses of others. For such people, communication difficulties are typical, they are not able to maintain warm trusting relationships in general, or, setting and maintaining them, cannot preserve their own goals and preferences. The sensual life of people with low rates on a given scale is often depleted or too "unusual"; the range of interests is narrow and specific. The weakness of emotional control and the lack of full-fledged communicative experience do not allow these people to sufficiently feel the fullness of life.

A fifth of students experience discomfort from their own existence on the intra- and interpsychic levels. The main deficit is the communicative level, which actually determines the fullness of student life. But about 3000 students of our university do not possess communicative competence, which leads to the most varied behavioral deviations in relation to themselves and others. It is obvious that a low level of constructive narcissism was formed in the reference environment before entering the university. However, what actions does the university take to correct the psychological status of each student?

Obviously, these issues are not at all on the agenda of educational work. The student is left to him, and as far as he is capable of producing self-changes, the problem is only the student himself, which means a draw. The university is not puzzled by this, and the student is not competent.

**Destructive narcissism** is understood as the distortion or violation of a person's ability to realistically sense, perceive, and evaluate oneself. The most important feature of destructive narcissism is the temporal and intensity instability of attitudes toward oneself, manifested in underestimating or overestimating oneself, while the range of oscillations is determined by fantasies of greatness, on the one hand, and ideas of inferiority on the other. Attitude towards oneself cannot be stabilized due to the impossibility of objectifying it in the

"mirror" of interpersonal interaction. At the behavioral level, destructive narcissism is manifested by an inadequate assessment of oneself, one's actions, abilities and capabilities, distorted perceptions of others, excessive vigilance in communication, intolerance to criticism, low tolerance to frustration, fear of close, warm, trusting relationships and inability to establish them. There is the need for social confirmation of its significance and value, as well as the propensity to build an autistic world, fencing off real interpersonal interactions. Often there is also a feeling of inseparability and incomprehensibility by other subjectively important experiences and feelings, interests and thoughts, a feeling of hostility of others, up to paranoid reactions, a feeling of boredom and joylessness of existence.

**High performance** on this scale reflects a pronounced inconsistency of self-esteem, inconsistency of its individual components, instability of attitude towards oneself, difficulties in personal contacts, extreme sensitivity, excessive caution, closeness in communication, a tendency to constantly control one's own expression, restraint, sustainability, "over-penetration" down to suspiciousness. Facade impeccability is often accompanied by excessive exactingness and intransigence to the weaknesses and weaknesses of others. The high need is in the center of attention, to receive the recognition of others, combined with intolerance of criticism and a tendency to avoid situations in which a real external assessment of one's own properties can occur, and the inadequacy of interpersonal communication is compensated by a pronounced tendency to manipulate.

This tangle of deficiencies is typical for students from 0% to 31%, which cannot but alarm. If by the beginning of the academic year, the high destructiveness of narcissism was 6%, then in October it reached its maximum level of 31% and fluctuated, returning by the end of the school year to the previous figures. These differences indicate that the educational environment does not contribute to the stable manifestation of positive personal characteristics; the personal war hidden inside takes place and results in various tensions leading to conflicts, stress, and psychosomatic pathologies. We, teachers, see these manifestations with the naked eye, but we are not always ready for individual professional pedagogical influence, proceeding from the state of affairs. We do not own correction methods, being carried away by the desire to "pump up" students with knowledge, not realizing that the manifest deficiencies are obstacles to the productive development of academic disciplines and the formation of a positive communicative environment. Often, we slide into the "requirements" platform instead of cooperation and awareness that this is only our direct professional duty to teach students to function effectively in their own learning environment.

**Deficient narcissism** is understood as an inadequacy of the ability to form a holistic attitude towards oneself, to develop a differentiated view of one's own personality, one's abilities and capabilities, as well as realistic self-assessment. Deficient narcissism is a vestigial state of self-sufficiency and autonomy. Compared to destructive narcissism, here we are talking about a deeper violation of the central self-function, leading to an almost complete inability to perceive the uniqueness and uniqueness of one's own existence, to attach importance to

one's desires, goals, motives and actions, to defend one's own interests and to have independent views, opinions points of view. Deficit narcissism in behavior is manifested by low self-esteem, pronounced dependence on others, the inability to establish and maintain "full-fledged" interpersonal contacts and relationships without prejudice to one's interests, needs, life plans, difficulties in identifying one's own motives and desires, attitudes and principles. This includes the associated identification with the norms, values, needs and goals of the immediate environment, as well as the poverty of emotional experiences, the general background of which is joylessness, emptiness. There is intolerance of loneliness and a pronounced unconscious desire for warm, symbiotic contacts, in which you can completely "dissolve", thus shelters oneself from the intolerable fears of real life, personal responsibility and your own identity. The causes of this condition lie in the dislike of childhood and at the age of prejudice, a person tries to compensate for the lost love without controlling himself in the proper measure.

**High scores** on this scale characterize people who are unsure of themselves, their capabilities, strength and competence, hiding from life, passive, pessimistic, dependent, overly conformal, incapable of genuine human contact, striving for symbiotic fusion, feeling their needlessness and inferiority, constantly needing in the narcissistic "nutrition". And there are those unable to constructively interact with life and who are always content only with the role of passive recipients, while learning activities and constant the need for interpersonal contacts requires distinct competencies related to independent decision-making, autonomy, responsibility, self-organization, self-control, etc.

TABLE VI. SEXUALITY OF STUDENTS AT NSTU (%)

Month	Constructive sexuality			Destructive sexuality			Deficient sexuality		
	Low	Avg.	High	Low	Avg.	High	Low	Avg.	High
St.	7	64	29	43	57	0	64	32	4
Oct.	11	26	63	56	44	0	74	22	4
Nov.	22	33	45	45	33	22	67	33	0
Dec.	0	13	87	71	29	0	92	8	0
Jan.	0	50	50	64	36	0	73	27	0
March	0	7	93	43	50	7	87	13	0
June	13	30	57	29	50	21	56	32	0
Avg.	8	32	60	50	43	7	73	24	12

Indicators of scarce narcissism are the most colorful among all the others. They range from 7% at the beginning of the academic year and through large fluctuations from 0% to 36% reach 46%, which corresponds to almost half of the students. Unfortunately, this figure corresponds to the dropout of students by the end of each school year. Analyzing the data, we unwittingly conclude that students entering complex technical specialties, to a high degree, do not meet the requirements of the proposed activity. The presence of a large number of deficiencies slows down, and sometimes does not allow one to fully carry out educational activities, because it consists of a whole set of competencies that applicants must already have in full.

E.V. Rudensky developed a holistic system of interrelated deficits of social standard [5, p. 20]. These are genetic, cultural, functional, autonomous, and adaptive. There are 38 of them, of which a victimized personality is formed, which is not able to fully function.

**Constructive sexuality** is understood as a purely human opportunity to receive mutual pleasure from physical, physical sexual interaction, which is experienced as a freedom from fear and guilt feelings, a mature union of personalities. It is especially important that such unity is not burdened by any role fixations, social responsibilities or aspirations and is not determined solely by biological needs. His only self-sufficient goal is an unconditional bodily, mental, and spiritual fusion. Constructive sexuality implies a genuine acceptance of a partner and confirmation of one's own I-identity, in other words, it is the ability to have sexual contact, feeling the living reality of this unique partner and retaining a sense of inner authenticity. Another important aspect of constructive sexuality is the ability to emerge from sexual symbiosis without destructive guilt feelings and loss, but, on the contrary, experiencing the joy of mutual enrichment. In behavior, constructive sexuality is manifested in the opportunity to enjoy and understand the feelings and desires of a partner, the ability to feel responsibility and to show warmth, care and dedication in sexual partner relationships ..., the ability to adapt flexibly, based on a well-felt understanding of the partner. High scores on this scale are characteristic of sensitive, mature people who are able to establish close partnerships, understand their needs well and feel the needs of others, are able to communicate and realize their own sexual desires without exploitation and impersonal manipulation by others. They are capable of mutually enriching the exchange of sensory experiences and sensory experience, understanding of erotic components, which, however, are well integrated and reflect a holistic, natural active personality.

About one-third of students demonstrate **high constructive sexuality** figures, rising to very high values by 93% by spring, and by the summer of examinations, fall to half of those tested. This indicates that, on average, more than 50% of students show positive dynamics in sexual partnerships. These can be treated to a greater extent as interchange of energies, in which important human qualities, such as mutual understanding, caring for a partner, a desire to please, the presence of kind warm feelings, the desire and the ability to "cooperate" in such important sphere as a manifestation of the love of man and woman to each other. This makes the prospects for the creation of full-fledged families, in which an atmosphere of love will be born and brought up children.

With **low indicators** on the scale of constructive sexuality, there is a lack of capacity for partner sexual interaction; sexual activity is either too instrumentalized, stereotyped or depleted. In any case, the inability to sexual "game" is noted; the partner is perceived and acts only as an object to satisfy their own sexual desires. Erotic fantasies are obviously egocentric or absent altogether. Here, the performance of our students from 7% in September to 0% in winter and spring, and only closer to the session in June, this figure reaches 13%.

**Destructive sexuality** is a deformation of the development of the function of sexuality, manifested in a violation of the

process of integration of sexual activity in the holistic behavior of an individual. In fact, sexuality is split off from I-identity and, thus, pursues its own autonomous goals, often in disagreement with other manifestations of the "I". Such goals may, for example, be the actualized desire for purely sexual satisfaction associated with the initiation of a particular erogenous zone, the need for recognition and admiration, the desire to prove sexual superiority, adherence to the socially prescribed role, aggressive motivation, and so on. The unity of feelings, thoughts and experiences takes selfish isolation. Feelings experienced by others are ignored or objectively exploited. Relations are closed and are not aimed at any kind of "discovery" of a partner, a desire to feel its uniqueness... In behavior, destructive sexuality is manifested by reluctance or inability to deep, intimate relationships. Human intimacy is often perceived as a burdensome duty or threat of loss of autistic autonomy, and therefore avoided or terminated by substitution. Instead of a whole person, only some of its fragments are involved in the contact. The sexual activity thus split off insultingly ignores the integrity of the other, giving the sexual relationship the character of impersonality, anonymity, alienation. Sexual relationships are retrospectively perceived as traumatic, harmful or degrading. In this regard, feelings of guilt, a sense of degradation, or the experience of "use" are often noted. Extreme manifestations of destructive sexuality include multiple sexual perversions: various options for sexual abuse, including child abuse, sadomasochism, exhibitionism, voyeurism, fetishism, pedophilia, gerontophilia, necrophilia, sodomy, etc., High rates on the scale of destructive sexuality are characteristic of people with disabilities to spiritually filled, emotionally rich sexual experiences; avoiding emotional intimacy, confidence and warmth. Their destructive sexuality can manifest itself in various forms of aggressive behavior: from scandalousness to open manifestations of physical violence and / or inclination to self-destruction.

We analyze the data of our studies. I am writing "ours" also because the participants are not only me as the author of the article and the direct organizer of the study, but also all the students who are absolutely conscious and interested in this process, assessing its significance for themselves and for science. The data were discussed with every student who wanted to try to learn how to interpret the test data for further understanding and correcting their own deficiencies), we note with a considerable degree of satisfaction that and high destructive sexuality range from 0% at the beginning of the school year to 21% by June. However, the growth is somewhat alarming and requires more careful study. And if this upward trend is real, then the prospect of personal deficits may turn out to be critical. Especially dangerous are manifestations of suicidal attempts or their close precursors, such as manifestations of superiority at any cost, humiliation of the human dignity of a partner, replacement of natural sexual manifestations with destructive ones such as homosexuality, sadomasochism, direct aggression, pedophilia, etc. The lack of mutual understanding with the opposite sex is the result of other people's fundamental misunderstanding, selfishness and intolerance.

**Deficient sexuality** is understood as "I-function of sexuality that is delayed in its development. It means a generalized ban

on sexual activity. In contrast to the destructive deformation, deficient sexuality implies the maximum possible rejection of real sexual contact, which can occur only under strong pressure from external circumstances. In fact, we are talking about the rejection of his and someone else's physicality. Physical contact is perceived as an unacceptable invasion, the subjective meaninglessness of which is predetermined by the perception of what is happening as just a mechanistic interaction. The main thing here is the loss of the ability to sense the interpersonal, intersubjective basis of sexual activities. Thus, the meaning of any erotic or sexual situation turns out to be sharply depleted and, often, is presented as an "indecent" manifestation of a purely "animal" beginning. In other words, sexuality is not perceived as a necessary component of purely human communication and, as a result, cannot be adequately integrated into interpersonal communications. In behavior, deficient sexuality is expressed by the prevailing lack of sexual desires, the poverty of erotic fantasy, the perception of sexual relations as "dirty", sinful, unworthy of a person and deserving of disgust. Own sexual activity is most often associated with fear. In this case, fear dyes the whole sphere of the relationship of the sexes and can manifest itself through the fear of infection or moral decline, fear of touching or sexual dependence. The behavioral manifestations of deficient sexuality are characterized by a low assessment of their physical image and their sexual attractiveness, as well as a tendency to devalue the sexual attractiveness of others. In general, interpersonal relationships are rarely truly full-blooded; they prefer real potential sexual partners to fictional "princes" or "princesses." Often deficient sexuality accompanies impotence in men and frigidity in women.

Persons with **high scores** on the scale of deficient sexuality are characterized by low sexual activity, the desire to avoid sexual intercourse up to the complete abandonment of them, the tendency to replace real sexual relations with fantasies. Such people are not able to experience the joy of their own body, communicate their desires and needs to others, are easily lost in situations requiring sexual identification. Sexual desires and claims of others are perceived by them as threatening their own identity. They are characterized by insufficient emotional fullness even significant interpersonal relationships. The lack of sexual experience usually causes a "too serious" attitude to life, a poor understanding of people, as well as life in general.

The test results of our students demonstrate low, even zero numbers, although in June the number was 12%. You can try to explain this by the approaching exams, although this would be a simplification. In a word, in any case, additional research is required.

**Low levels** of deficient sexuality are quite high from 64%, 92% to 56% by the end of the school year. One would like to hope that the rejection of one's physicality and the unwillingness to perceive oneself as an integral part of nature and the ability to live in harmony with it is characteristic of a minimum number of students.

#### IV. CONCLUSION

Summarizing the study of the identity of NSTU students on the results of observation and testing during the 2017-2018

academic year, we came to the following conclusions. Within the framework of the socio-psychological victimology of the individual, we were able to reveal the vulnerabilities of students and identify the need for organizing psychological remedial work with students in individual and group forms. Based on the system of functional and competency standards of socialized personality, developed by professor Rudensky E.V [5], we denote psychological competence as general in the section "Subject-regulatory functioning of the personality", expressed by Günter Ammon in indicators of the standardization of socialization for all six functions as follows:

TABLE VII. SOCIALIZATION STANDARD OF NSTU STUDENTS (%)

	Low constructive	High destructive	High deficient
Aggression	15	7	8
Alarm	11	11	4
External I-delimitation	8	5	8
Internal I-delimitation	3	6	30
Narcissism	16	19	23
Sexuality	8	7	29

Based on table 3 in the monograph of Rudensky E.V. "The socialization defect of the individual as a system of deficiencies" [9], we have the opportunity to put into words these deficiencies manifested by our students in order to be able to deeply analyze the state of their identity and socialization.

1. "deficiencies (D) of social and genetic normativity: D of interactivity, D of intersubjectness, D of socializing knowledge, D of social learning, D of social approval, D of emotional support, D of socializing problematic;

2. lacks of socio-cultural normativity: D emotional intelligence, D social intelligence, D socio-communicative intelligence;

3. lacks of socio-functional normativity: D reflexive competence, D emotional competence, D competence of self-esteem, D psychological competence, D social competence, D socio-communicative competence, D social-interactive competence, D psycho technical competence, D competence of social-psychological adaptation, D socio-psychological competence, D socio-cultural competence;

4. deficiencies of socially autonomous normativity: D emotional autonomy, D adaptive autonomy, D social perceptual autonomy, D psychological integration, D social integration, D autonomy of social interest;

5. deficiencies of social adaptive normativity: D cognitive adaptation, D social role adaptation, D social emotional

adaptation, D social communicative adaptation, D social well-being, D psychological well-being, D life satisfaction." [5 p.20].

The analysis of competence deficiencies shows a high level of vulnerability of NSTU students to attacks in the war for consciousness. This circumstance prompts us to turn to the so-called preventive training for social identity therapy. Success in these trainings is provided by a deep individual approach when using group methods. It is obvious that the use of the concept of prevention is promising and constructive, since has a rich practical and theoretical base. Another no less important danger in which students' vulnerability can be actualized is the socio-psychological incompetence of a significant part of the teaching staff and management of a modern university, due to the underestimation of the importance and even criticality of the victimization status of students, teachers and higher education as a single educational space.

Based on the statement of L.S. Vygotsky, any function in the cultural development of a child appears on the scene twice, in two plans. The first is social, the second - psychological; first among people, as an intersubjective category, then inside the child, as an intrapsychic category [9]. We conclude that the quality of the formation of a student's identity largely depends on how competent his interaction partner is.

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