

# Images of Other People in Consciousness of Respondents: a Diagnostic Model of Implicit Aspects of Young People Socialization

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**Abstract**—The article presents an original model for diagnosing implicit aspects of personality socialization. The methodology of model building is based on the author’s concept of the social world image as a representation of the social situation of personality development, on A.V. Petrovsky’s model of the “significant other”, it uses and radicalizes the principles of Q-methodology in “subjectivity” diagnostics. The model includes three units. The “Data Collection Procedure” Unit is based on describing the totality of images of other people that the respondent freely reproduces. Each image of another person and their totality in the individual consciousness is a carrier of integral multi-parameter implicit information about the social relations of the respondent. The respondents create individual combinations of “other people”, categorize them, define attributes and give assessment on an ungraded scale, using individual criteria and assessment measures. The data analysis procedure includes semantic categorization techniques, frequency analysis of categories and analysis of relations among categories, as well as interpretation of the obtained indicators. The Unit for the resulting indicators reflects two levels of data analysis. The first level of the resulting data is based on an assessment of relative frequency of paired categories and reflects the respondent’s selective orientation to social agents, the values content, and the evaluative perception peculiarities. The second level of the resulting data includes an assessment of relationships between categories. These relationships reflect reflecting: the composition of social agents that actualize a certain value; “value potential” of a social agent for the respondent; social portraits of “ideals”, “such as myself”, “anti-ideals”; terminal and instrumental personal values, etc. This model is designed for student socialization online monitoring in the Kurgan region. The fundamental condition for its implementation is automation and computerization of the entire procedure.

**Keywords**—socialization, subjectivity, images of other people, diagnostic model, implicit aspects, online monitoring.

## I. INTRODUCTION

Socialization of youth is a necessary condition for reproduction of human potential. The society recognizes the importance of deeper understanding of youth socialization and is interested in forecasting social processes.

The process and result of socialization have objective and subjective aspects. The objective aspect covers material, social, educational statuses of an individual, socio-cultural

and economic characteristics of the environment. The subjective aspect is represented by complex socio-psychological formations of the personality, such as personal values, an image of the social world, social identity, a social situation of personality development, life satisfaction, the meaning of life, etc. If an objective side of socialization is a *factor* in social behavior, then a subjective one is a *direct regulator* of human behavior, his social choices, life trajectory.

Systematic knowledge of the subjective aspects of youth socialization is necessary for effective forecasting and management of the youth socialization process and socialization management. However, society, socialization agents cannot directly intervene in the subjective world of man. Management occurs through a change in objective factors. Knowing the features of individual subjective perception of social groups, institutions of socialization, we can compare the direction and effectiveness of their socializing influence. As a result, there is a possibility of socio-psychological design and correction of social and cultural policies, organization of young people socio-psychological support.

To diagnose subjective aspects of socialization is a problem due to a number of reasons. Firstly, the very subject of subjective aspects of socialization is extremely voluminous. A multi-parameter description requires, as a rule, many multi-step procedures and a long time. Secondly, the available diagnostic methods have significant limitations. *Surveys and questionnaires* give reflective distortions, often due to social desirability or the respondents’ specific motivation. An *in-depth interview* is very time-consuming and significantly narrows the sample. An analysis of *the Internet content* solves the problem of sample size, but cannot reliably identify its composition.

Implicit diagnostic methods that reveal a poorly conscious or unconscious side of human subjectivity [1], [2] are of particular interest. Implicit structures of social experience have an advantage in regulating social behavior when it is not subjected to strict self-reflection. Implicit diagnostic methods use associations and comparison of respondents’ reaction time in response to judgments about social objects, provide information on the individual’s priority attitudes to a social object or value. However, these methods are aimed at studying an attitude only to a specific object or side of reality.

Phenomenological methods for studying everyday life [3], as well as methods for sampling subjective experience

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(ESM) using smartphones [4] [5], are widely used. The ESM technique simultaneously captures an objective situation and states, thoughts, respondents' feelings which serves as an indicator of respondents' attitude to randomly selected social situations.

This article attempts to overcome the problems of diagnosing implicit aspects of socialization using an original research procedure and a diagnostic model that provides a multi-parameter systematic description of implicit aspects of respondents' socialization.

The central place in the model presented below belongs to identification of socialization agents that are actual for respondents and of an implicit attitude towards them, based on the respondents' personal value-based system. The proposed model is designed for online monitoring of students in the Kurgan region.

## II. RESEARCH METHODOLOGY

### A. Methodological Principles and Organization of Research

While developing the diagnostic model, a number of methodological approaches were used, including L.S. Vygotsky's concept of the social situation of personal development [8], [9], A.V. Petrovsky's model of the "significant other" [10], [11], the author's concept of a subjective image of the social world [12]. The Q-methodology was partially used in collecting primary data [13].

*The object of research* in the proposed procedure is the flow of images of other people available to the actual consciousness of the respondents. The images of other people represent social groups or institutions of socialization, their relevance to respondents, as well as the specifics of the respondents' personal values reflected in the attributes of the images. An analysis of the images of others in the minds of the respondents may be applicable for solving many practical problems. For example, subjective significance of local youth policy can be assessed, among other things, by presence in the minds of the respondents of local leaders, heroes, participants in the events organized at the local level. An analysis of the images of others in the previous works showed their information content in studying the image of the social world of adolescents [12], as well as in studying teachers living in different socio-geographical zones [14]. The study of adolescents showed stable interindividual and intergroup differences in the composition and socio-perceptual properties of images, according to their value-based assessments. These differences are related to a gender, age, place of residence, and form of education (lyceum classes). It is shown that the characteristics of the image array represent an adolescent development social situation [12].

The object under study obtains essential features that should be noted. *Accessibility to consciousness, free reproduction* of other people images, is a criterion for actuality of images for the respondent. *Free reproduction* of images of other people, independent of external conditions, ensures high validity of the primary data.

The *complexity and multi-quality* character of the image of another person in the perception of the respondent allows us to distinguish various parameters in it that are essential for understanding the subjective aspects of socialization. In the current study, we identified three aspects that correlate with the model of A.V. Petrovsky's "significant other" [10]: social (institutional) affiliation of another; emotional assessment,

including modality and the content of emotional orientation; value-based attitude to another.

The *integrity* of an image and the system of images of the individual allows us to establish regular relationships between the various attributes of the images of other people. This feature reflects the *system* characteristics of subjective aspect of socialization.

It should be noted that the images of other people available to the actual consciousness stand out among the stimuli set by the experimenter, since there is no need in procedures for selecting stimulating material, in its constant updating, and checking its relevance to the subject under study and to a changing social situation. This greatly simplifies organization of data collection and, on the other hand, it individualizes the data and significantly expands the possibilities of their analysis.

### B. Data Collection Procedure

The diagnostic procedure develops the principles of Q-methodology [13], aimed at measuring "subjectivity", at discovering the internal structure of a subjective topic. The Q-methodology minimizes an influence on the subjects from the researcher and maximizes "subjectivity" of the subjects: the respondents themselves form a "collection" of stimuli, evaluate the stimuli in accordance with the functional categories, and then explain the reasons for their classification. In our procedure, "subjectivity" is further strengthened: each respondent evaluates his/her own sample of "stimuli" on his/her own grounds and his/her own metric, ascribes attributes that are visible to him. In the presented model, the obtained data are used both to describe individuals and to describe educational groups. In the latter case, the study group is considered as a social subject having its own specific features of socialization.

The original author's diagnostic procedure was originally described for the pencil-paper technique [15], [16]. The diagnostic model presented in this article significantly expands the number of indicators of the initial procedure. Expansion of the indicators of the respondents' socialization subjective (implicit) aspects is possible due to automated data processing within the framework of online monitoring of young people socialization under development.

*The instruction to respondents* describes four actions:

- list in free form all the people who "come to mind" during the study (no more than 50 people);
- write down for everyone "one or two words, i.e. what I can say about this person";
- choose from the list of categories what suits each character. (Categories: gender; age ("older than me / not older"); relatives; friends; teachers; virtual characters; well-known personalities (indicating the field of activity (sports, art, science, politics, etc.) and the region (Trans-Urals, Russia, abroad));
- find your "place" on the "Anti-Ideal" scale — "I" — "Ideal", and then place all the characters on it one by one. The same "place" on the scale can take any number of characters.

The latter action, instead of categorization, offers an assessment on an ungraded vertical scale. The poles of the scale - "ideal" (the highest, "the best that can be imagined in a person") and "anti-ideal" (the lower, "the most terrible that can be imagined in a man") are absolute criteria, they generalize any personal values without requiring their

reflection and verbalization. An ungraded form does not impose a specific measurement method. This method of representing value-based relations allows you to most accurately objectify their implicit structure among the respondents. The results of assessment distribution on this scale are of special interest for prospective studies in the field of value-based assessment, beyond the scope of this work.

**C. Data Analysis**

The results of the instruction implementation are analyzed at three levels.

*1) The first level of the data analysis*

Herein the attribute categorization of the images of others is performed. The analysis categories include a) categories of social agents, b) categories of personal values content, c) categories of value-based assessment in the range of "Anti-Ideal" – "I" – "Ideal" (Table I).

TABLE I. PRIMARY DATA AND THEIR CATEGORIZATION.

Primary parameters	Parameter scaling (categories and subcategories)
a) Belonging to a social group (institution of socialization)	Categories of social and institutional affiliation: 1) age: a) older; b) not older; 2) gender: a) male, b) female; 3) relatives; 4) friends (pals): a) classmates, b) acquaintances on the Internet; 5) school employees (college, university); 6) virtual characters: a) heroes of books or films; b) the characters of computer games; 7) famous personalities: a) in show business, b) art and literature, c) sports, d) science; e) politics; 8) famous personalities: a) of the Kurgan region, b) of Russia; c) abroad. 9) lived earlier; 10) other
b) Socio-perceptual attributes representing the content of personal values	Categories of emotional orientation, representing the content of personal values: 1) communicative; 2) altruistic; 3) practical; 4) gnostic; 5) scary; 6) manners and norms; 7) hedonic; 8) glorial; 9) aesthetic; 10) romantic (universalism); 11) acquisitive; 12) physical appearance; 13) undifferentiated assessment (additional category)
c) Value-based-evaluation relations (rating on the scale of "anti-ideal - I - ideal")	Value-based assessment categories: 1) "ideals"; 2) "better than me"; 3) "equivalent to me"; 4) "worse, lower than me"; 5) "anti-ideals" Additionally: "others," above average "

The categories of Group a) were identified in preliminary studies in the sample of 236 adolescents and 134 students and were identified by experts as relevant for the study sample. The categories are not logical, they are functional for respondents, so each image of another person is a carrier of several categories of social affiliation. The respondent makes choices formalist of categories.

Categories b) of the content of the respondent's personal values are established on the basis of the correlation of a socio-perceptual attribute and the personal value that the attribute represents. In the categorization, B. I. Dodonov's classification of the emotional orientation was used [17]. This categorization is performed automatically according to the rules of the attribute dictionary. The first version of the dictionary of socio-perceptual attributes and the

corresponding value-based categories was compiled on the basis of a pilot survey of 134 students with subsequent expert evaluation. As the sample of respondents increases, the dictionary will be replenished with new socio-perceptual characteristics and will be accompanied by their expert evaluation.

Categories c) of the value-based assessment of the images of others by the respondent on the scale "Anti-Ideal"–"I"–"Ideal". The rules for categorizing value-based assessments are determined on the basis of the previous studies with a paper version of the scale, in which two main types of distribution of assessment are identified: unstructured (with equal intervals between marks) and structured (with different intervals between marks and presence of groupings). The structured distribution contains the following most typical categories of value-based assessments: "ideals"; "Others are better than me"; "Equivalent to me"; "Others are worse than me"; "Anti-ideals." An additional assessment category is "above average". The results of placing "other people" on a graphical scale are evaluated automatically.

*2) Second level of the analysis*

Herein an assessment of the actuality of the abovementioned categories for the respondents is made, which is manifested in the frequency of category use. The reproducibility of the category frequency was evaluated in a pilot test-retest study of schoolchildren with a two-month interval. Correlation was obtained at the level  $p \leq 0.001$  for 17 categories; at the level  $p \leq 0.01$  for 2 categories; at the level  $p \leq 0.03$  for 4 categories [12]. Based on these data, a categorization instruction was finalized. The frequency of ascribed attributes and evaluations can be used as a stable characteristic of a respondent. The frequency of attributed categories by the respondents is not reflected. Its measurement is carried out indirectly, automatically. Therefore, the frequency spectra of categories a), b) and c) of the groups are implicit characteristics of the primary parameters, reflect the actuality of corresponding categories to the respondent, his/her orientation to one or another side of social reality, to the content of values, to the ways of evaluating social relations.

The proportion of categories in Group a) indicates particular orientation of the respondents to various social agents. The ratio of frequency of the categories in Group b) indicates a frequency spectrum of personal values, or the structure of personal values according to their actuality. The proportion of category frequency in Group c) reflects the "tension" of the individual value-based relations, an experience of greater or lesser importance. We associate category actuality with frequency of verbalization, and the category importance is associated with the position of its rating on the scale of "Ideal"–"I"–"Anti-ideal". The most actual value for the respondent is the central value [18].

The main resulting indicators of this analysis level are presented in section III "Results".

*3) The third level of the data analysis*

At this level, the relations are established between Frequency Indicators a), b) and c) of the categories. The instantiation of these relations and interpretation of the corresponding indicators are presented in section III "Results".

III. RESULTS

Further on, we present the resulting diagnostic indicators obtained at the second and third levels of the data analysis.

A. Results of the second level of analysis

As mentioned earlier, the correlation of frequency of the related categories allows us to understand the specifics of the respondents' orientations.

The correlation of the frequency of the categories in Group *a*) (see Table 1) indicates the individual characteristics of the respondents' orientation: *adults/peers*; *male/female* characters; *living in the past/present*; *"close"* (primary groups)/*"far"* (secondary groups); on *real/virtual* others; the *region: Kurgan region / Russia / abroad*.

The proportion of category frequency in Group *b*) representing a range of the categories of personal values (see Table I) reflects the *content* of the respondents' personal values in accordance with their *actuality*. The category with the maximum frequency reflects the respondent's *central value*.

The proportion of category frequency in Group *c*) indicates a number of features of value-based assessment that are important in the social perception and socialization of youth:

- The proportion of *idealization*/*"anti-idealization"* indicates a tendency towards an enthusiastic or denigrating perception of social reality.
- The frequency of "equivalent selves" indicates either a *drive for commonness* or one's *own uniqueness*.
- The proportion of "others, better than me"/"others, worse than me" shows the *balance* of actual resources of the respondents' *positive identification* and *negative identification* images associated with barriers in his social relations.
- The proportion of frequency of "ideals" to "others better than me" indicates the *prevalence* of *terminal* or *instrumental values* at this stage of the respondent's life. For example, part of young people is characterized by idealization and fixation of consciousness on ideals embodying terminal values. At the same time, instrumental values as a means of achieving ideal goals and overcoming real barriers remain outside the scope of attention.
- The frequency of evaluations "above average" in the total evaluation array, as shown by our previous studies, is the least varied characteristic in the sample of teenagers and approaches a certain excess of the "golden section" [19]. The deviations of this indicator from the group ones probably indicate the personality and psychological specificity of a respondent, requiring further study. Presumably, frequency of evaluations "above average" represents the *basic level of psychological well-being* of a person, which is manifested in the overall *balance of evaluations above/below average*.

B. Results of the third level of analysis

The results represent the relations among Frequency Indicators *a*), *b*) and *c*) of the categories. Table II presents a schema of this analysis and the main resulting indicators.

As follows from Table II the relations of the categories of *Social Agent (a)* and the *content* of *Personal Values (b)* are specified in the following indicators:

- *"The composition of social agents that actualize a certain value."* This indicator will be described by frequency distribution of all the categories of social affiliation "inside" a separate content category of personal values. The resulting indicator allows you to see social-group or institutional sources of actualization (formation) of a specific value. For example, the respondent ascribed altruistic attributes to the representatives of the following social groups: "relatives" (50%), "teachers" (10%), "peers" (20%), "heroes of computer games" (20%). The resulting distribution can be interpreted as an indicator of social (institutional) sources or factors of actualization of altruistic values for this respondent (Of course, whether the respective institutions are *sources* of value, or just *actualize* it - this issue requires a separate consideration, which is beyond the scope of this article). This specific indicator will be called: "the composition of social agents actualizing altruistic values".

TABLE II. RESULTS OF THE THIRD LEVEL OF DATA ANALYSIS: RELATIONSHIP AMONG INTERCATEGORIES

	b) Content categories of personal values	c) Value-based categories by criteria "Ideal - I - anti-ideal"
a). Categories of social agents	Composition of social agents actualizing a certain value  The "value potential" of a social agent for the respondent  Additionally: differentiation/ stereotypical perception of a social group (institution);	Value-based assessment profile of a social category  The social profile of the value-based assessment category (social attributes of reference/anti-reference)  Social portraits of "ideals", "such as myself", "anti-ideals"  Social spectrum of respondent positive/ negative identification
b) Category content of personal values		Implicit structure of personal values  The content of the respondent's terminal and instrumental personal values  Unipolarity / antinomy of the value structure  The content of personal identity in the structure of the "Self-ideal", "Self-possible", "Self-real", "Self-undesirable", "Self-unacceptable"

- *"The value potential of a social agent"*. This indicator represents the range of values embodied in the images of a particular category. It is described by frequency distribution of the content of personal values for a particular social category. For example, the respondent's "relative" images have attributes with the following distribution of personal values: altruistic values – 80%, "practical" – 10%, cognitive values – 10%, the rest – 0%. This specific indicator will be designated: "the value potential of the category "native": content aspect".

- The range of the frequency spectrum of emotional and value-based characteristics for a particular social category is an indicator of *differentiation/non-differentiation* or *stereotypical perception of a social agent*.

The relations of the categories of *Social Agent (a)* and *Value-based Assessment (c)* is operationalized in the following indicators:

- "*Value-based assessment profile of the social category*". Distribution of occurrences of a separate "social" category among all the categories of value assessment. For example, the frequency of "native" images among some respondents is distributed among the assessment categories as follows: "relatives – ideals" – 10%, "relatives are better than me" – 80%, "relatives are equivalent to me" – 10%, "relatives – anti-ideals" – 0%. This indicator will be designated as a "value-based assessment profile of the "native" category".

- "*The social profile of the value-based assessment category*" is based on frequency distribution of *all the available social categories within a separate category of assessment*. For example, the images of "relatives" in the "ideals" of one teenager make up 100%, and of another teenager – 20% (besides them 40% are prominent historical figures, 40% are film actors). In this case, we get an idea of the social (institutional) composition of each assessment category. We can talk about the "social composition of ideals", the social composition of "anti-ideals", etc. Based on the number of evaluation categories, a maximum of five similar profiles can be constructed.

Considering these indicators all together, we will see if (and to what extent) the *priority* of social groups and institutions exists in determining respondent patterns of behavior and patterns of identification. It is possible to answer the question about social attributes as factors of reference / anti-reference for the respondents.

The correlation of the categories of *Content of Personal Values (b)* and *Value Assessment (c)* shows distribution of the personal values content in the range of "anti-ideal" – "I" – "ideal". This information is about the *implicit hierarchy* of personal values according to the importance of their content for the respondent. Here we highlight the following indicators:

- *Terminal and instrumental values* of the respondent. The content of values in the category of "ideals" and "anti-ideals" corresponds to terminal values and their antagonists. The content of values in the categories "better than me"; and "worse than me" corresponds to instrumental values and obstacles to their achievement. We emphasize that the terminal and instrumental values in our procedure are not declared by the experimenter, but are identified on the basis of attributive characteristics and subjective value assessments of the respondents themselves. As for the terminal ones, they are more distant and inaccessible to the Self, but close to ideal on a rating scale; the instrumental ones are closer and more accessible for the Self, compared to the former ones.
- Structural *unipolarity / antinomy* of personal values. It is determined, most often, by the absence or presence of "anti-ideals". A value structure with an emphasis on

"anti-ideals" in the absence of "ideals" is rare. Such personality types require attention and psychological support.

- *The content of personal identity in the structure of the Self-ideal, Self-possible, Self-real, Self-undesirable, Self-unacceptable*. This information is valuable for psychological and pedagogical support of the students in educational institutions. It is important for students' parents, as well as for student self-reflection.

Since the indicators of the third level have the nature of frequency distributions, they, in turn, will differ in the signs of distribution: the wide/narrow ranges of the categories present, the presence/absence of the maximum frequency in the distribution. All this has a content-related interpretation.

This structure reveals more features of the respondent's real value structure in comparison with rank "hierarchies" of values, since more implicit mechanisms of value perception and evaluation are objectified in it.

#### IV. DISCUSSION OF THE RESULTS

The described diagnostic model offers a wide range of indicators of the subjective aspect of socialization. These indicators are not limited to assessing any particular area of social life or a particular problem, but reflect the respondents' actual perception of the entire social environment *conceivable* by the respondent and its value assessment. The absence of any side of social relations in the minds of the respondents is equally informative: it means insignificance of a missing aspect of society or its displacement from consciousness for various reasons.

A "direct" method of obtaining primary data ensures their validity, and indirect methods of obtaining indicators of the second and third levels of analysis "protect" the data obtained from reflection and possible distortion by respondents. Thus, the results obtained will represent a valid *implicit* structure hidden from the awareness of respondents. The implicit nature of the data, on the one hand, increases their reliability, their connection with the real regulation of the respondents' behavior. On the other hand, unconscious information about oneself is of particular importance for the respondent. Its perception can be experienced by them as insight. The feedback from the respondents and diagnostic information for them, as well as an opportunity to express their agreement or disagreement with the diagnostic characteristic, are an additional motivator for participating in the study.

An important advantage of this model is wide possibilities of socio-psychological forecasting. The forecast arising from the presented model can be made on the basis of the "value", "problem" and "resource" paradigms.

All the indicators of the content and structure of the personal values described above are the "value" foundations of the forecast. Keeping in mind the ideas about personal values as a system-forming factor in the development of psychological systems [20], we can predict the main directions of development and personal choices in life. Besides, on this basis we can offer recommendations on organization of socio-psychological support of young people in educational institutions.

The "problematic" data interpretation paradigm and the variable forecast in terms of "problem solving" use the content of categories that have received antinomic value-

semantic assessments of "best" and "worst", "ideal" and "anti-ideal". The negative aspects of these antinomies reflect barriers, obstacles to realization of the respondents' goals and values. Positive aspects are desired goals, conditions, properties, values of the respondents. Their contradiction is the basis for description of problems and their solutions. A significant frequency preponderance of "ideals" as carriers of terminal values in relation to others, carriers of instrumental values, can also be a problem for ideals realization.

The "resource" paradigm in forecasting can be based on the content of positive identifications of respondents, i.e. on descriptions of "ideal others" and "those who are better than me", as well as on the characterization of images "equivalent to me".

The limitations of the proposed diagnostic model and its application in the form of online monitoring are related to the fact that we will not be able to directly monitor the behavior of respondents and guarantee their actions in accordance with the instructions. Teenagers can "be mischievous", "test themselves". We expect that in the process of online monitoring practical evaluation, these factors will manifest themselves in a certain way, they will also have a certain diagnostic meaning for developers and research participants.

#### V. PRACTICAL SIGNIFICANCE

The diagnostic model is designed for online monitoring of young people of the Kurgan region educational institutions. The monitoring objectives are to provide systematic diagnostic, prognostic and recommendatory information in a target-focused form for all participants and interested persons under monitoring: students, their parents, psychologists of educational institutions, administrative bodies of education and management, psychologists and researchers; and to accumulate "big data" for practical and research purposes.

Computerization of the presented model is a prerequisite for its practical implementation, since the complex of data obtained is large, and its interpretation and description for users is very time-consuming.

Computerization of monitoring will have additional benefits for educational institutions:

- smartphone application will allow for decreasing the load of the educational and computer school timetable;
- it will facilitate the work of psychologists in educational institutions through automated processing and description of the group data;
- it will make it possible to implement other methods actual to the respondents within the framework of this monitoring.

Practical implementation of the proposed model in online monitoring requires additional measures to motivate all its participants, to ensure ethical requirements for voluntary and anonymous participation, and at the same time, requires targeted instant feedback with the ability to express their attitude to the results from the respondents.

Subject to positive experience, this model can be used in studying socialization of other categories of the population and other regions.

#### VI. CONCLUSION

The diagnostic model proposed in the article is aimed at studying a wide range of implicit aspects of socialization of both an individual and a group. A central place among the resulting indicators belongs to the characteristic of implicit attitude of the respondents to socialization agents, description of personal values and the structure of the respondents' social identification. The model is designed for online monitoring of students in the Kurgan region.

The model is based on the analysis of images of other people available to the actual consciousness of the respondents. The images of other people as an object of study is an important source of implicit information about the features of human socialization. As an object of study, they are suitable for creating "big data" and long-term longitudinal and wide comparative studies.

A direct method of obtaining primary data and indirect methods of data analysis ensure the validity of the resulting indicators. The diagnostic indicators contain possibilities of multidirectional socio-psychological forecast of the region.

The proposed diagnostic model opens up the prospect of studying new aspects of social perception and value assessment. On its basis, it is possible to put forward new hypotheses and form new scientific concepts.

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