

A THEORETICAL ANALYSIS OF APPROACHES TO THE STUDY OF THE SUBJECTIVE PICTURE OF LIFE PATH IN RUSSIAN AND FOREIGN PSYCHOLOGY

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Abstract: This article presents a theoretical analysis of the main approaches to understanding the subjective picture of the life path in Russian and international research. It examines the key psychological characteristics of the subjective picture of the life path, defines its structure, and provides a definition of the subjective picture of the life path.

Key words: subjective picture of life path, structure, analysis, research, characteristics.

Introduction

The human-being life path attracts the attention of various scientific disciplines – history, sociology, anthropology, ethnography, psychology, cultural studies, and others. Each of these areas highlights its own aspect of research, contributing to a common understanding of this complex phenomenon. The life trajectory of a single person changes significantly depending on age. Understanding and accepting oneself helps a person live in accordance with their abilities, character, and potential. A person organizes their life and directs its events, choosing behavior patterns and life scenarios that enable the achievement of their life goals.

A brief summary of the article's main material. In psychological science, the question of an individual's holistic life path remains understudied; there is a growing trend toward a holistic study of the individual across their entire lifespan, spanning a historical era. International studies examining the subjective picture of the life path emphasize its creative and adaptive aspects. Russian research is developing a holistic understanding of the life course as an integrative entity, presented within the framework of a subjective approach. Most studies note the existence of a relationship between significant life events and personality orientation, emotional-volitional sphere, ethnocultural affiliation, and characterological features (Vasilyuk F. E., 2014; Korzhova E. Yu., 2006; Sharipova M. E., 2013; Surikova Ya. A., 2008, etc.).

The 20th-century Soviet scientist N. A. Rybnikov was the first to use a biographical approach to studying personality through its life course. Studying people's biographies, Rybnikov proposed a biographical method for personality research (the psychogram). Rybnikov viewed the life course as the realization of a person's already formed abilities within specific socio-historical conditions that can either hinder or facilitate the manifestation of these abilities (material conditions, social events, social origin).

In the 1930s, Soviet psychologists S. L. Rubinstein and B. G. Ananyev addressed the problem of the life course. Rubinstein developed this problem within the framework of an event-based approach, where the individual is the subject of life. In Rubinstein's concept of personality, a person is an active creator of their own life, during which "events" occur—key moments and turning points in an individual's life,

when the adoption of a particular decision determines the individual's future path for a more or less long period of time. (Quoted from Kulesh, E. V., 2011, p. 8). B. G. Ananyev emphasizes the individual's contribution to their own history and attached great importance to biographical events, emphasizing environmental events, whereby a person's behavior in their environment is influenced by these events. According to B. G. Ananyev, a person's life journey is presented as the history of the development and formation of their personality and their activities in a particular society, as a contemporary of a particular era, and as a peer of a particular generation (Ananyev, B. G., 2001).

Within the existential approach, life path is viewed as the result of the individual's activity in shaping their life. A prominent figure in Western psychology who developed the concept of the individual's life path was S. Buhler. She believed that each person has a purpose, and their life journey is a specific form of human life. It should be noted that S. Buhler saw human purpose in their striving for self-fulfillment, manifested in their profession, family, and other activities, and that this purpose is a characteristic of human nature, inherent to them from the very beginning.

The history of society and each human-being is linked to the understanding that the world and people's lives change. Interacting with the world, people develop their own attitudes toward certain objects, events, and people that influence them in a given situation and have their own meaning. According to K. Lewin's field theory, the life path is a sequence of fields, each of which characterizes a particular situation. By "field" was meant the so-called life space, which includes the individual and the environment that is psychologically significant to them (Quoted from: Korzhova E. Yu., 2006).

Life-course psychology allows us to integrate diverse knowledge about personality, highlighting potential contradictions in its structure and in the process of human interaction with the outside world and oneself. E. Yu. Korzhova defines personality as a subject of a life's journey, possessing spiritual and moral qualities. Life-course is understood as the result of a person's interactions with life situations. Human life and the way one realizes one's inner activity depend on one's ability to interact with life situations. Therefore, various aspects of human-being interaction with life situations are studied: the subjective aspect (understanding of the situation and one's subjective picture of one's life path); the objective aspect (behavior and its strategies, the individual's life position, the inclusion of life situations in the individual's life path) (Korzhova E. Yu., 2016). Direction is the most important personality characteristic; it "sets the tone" for the entire "structure" of the personality.

In the subjective picture of the life path, different authors identify different components and features: event structure, time perspective, level of responsibility, etc. In the works of S. L. Rubinstein, the units of an individual's life path are events—key moments and turning points in the individual's life that have personal meaning for them, and at the same time, they themselves make decisions that radically change their life. The scientist also distinguishes two types of events: external and internal. The subject's ability to accelerate, direct, or change the events of their life indicates the motivational nature of events (Ananyev B. G., 2001).

B. G. Ananyev identified biographical events as universal elements of the subjective picture of life path – the "nodes" of the internal stages of development that make up human life. He distinguished between environmental events and behavioral events within the environment. The scientist believed that a person appears as a whole—as a subject of communication, activity, and individuality. (Ananyev, B. G., 2001).

E. Yu. Korzhova views the life course as the result of human interaction and behavior in life situations, highlighting the spatiotemporal structure of the life course. A life situation is an individual situation, significant for the person who encounters it. E. Yu. Korzhova identifies four phenomena of subjectivity:

subject-object orientations in life situations, an internal picture of life activity, the choice of behavioral strategies, and their interrelationships within the field of life activity. A person's subject-object interaction with life situations in the spatiotemporal continuum forms a special field of life activity, predetermining the specifics of the subject's behavior with life situations (Korzhova E. Yu., 2016).

In her research on the phenomenon of self-management during adolescence, E. V. Kulesh identifies key characteristics of the subjective picture of one's life path: temporal focus, meaningfulness of life, emotional and eventful richness of life, life satisfaction, value orientations, subjectivity, ontogenetic reflection, and adaptive behavior strategies (Zmievskaia, A. A., 2015).

V. V. Nurkova explores so-called cultural life scenarios, which function as ideal forms of designing, experiencing, and comprehending individual life events within the context of a holistic life's journey. Typically, cultural life scenarios include predominantly socially desirable, positive events (Shilova, N. P., 2020).

Analyzing the above material, we can conclude that the subjective picture of the life course is a person's perception of their life course, encompassing the past, present, and future, and which develops throughout life. Researchers have varied views on the structure of the life course. **References**

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