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Հրատարակվում է ԵՊՀ փիլիսոփայության և հոգեբանության ֆակուլտետի գիտական խորհրդի որոշմամբ

«Արդի հոգեբանություն» գիտական հանդեսը լույս է տեսնում տարեկան երկու անգամ:
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THE IMPACT OF PERSONAL MATURITY ON FAMILY STABILITY

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This article discusses the impact of psychological traits and personal maturity on family stability. The family, being the most significant institution in society, is where a person's identity is formed and developed. The influence of the family on the development of personal identity is immense, especially in the context of communication dynamics and parenting styles, which shape individual behavior, emotional health, and psychological well-being. These, in turn, are crucial factors for forming a stable and strong family.

Family stability is greatly influenced by the social environment, economic factors, and the cultural characteristics of society. A key role in building harmonious and stable family relationships is played by personal maturity, which is a lifelong, ongoing process of self-development. One component of personal maturity is considered to be a person's ability to form and live within a family. Many psychologists argue that family stability, as a problem, depends on the ability to overcome cohabitation challenges, and in this context, the issue of individual maturity is often overlooked. There arises a need to determine how personal maturity and family relationships are interconnected and what patterns they follow.

A study was conducted on the psychological maturity and personal traits of individuals who have been married for a long time and those who are divorced. This research made it possible to identify key components of personal maturity that affect family stability. The article also addresses the development of criteria for personal maturity across various scientific and psychological approaches. It presents several theoretical perspectives on family and personal maturity and offers a comparative analysis of contemporary approaches.

The study reveals that married individuals demonstrate a higher level of goal orientation, characterized by a stable, conscious, and consistent pursuit of desired outcomes. Goal orientation encompasses the ability to set objectives, plan their achievement, and overcome both internal and external obstacles. This trait is closely linked to the perception of life's meaning and reflects an individual's psychological maturity.

Additionally, the research identifies lower levels of self-awareness among divorced participants. Since self-awareness—formed through reflection on one's behavior and experiences—is a key indicator of personal maturity, its development may play a crucial role in maintaining family stability.

Overall, the findings suggest that traits associated with personal maturity significantly influence the sustainability of marital relationships and can be further developed. These results open avenues for future research into the psychological factors that contribute to the preservation or dissolution of family bonds.

The observed trends resulting from the study may indicate the presence of certain personal characteristics that can influence the stability of marital relationships.

The research will contribute to the formation of approaches aimed at developing personal factors that support family stability.

***Keywords**: family, personal maturity, personal qualities, family stability, marital relations, comparative analysis.*

In the modern world, the issue of personal maturity is becoming increasingly relevant from various perspectives. It is considered an important factor in an individual's professional development, the ability to live fully and create, workplace stability, and other fields where personal influence is significant. From the perspective of family stability, however, this issue has been relatively underexplored, despite the fact that psychologists often emphasize that couples remain stable if they can overcome the challenges of cohabitation. Yet, in the context of overcoming these challenges, the issue of personal maturity is often overlooked.

The problem of personal maturity has been widely analyzed in psychology, and in the modern world, these analyses are increasingly focused on the development of social life skills. This approach is based on the idea that an individual, on the path to maturity, establishes and fulfills themselves as a social being, which includes their activities and occupations, significantly influencing their maturity.

Considering this, the question arises: how do family relationships and personal maturity influence each other, and how are they interdependent? The ability to create and maintain a family is also viewed as a component of personal maturity, while at the same time, the ability to live within a family environment shapes an individual's maturity. This circumstance brings forth a fundamental issue aimed at studying this mutual connection and its patterns.

The role of the family in society cannot be compared to any other social institution, as it is within the family that a person's character and individuality are formed and developed. It is a small social group characterized by specific group processes and phenomena. At the same time, the family differs from other small groups by certain features, including marital and kinship ties between its members, as well as unique moral, psychological, emotional, ethical, and legal relationships. Furthermore, the family has one crucial characteristic: lifelong membership (one does not choose a family; they are born into it).

The diversity of family structures—extended, nuclear, single-parent, and others—demonstrates their significant impact on individual development and psychological well-being. Understanding these structures allows for a deeper comprehension of the multifaceted nature of family relationships and the development of more effective strategies for overcoming family crises, thereby fostering positive relationships. Each type of family has its own unique dynamics and role distribution, which shape the development of individual behavior and emotional health. Modern psychological approaches to the family define it as "The family is the first social community (group) in a person's life, through which they become acquainted with cultural values, acquire their first social roles, and gain experience in social behavior. It is where they take their first steps, experience their initial joys and sorrows, and leave the family to enter the larger world, only to return when this world becomes uncomfortable."[2]

Family remains a central psychological environment in which individuals develop emotional, cognitive, and social competencies. According to Sedrak Sedrakyan and Timothy Maina (2013), family systems function as interconnected structures where communication patterns, emotional bonds, and roles shape the mental health and behavioral tendencies of each member. Their work in Family Psychology emphasizes the systemic nature of family influence—how changes in one part of the family affect the whole. The authors stress that understanding family dynamics is crucial for both clinical practice and preventive work, as it allows professionals to trace the origins of emotional difficulties and relational patterns back to early familial interactions. [4]

Recent research confirms that the quality of family relationships has a significant impact on an individual's subjective well-being and internal psychological resources. As emphasized by Dennis Grevenstein and colleagues (2019), warm and supportive family ties are positively associated with indicators such as self-esteem, a sense of control, and resilience. The authors note that a high level of relationship quality within the family contributes to better mental health and overall life satisfaction. This supports the hypothesis that the family, acting as a source of emotional support and acceptance, plays a key role in fostering a person's stress resilience and adaptive capacity. Therefore, strengthening family bonds can be considered an important direction in the prevention of emotional burnout and the promotion of psychological well-being. [8]

In recent years, experimental methods have gained increasing attention in the study of families and intimate relationships. Long Doan, Natasha Quadlin, and Katharine Khanna (2024) highlight the value of using experimental designs to explore how individuals perceive, interpret, and respond to different family dynamics and relational scenarios. Their work emphasizes that experiments can uncover causal mechanisms and social biases that are often difficult to detect through observational or survey-based research alone. This methodological approach opens new possibilities for understanding the complex and often subtle processes shaping family interactions, perceptions of fairness, gender roles, and emotional expectations within intimate relationships [7]

Contemporary research highlights the significant role of the family in shaping an individual's identity, especially within the context of communication dynamics and parenting styles. Furthermore, the family's stability is heavily influenced by the social environment, economic factors, and the cultural characteristics of society.

There are currently three main approaches to the study of the family: structural-functionalist, biographical, and socio-symbolic. In family classification systems, a clear distinction is made between traditional and new formats. While traditional approaches focus on the structural characteristics of the family (nuclear, extended, and conjoining families), contemporary approaches examine the quality and dynamics of familial relationships, incorporating the impact of conflict management, emotional support, and educational approaches.

Psychological classifications of families indicate that the nature of relationships (authoritarian, democratic, dysfunctional) can influence an individual's subsequent socialization process. Therefore, the study of family dynamics is a crucial factor in the development of psychological interventions and support strategies [4].

Psychological theories view personal maturity within the social environment, where an individual not only forms social relationships but also engages in specific activities. From this perspective, personal maturity involves goal-directed activity, which, in modern society, is primarily expressed through professional development. One of the forms of self-expression in the social environment is professional growth, which is one of the key components of personal maturity. The characteristics of personal maturity include the factors and sub-factors that shape a professional's maturity.

Personal maturity plays a central role in building stable and harmonious family relationships. O.N. Markova defines personal maturity as the level of an individual's development, the attainment of which involves fulfilling their characteristic social roles, self-actualization, and self-realization [4].

However, it is crucial to highlight that biological maturity does not always correlate with personal maturity. Even among adults of the same age, there can be significant differences in psychological maturity, which directly influences their ability to foster healthy relationships within the family.

The criteria for personal maturity have been developed across various scientific and psychological frameworks, including psychoanalytic (S. Freud, A. Adler, K. Horney, E. Erikson), humanistic (A. Maslow, C. Rogers, G. Allport), existential (V. Frankl), and activity-based (S. L. Rubinstein, A. N. Leontiev) theories.

Contemporary foreign psychology also features numerous works dedicated to this subject (N. Mac-Williams, W. Menninger, J. Hollis, A. Ellis). Upon analyzing primary sources, it becomes evident that many authors describe personal maturity as the cultivation of qualities that facilitate a successful engagement in society while simultaneously being free from the traits associated with psychological infantilism.

In his framework, G. Allport identifies six criteria of maturity: the expansion of the "self," warmth towards others, emotional security and self-acceptance, realistic perception, self-objectification (understanding oneself and approaching oneself with humor), and a unified philosophy of life.[1]

Allport supposed that human maturity is an ongoing process that continues throughout one's life. He observed a qualitative difference between the behaviors of mature and immature individuals. Mature individuals exhibit autonomous and motivated behavior, which is guided by conscious processes. In contrast, the behavior of immature individuals is largely shaped by unconscious drives originating from childhood experiences. Thus, Allport concluded that a psychologically mature person is characterized by six essential traits.

In the research of Armenian psychologist L. Petrosyan, personal maturity is evaluated according to the following criteria: purposefulness, practical reliability, emotional balance, decisiveness, realism, and self-recognition. This definition is perhaps more consistent with the modern world in that the person is viewed here in activity and acts as a unity of the biological and the social which is expressed in his professional work behavior.

Based on the above, considering the interrelation between personal maturity and family relationships, there arises a need to study and understand the patterns through which this interrelation manifests. Proceeding from this circumstance, a study was conducted aimed at revealing the psychological maturity and personal characteristics of couples who have been married for a long time and those who are divorced. This, in turn, will help determine whether there are consistent patterns between personal characteristics and family stability. The study was carried out in two groups: divorced individuals (n=30) and couples who have been married for more than one year (n=60).

For the implementation of the study, the testing method was applied, using L. Petrosyan and A. Galstyan's assessment of the socio-psychological maturity of a professional's personality and the Hexaco six-factor personality questionnaire.

Thus, in accordance with the results of the study, the comparative analysis of the psychological qualities of married and divorced individuals allows us to identify significant differences.

Table 1.

Comparison of the average indicators of the psychological qualities of married and divorced individuals.

Trait	Married	Standard Deviation (Married)	Divorced	Standard Deviation (Divorced)	T
Honesty/Modesty	56	9,41	57	2,47	0.71
Sincerity	15.11	2,85	15.38	2,68	0.46
Fairness	15.03	3,77	15.78	3,30	1.13
Non-Greed	12.06	3,42	12.5	2,79	0.61
Moderation	13.53	2,93	13.66	6,65	0.2
Emotionality	49	7,93	56	2,64	0.47
Fearfulness	10.9	3,00	9.5	2,82	2.18
Anxiety	13.24	2,95	14.06	2,60	1.27
Emotional Dependence	11.27	3,02	10.19	3,20	1.71
Sentimentality	13.58	2,85	12.34	6,29	1.74
Extraversion	55	7,90	56	2,29	0.47
Self-Confidence	14.87	3,03	15.22	2,16	0.62
Courage	12.66	2,78	12.78	2,45	0.21
Sociability	13.53	2,71	14.88	2,67	2.45
Liveliness	13.89	2,71	13.38	6,46	0.83
Agreeableness	47	7,20	52	2,66	3.5
Forgiveness	11.48	2,80	12.66	2,50	1.51
Consideration	13.24	2,56	14.63	2,69	0.13
Flexibility	10.32	2,53	11.5	2,76	0.21
Patience	11.5	2,98	13.19	8,30	0.76
Conscientiousness	58	8,02	59	2,98	0.6
Punctuality	14.84	3,01	15.81	2,92	1.97
Diligence	14.92	2,86	15.0	3,17	2.52
Perfectionism	15.08	2,66	15.22	2,57	2.04
Prudence	13.44	2,81	13.91	8,28	2.61

Openness	53	9,05	56	3,03	1.54
Appreciation of Art	13.69	3,22	15.0	2,62	1.9
Curiosity	13.23	3,41	14.47	3,27	1.97
Creativity	13.31	3,06	13.97	2,78	0.93
Non-Traditionalism	12.77	2,34	13.41	2,47	1.05

As seen in the table, according to the Student's t critical criterion, significant differences were found in the indicators of fearfulness, sociability, diligence, perfectionism, and prudence. Particularly, the level of fear (2.1) is higher in married individuals, while sociability (2.4) is higher in divorced individuals, diligence (2.5) is higher in married individuals, perfectionism (2.0) is higher in divorced individuals, prudence (2.6) is higher in divorced individuals, and friendliness (3.5) is higher in married individuals.

The data analysis was carried out at the $p < 0.01$ level, which indicates that statistically significant differences were found between the groups in these particular traits. The observed trends may suggest the presence of certain personality characteristics that could influence the stability of marital relationships.

In particular, married individuals demonstrate higher diligence, which may contribute to family preservation, but they also exhibit a higher level of fear, which may be associated with a desire to avoid conflicts or maintain stability. Unlike divorced individuals, married individuals are more friendly (the difference is significant according to the Student's t critical criterion). Their friendliness index is higher, suggesting that they forgive and forget offenses more quickly, are lenient when judging others, tend to cooperate and help, and easily regulate their emotions.

In contrast, divorced individuals have higher sociability, perfectionism, and prudence. The higher perfectionism may indicate excessively high expectations of themselves or their partner, which could have contributed to the divorce.

We then conducted a comparative study of the personal maturity of the two groups.

Table 2.

Comparison of the average scores of psychological maturity factors between individuals who are married and those who are divorced

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	Married	Standard Deviation	Divorced	Standard Deviation	T
Goal Orientation	8,3	1,6	7,1	1,7	3,37
Practical Reliability	7,7	1,4	7,5	1,6	0,46
Decisiveness	7,8	1,7	7,9	1,7	0,29
Realism	6,9	1,6	7,0	1,9	0,27
Self-awareness	7,5	1,8	6,7	1,5	2,37
Emotional Stability	7,0	1,9	6,8	1,9	0,42

The results of the research show that married individuals have a higher level of goal orientation, indicating that they possess a conscious, consistent, and stable direction toward the desired outcome, which is the goal itself. Goal orientation primarily refers to the ability to set a problem or a goal, and then plan the path to achieve the outcome. It also involves the ability to overcome internal and external obstacles that arise along the way. The presence of goals is associated with the individual's sense of life's meaning. When a person has stable goals, they consider their life meaningful, and when they achieve them, they feel satisfied with life. Goal orientation is a characteristic acquired during life and reflects the psychological maturity of an individual.

Interestingly, there are also differences in the self-awareness levels, with divorced individuals showing relatively lower scores. Self-awareness is an important criterion for a mature person. An individual reaches self-awareness through the analysis of their behavior and experiences. Perhaps this fact allows us to conclude that increasing this level could have a significant impact on maintaining family stability. Since self-awareness is a crucial precondition for living in harmony with one's psyche, it holds great importance in family relationships.

Thus, the conducted research allows us to conclude that personal maturity traits are decisive in maintaining family stability, and they are subject to development. The observed trends may be of interest for future research to explore the factors influencing the preservation or dissolution of marital relationships.

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ԱՆՁՆԱՅԻՆ ՀԱՍՈՒՆՈՒԹՅԱՆ ԱԶԴԵՑՈՒԹՅՈՒՆԸ ԸՆՏԱՆԻՔԻ ԿԱՅՈՒՆՈՒԹՅԱՆ ՎՐԱ

Աննա Ալեքսանյան (ՀՀ Պետական Կառավարման Ակադեմիա, Երևան)

Հոդվածում քննարկվում է անձի հոգեբանական հատկությունների և անձնային հասունության ազդեցությունը ընտանիքի կայունության վրա:

Հասարակության մեջ ամենամեծ նշանակություն ունեցող ինստիտուտում՝ ընտանիքում, ձևավորվում և զարգանում է մարդու անձը: Անսահման մեծ է ընտանիքի ազդեցությունն անձի ինքնության ձևավորման վրա՝ հատկապես շփման դինամիկայի և դաստիարակչական ոճերի համատեքստում, որոնք ձևավորում են անհատականության վարքագծի և հուզական առողջության զարգացումը, ինչպես նաև հոգեբանական բարեկեցությունը, որոնք հետագայում հանդիսանում են կայուն և ամուր ընտանիք ձևավորելու կարևոր գրավականները :

Ընտանիքի կայունության վրա մեծ ազդեցություն ունեն սոցիալական միջավայրը, տնտեսական գործոնները և հասարակության մշակութային առանձնահատկությունները: Ներդաշնակ և կայուն ընտանեկան հարաբերություններ կառուցելու գործում առանցքային դեր ունի անձնային հասունությունը, որը ողջ կյանքում մշտապես շարունակվող կայացման գործընթաց է: Որպես անձնային հասունության բաղադրիչ դիտարկվում է նաև անձի ընտանիք կազմելու և ընտանիքում ապրելու կարողությունը: Համաձայն հոգեբանական տեսությունների անձի հասունությունը դիտարկվում է սոցիալական միջավայրում, որտեղ նա ոչ միայն ձևավորում է սոցիալական հարաբերություններ, այլև իրականացնում որոշակի գործունեություն: Այս տեսանկյունից անձնային հասունությունը ենթադրում է նպատակային գործունեության իրականացում, որն արդի հասարակությունում հիմնականում արտահայտվում է մասնագիտական զարգացման միջոցով:

Բազում հոգեբանների պնդմամբ ընտանիքի կայունությունը, իբրև հիմնախնդիր, պայմանավորված է համակեցության խոչընդոտները հաղթահարելու կարողությամբ և այդ համատեքստում հաճախ շրջանցվում է անձանց հասունության խնդիրը: Անհրաժեշտություն է առաջանում պարզել, թե որքանո՞վ են փոխկապակցցված անձնային հասունությունն ու ընտանեկան փոխհարաբերությունները, ինչպիսի՞ օրինաչափություններով է այն դրսևորվում:

Իրականացված է տևական ժամանակ ամուսնության մեջ գտնվող և ամուսնալուծված անձանց հոգեբանական հասունության և անձնային առանձնահատկությունների ուսումնասիրություն: Վերջինս թույլ է տվել պարզել ընտանիքի կայունության վրա ազդող անձնային հասունության կարևոր բաղադրիչները: Հոդվածն անդրադարձ է կատարել անձի հասունության չափանիշների մշակմանը մի շարք գիտական և հոգեբանական մոտեցումներում, ներկայացված են տեսական մի շարք մոտեցումներ ընտանիքի և անձնային հասունության վերաբերյալ, ինչպես նաև իրականացված է ժամանակակից մոտեցումների համեմատական վերլուծություն:

Ուսումնասիրության արդյունքները ցույց են տալիս, որ ամուսնացած անձինք ունեն նպատակային կողմնորոշվածության ավելի բարձր մակարդակ, որը բնութագրվում է կայուն, գիտակցված և հետևողական ձգտմամբ՝ ուղղված ցանկալի արդյունքներին: Նպատակային կողմնորոշվածությունը ներառում է խնդիր կամ նպատակ սահմանելու, դրա իրականացման ուղին պլանավորելու, ինչպես նաև ճանապարհին հանդիպող ներքին և արտաքին խոչընդոտները հաղթահարելու կարողությունը: Այս հատկանիշը կապ ունի կյանքի իմաստի ընկալման հետ և արտացոլում է հոգեբանական հասունությունը:

Հետազոտությունը նաև ցույց է տալիս, որ ամուսնալուծված անձանց մոտ ինքնագիտակցության մակարդակն ավելի ցածր է: Քանի որ ինքնագիտակցությունը՝ ձևավորված սեփական վարքի և փորձի վերաֆլեքսիայի արդյունքում, համարվում է անձնային հասունության կարևոր ցուցիչ, նրա զարգացումը կարող է առանցքային դեր ունենալ ընտանիքի կայունության պահպանման գործում:

Ընդհանուր առմամբ, հետազոտությունը վկայում է, որ անձնային հասունության հետ առնչվող հատկանիշները զգալի ազդեցություն են ունենում ամուսնական հարաբերությունների կայունության վրա և կարող են զարգացվել: Արդյունքները բացում են հետագա ուսումնասիրությունների հնարավորություններ՝ ուղղված այն հոգեբանական գործոնների բացահայտմանը, որոնք նպաստում են ընտանիքների պահպանմանը կամ մասնատմանը:

Կատարված ուսումնասիրության արդյունքում դիտարկված միտումները կարող են վկայել անձնային որոշ առանձնահատկությունների առկայության մասին, որոնք կարող են ազդել ամուսնական հարաբերությունների կայունության վրա: Իրականացված ուսումնասիրությունը թույլ կտա ձևավոր-ել ընտանիքի կայունությանը նպաստող անձնային գործոնների զարգացման մոտեցումներ:

Հանգուցային բառեր՝ *ընտանիք, անձնային հասունություն, անձնային հատկություններ, ընտանիքի կայունություն, ամուսնական հարաբերություններ, համեմատական վերլուծություն:*

ВЛИЯНИЕ ЛИЧНОСТНОЙ ЗРЕЛОСТИ НА УСТОЙЧИВОСТЬ СЕМЬИ

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В статье рассматривается влияние психологических характеристик и личностной зрелости на стабильность семьи

Семья, как наиболее важный институт в обществе, является местом формирования и развития личности человека. Влияние семьи на развитие личной идентичности огромно — особенно в контексте динамики общения и стилей воспитания, которые формируют поведение личности, эмоциональное здоровье и психологическое благополучие. Эти факторы в свою очередь являются важными составляющими для формирования стабильной и крепкой семьи.

На стабильность семьи большое влияние оказывают социальная среда, экономические факторы и культурные особенности общества. Ключевую роль в построении гармоничных и стабильных семейных отношений играет личностная зрелость, которая является непрерывным процессом становления на протяжении всей жизни. Одним из компонентов личностной зрелости считается способность человека создавать семью и жить в ней.

Многие психологи утверждают, что стабильность семьи как проблема зависит от способности преодолевать трудности совместного проживания, и в этом контексте часто игнорируется вопрос зрелости личности. Возникает необходимость определить, насколько личностная зрелость и семейные отношения взаимосвязаны и какие закономерности в этом проявляются. Было проведено исследование психологической зрелости и личных особенностей людей, оставшихся в браке длительное время, и тех, кто развелся. Это исследование позволило выявить важные компоненты личной зрелости, влияющие на стабильность семьи. В статье также рассматривается разработка критериев личной зрелости в ряде научных и психологических подходов, представлены теоретические подходы к семье и личностной зрелости, а также проведен сравнительный анализ современных подходов.

Результаты показали, что женатые участники обладают более высоким уровнем целеустремлённости, которая выражается в стабильном, сознательном и последовательном стремлении к достижению целей. Целеустремлённость включает умение ставить цели, планировать их достижение и преодолевать внутренние и внешние препятствия. Эта черта тесно связана с ощущением смысла жизни и отражает психологическую зрелость личности.

Кроме того, у разведённых респондентов выявлен более низкий уровень самосознания. Поскольку самосознание, формирующееся через анализ собственного поведения и опыта, является ключевым показателем зрелости личности, его развитие может играть важную роль в поддержании семейной стабильности.

Таким образом, полученные данные свидетельствуют о том, что черты, связанные с личностной зрелостью, существенно влияют на прочность брачных отношений и подлежат дальнейшему развитию. Результаты открывают перспективы для последующих исследований психологических факторов, способствующих сохранению или распаду семьи.

Выявленные в ходе исследования тенденции могут указывать на наличие личностных характеристик, способных оказывать влияние на стабильность супружеских отношений.

Результаты исследования могут способствовать формированию подходов к развитию личностных факторов, укрепляющих стабильность семьи.

Ключевые слова: *семья, личностная зрелость, личные качества, стабильность семьи, супружеские отношения, сравнительный анализ.*

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THE IMPACT OF DIGITAL TECHNOLOGIES ON PSYCHOLOGICAL ADAPTATION AND SOCIAL INTEGRATION OF OLDER ADULTS: A COMPREHENSIVE ANALYSIS

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In contemporary digital society the psychological well-being and social integration of older adults are increasingly connected to their attitudes toward digital technologies and their skills in using them. This study aims to analyze the psychological impact of digital technologies on individuals aged 65 and above, focusing on psychological adaptation, social health, and cognitive functions.

The study was conducted in 2024-2025, involving 150 participants aged 65-85 years. Results indicate that active use of digital technologies can have both positive and negative psychological consequences, depending on the intensity of use, motivations, and level of social support.

Key findings show that moderate use contributes to maintaining cognitive activity and strengthening social connections, while excessive or uncontrolled use can lead to stress, anxiety, and social isolation.

Keywords: *aging, digital technologies, psychological adaptation, social integration, cognitive functions, digital divide, psychosocial well-being*

At the beginning of the 21st century, we are witnessing a digital revolution that brings radical changes to all spheres of social life. From smartphones to artificial intelligence, technological innovations affect human activity and the psychological world. In this context, questions about psychological adaptation and social integration of older adults become particularly important.

According to World Health Organization data, by 2050, the population aged 60 and above will constitute 22% of the total population. These demographic changes, combined with rapid development of digital technologies, raise questions about digital inclusion of older adults and its psychological consequences.

The digital divide—as a difference between social groups in terms of accessibility and usage skills of technological opportunities—is particularly acute among older adults. This phenomenon not only limits their access to contemporary services but can also have serious psychological consequences.

Researchers indicate that older adults' attitudes toward digital technologies are characterized by the influence of several psychological factors (Peek et al., 2014). First, there exists the phenomenon of "technostress"—psychological tension arising during the process of learning and using new technologies (Ragu-Nathan et al., 2008).

On the other hand, research shows that conscious use of digital technologies can have a positive impact on cognitive functions of older adults (Wang et al., 2023). Through the internet, social networks, and mobile applications, older adults can maintain active mental activity and social connections.

Social Integration Issues: Schwartz and Ayalon (2020) in their study demonstrated that engagement with digital technologies can significantly affect the level of social integration among older adults. Social media and video communication tools enable older adults to maintain contact with family members and friends, especially in cases of physical limitations.

However, there also exists the risk of "digital isolation," when older adults, focusing excessively on virtual communication, limit real, physical social activities (Chen et al., 2022).

Interaction Between Cognitive Functions and Digital Technologies-neuropsychological studies show that the use of digital technologies can have a complex impact on cognitive functions of older adults (Park et al., 2014). On one hand, learning new technologies can stimulate neuroplasticity and development of cognitive abilities.

On the other hand, cognitive overload and multitasking attention division can lead to cognitive fatigue and attention disorders (Mitzner et al., 2019).

The study was conducted in 2024-2025, involving 150 participants aged 65-85 years in Yerevan, Gyumri, and Vanadzor. Participant selection was carried out using stratified random sampling method.

Inclusion criteria:

- Age 65-85 years
- Urban residence
- Absence of serious mental health disorders
- Absence of significant cognitive decline

Exclusion criteria:

- Presence of dementia diagnosis
- Serious physical illnesses
- Hearing or visual impairments that interfere with technology use

Instruments

The following assessment tools were used in the study:

1. Digital Technology Usage Scale (DTUS)
2. Psychological Well-being Scale (PWBS)
3. Multidimensional Scale of Perceived Social Support (MSPSS)
4. Montreal Cognitive Assessment (MoCA)
5. Technology Anxiety Scale (TAS)

Procedure

Data collection was carried out in two phases:

Phase 1: Individual interviews with participants for collecting socio-demographic data and applying assessment tools. Interview duration was approximately 90 minutes.

Phase 2: Two-week diary study - participants recorded their daily use of digital technologies and related emotional experiences.

Statistical Analysis

Data analysis was performed using SPSS 28.0 software package. The following were used: Descriptive statistics, Pearson correlation analysis, Multiple regression analysis, Mediation analysis (Hayes PROCESS macro).

Results

Socio-demographic Characteristics

Among study participants, 62% were female, 58% lived in marital relationships. Mean age was 72.4 years (SD = 5.8). In terms of education level, 35% had higher education, 28% completed vocational secondary education, 37% had secondary education.

Regarding economic status assessment, 42% characterized their situation as "average," 34% as "below average," 18% as "low," and only 6% as "high."

Digital Technology Usage Patterns

- The study showed that 89% of participants own and use mobile phones, but only 34% have smartphones. 42% of participants own computers or laptops, while only 18% have tablets.
- 51% of participants regularly use the internet, but only 12% spend more than 2 hours daily online. 23% of participants are active on social networks, mainly Facebook and Viber.

Impact on Psychological Well-being

Correlation analysis revealed connections between digital technology use and various aspects of psychological well-being:

Table 1. Connections between digital technology use and various aspects of psychological well-being.

	Moderate use	Social network use	Info seeking	Excessive use	Tech anxiety
Moderate use	1.00				
Social network use		1.00			
Info seeking			1.00		
Excessive use				1.00	
Tech anxiety					1.00
Personal growth (opt.)	0.34				
Positive relationships (opt.)		0.28			
Life purpose clarity (opt.)			0.31		
Psychological well-being (opt.)				–0.42	
Self-acceptance (opt.)					–0.38

Positive correlations were found:
- Between moderate use and personal growth ($r = .34$, $p < .001$)
- Between social network use and positive relationships ($r = .28$, $p < .01$)
- Between information seeking and life purpose clarity ($r = .31$, $p < .001$)

Negative correlations were identified:
- Between excessive intensive use and psychological well-being ($r = -.42$, $p < .001$)
- Between technology anxiety and self-acceptance ($r = -.38$, $p < .001$)

Impact on Social Integration

Mediation analysis showed that the impact of digital technology use on social integration is mediated by the perceived level of social support ($\beta = .23$, 95% CI [.08, .41]).

A particularly important finding was that video communication users (Zoom, Skype) rated their social integration significantly higher than those who used only traditional communication means ($t(148) = 3.67$, $p < .001$).

Impact on Cognitive Functions

MoCA test results showed that participants who regularly use cognitive games and brain training applications have significantly higher cognitive indicators (M =

26.8, SD = 2.1) compared to those who do not use these tools ($M = 24.2$, $SD = 3.4$; $t(148) = 4.23$, $p < .001$).

However, excessive intensive multitasking was associated with attention concentration difficulties ($r = -.29$, $p < .01$)

Age Differences

Comparison analysis of age groups (65-70, 71-75, 76-80, 81-85 years) showed:

- 65-70 years group: Highest motivation for learning new technologies (78%), as well as lowest technology anxiety.
- 71-75 years group: Established users - mainly use basic functions.
- 76-80 years group: Significant decrease in technological engagement, increased anxiety related to complex psychological adaptation.
- 81-85 years group: Lowest usage, but among those who use, they prefer comprehensive use of one tool (usually phone).

Discussion

Main Conclusions

Study results show that the psychological impact of digital technologies on older adults has a complex, multifaceted nature. It is important to note that not the mere presence of technological tools, but their manner of use, context, and social environment have decisive significance.

Positive Effects:

Cognitive Activity Maintenance: The study confirmed that consistent and conscious use of digital technologies can contribute to maintaining cognitive functions. Particularly noteworthy were the positive effects of cognitive games and brain training applications.

Strengthening Social Connections: The use of video communication tools allows older adults to maintain active contact with family members and friends, regardless of geographical distance or physical limitations.

Negative Risks:

Technostress and Cognitive Overload: Excessive intensive or complex technology use can lead to stress, anxiety, and cognitive overload.

Digital Isolation Risk: There exists a preference for virtual communication over physical activities and real social interactions.

Impact of Age Factor:

It is remarkable that even a 5–10-year difference within the aging period can have significant impact on attitudes toward technologies and ability to use them. This indicates the necessity of adapted, age-appropriate approaches.

Importance of Social Support

Mediation analysis results clarify that social support has a mediating role between digital technology use and social integration. This indicates the crucial importance of family and social environment support in older adults' digital adaptation process.

Limitations

The study has several limitations that should be considered when interpreting results:

1. Geographic Limitation: The study was conducted only in 3 cities of Armenia, which limits the generalizability of results.
2. Cross-sectional Design Limitations: Despite the two-phase methodology, the study cannot establish causal relationships.
3. Self-report Data Reliability: Participants' self-reports may be subject to social desirability bias or memory distortions.

Conclusions and Recommendations

Theoretical Significance

This study contributes to the joint field of aging psychology and digital technology impact analysis. The obtained results confirm that instead of a simple "positive" or "negative" approach, a comprehensive consideration of mental and social well-being is important.

Practical Recommendations:

Based on study results, the following recommendations can be made:

Development of Educational Programs: It is necessary to develop special training programs for older adults that include not only technical skills but also technostress management abilities.

Improvement of Social Services: Public organizations should develop digital services dedicated to older adults that consider their potential limitations and needs.

Family Support Programs: It is important to involve family members in older adults' digital adaptation process through appropriate educational and support programs.

Future Research Directions:

This study's results reveal several important directions for future research:

1. Longitudinal Studies: Long-term research is needed to establish causal relationships between digital technology use and psychological well-being.
2. Cross-cultural Studies: It is important to study the peculiarities of digital adaptation among older adults living in different cultural contexts.
3. Neuropsychological Studies: Future research could use brain imaging technologies to study the impact of digital technologies on brain activity.
4. Intervention Program Effectiveness Assessment: It is necessary to evaluate the effectiveness of various digital skills programs designed for older adults.

Final Conclusion

The issue of digital technologies and aging interaction cannot be characterized by simple "positive" or "negative" classification. Study results show that this interaction is characterized by complexity and multidimensionality, where individual, social, and technological factors play important roles.

Society, aging in the digital era, must develop a balanced approach to harness the potential of digital technologies for improving older adults' well-being while minimizing possible negative consequences. This requires a comprehensive, interdisciplinary approach involving psychologists, technology specialists, policy makers, and older adults themselves.

Only then is it possible to ensure that the digital revolution becomes inclusive and aimed at well-being for all age groups.

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ВЛИЯНИЕ ЦИФРОВЫХ ТЕХНОЛОГИЙ НА ПСИХОЛОГИЧЕСКУЮ АДАПТАЦИЮ И СОЦИАЛЬНУЮ ИНТЕГРАЦИЮ ПОЖИЛЫХ ЛЮДЕЙ

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В современном цифровом обществе психологическое благополучие и социальная интеграция пожилых людей все более тесно связаны с их отношением к цифровым технологиям и навыками их использования. Цель данного исследования — проанализировать психологическое воздействие цифровых технологий на людей в возрасте от 65 лет и старше, с акцентом на психологическую адаптацию, социальное здоровье и когнитивные функции.

Исследование было проведено в 2024–2025 годах и включало 150 участников в возрасте от 65 до 85 лет. Результаты показывают, что активное использование цифровых технологий может иметь как положительные, так и отрицательные психологические последствия в зависимости от интенсивности использования, мотивации и уровня социальной поддержки.

Ключевые выводы свидетельствуют о том, что умеренное использование способствует поддержанию когнитивной активности и укреплению социальных

связей, тогда как чрезмерное или неконтролируемое использование может приводить к стрессу, тревожности и социальной изоляции.

Ключевые слова: *старение, цифровые технологии, психологическая адаптация, социальная интеграция, когнитивные функции, цифровое неравенство, психосоциальное благополучие.*

ԹՎԱՅԻՆ ՏԵԽՆՈԼՈԳԻԱՆԵՐԻ ԱԶԴԵՑՈՒԹՅՈՒՆԸ ՄԵԾԱՀԱՍԱԿՆԵՐԻ ՀՈԳԵԲԱՆԱԿԱՆ ՀԱՐՄԱՐՄԱՆ ԵՎ ՍՈՑԻԱԼԱԿԱՆ ԻՆՏԵԳՐՄԱՆ ՎՐԱ

Աննա Նադոյան (Երևանի պետական համալսարան, Երևան)

Անահիտ Ստեփանյան (Հայաստանի ֆիզիկական կուլտուրայի և սպորտի պետական ինստիտուտ, Երևան)

Ժամանակակից թվային հասարակությունում տարեց մարդկանց հոգեբանական բարեկեցությունը և սոցիալական ինտեգրումը ավելի ու ավելի են պայմանավորված նրանց վերաբերմունքով թվային տեխնոլոգիաների հանդեպ և դրանց կիրառման հմտություններով: Այս ուսումնասիրության նպատակն է վերլուծել թվային տեխնոլոգիաների հոգեբանական ազդեցությունը 65 և բարձր տարիքի անձանց վրա՝ շեշտը դնելով հոգեբանական հարմարվողականության, սոցիալական առողջության և ճանաչողական ֆունկցիաների վրա:

Ուսումնասիրությունը իրականացվել է 2024–2025 թթ.՝ ընդգրկելով 150 մասնակիցների՝ 65-85 տարիքային խմբից: Արդյունքները ցույց են տալիս, որ թվային տեխնոլոգիաների ակտիվ կիրառումը կարող է ունենալ ինչպես դրական, այնպես էլ բացասական հոգեբանական հետևանքներ՝ կախված օգտագործման ինտենսիվությունից, մոտիվացիաներից և սոցիալական աջակցության մակարդակից:

Հիմնական եզրակացությունները ցույց են տալիս, որ չափավոր օգտագործումը նպաստում է ճանաչողական ակտիվության պահպանմանը և սոցիալական կապերի ամրապնդմանը, մինչդեռ չափից շատ կամ անկառավարելի օգտագործումը կարող է հանգեցնել սթրեսի, անհանգստության և սոցիալական մեկուսացման:

Հանգուցային բառեր՝ *ծերացում, թվային տեխնոլոգիաներ, հոգեբանական հարմարում, սոցիալական ինտեգրացիա, ճանաչողական ֆունկցիաներ, թվային անհավասարություն, հոգեսոցիալական բարեկեցություն:*

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THE INFLUENCE OF ESG METRICS ON INVESTOR BEHAVIOR AND DECISION-MAKING PROCESS THROUGH THE LENS OF MENTAL HEURISTICS

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Investor decision-making is often shaped by research of a range of financial and non-financial parameters of the investee company for predicting investment profitability, understanding future risks and challenges associated with the product or market as a whole, creating a mental image/profile of the company with its advantages and disadvantages. Psychological research from the 1970s and on allowed us to conceptualize real-world decision-making (DM), understand the limitations of human information processing and the influence of personal cognitive, emotional features bounding our rationality, yet allowing us to make optimal decisions. The research gave us an understanding of cognitive mechanisms of heuristics and biases, which somewhat simplify the complex informational flow and optimize the process of mental analysis yet can create some systematic errors or skewed perceptions of the situation or a sense of overconfidence. This pilot study explores how ethical considerations function as heuristics in guiding investment behavior, particularly in the context of ESG (Environmental, Social, and Governance) performance. Drawing from behavioral finance theory, we hypothesize that ethical reputation acts as a cue that influences perceived trustworthiness and depending on the intentions of the investor (fast gain or slow grow) can affect their decisions differently.

Using a sample of 37 investors, we conducted a mixed-methods study combining decision-making and mental heuristics profile and personal DM factors with the self-perceived effectiveness of investment behavior and proneness to consider ESG metrics. The results demonstrate that long-term investors systematically utilize ESG data and through the lens of heuristics and biases (the interconnection yet to be researched) impact DM. Yet considering ESG metrics important, the investors did not necessarily perform ESG information-seeking behavior. These findings highlight the intersection between ethics and cognitive processing in financial contexts. Ethical cues appear to serve as intuitive filters in investment judgments, suggesting that proper ESG reporting and communication may significantly shape market behavior through psychological channels.

***Keywords**: investor psychology; decision-making heuristics and biases; limited rationality; ESG metrics/indicators; ethical considerations*

Understanding investor decision-making is essential for uncovering the psychological, cognitive, and emotional mechanisms that shape financial behavior, risk tolerance, and market dynamics. Such knowledge equips researchers and practitioners with the ability to forecast investment trends, develop targeted interventions, and foster more rational, ethical, and sustainable decision-making in financial contexts. Since the 1970s, studies have demonstrated that rationality is inherently bounded, as decision-makers operate with limited information and finite cognitive resources for processing it (Ackert & Davis, 2010). Research in behavioral finance and cognitive psychology further highlights the central role of perspective in decision-making, revealing that the human brain relies on mental shortcuts—known as heuristics—that enable rapid and efficient problem-solving. Heuristics are cognitive strategies that simplify complex tasks by applying easily comprehensible, approximate, or "good enough" methods, which may not always yield the most accurate or optimal outcome (Shull, 2012). While these strategies facilitate reasonably informed judgments without exhaustive analysis, their reliance on simplifications and generalizations can also produce systematic errors or heuristic biases under certain conditions (Kahneman et al., 1982). Within this domain, investor psychology emerges as an interdisciplinary field that explores the cognitive, emotional, social, and behavioral influences on investment behavior, drawing from psychology, behavioral economics, and finance to analyze how heuristics, biases, risk perception, emotions, and social dynamics shape financial judgment, market engagement, and portfolio strategies.

For well-informed and prone to rational decisions, below aspects of the investee company are being researched by future investors and continuously monitored by the existing investors (Minutiello, 2023):

- Financial statements and performance metrics- income statements, balance sheets, cash flow statements
- Business model and strategy: products and services, market analysis, competitive advantages, growth strategy
- Management team and culture: leadership, company culture
- Risks and challenges:
  Market risks, financial risks, operational risks, regulatory risks

However, many well-known companies that have received significant shareholder funding have also been involved in major ethical scandals and displayed unethical behavior and yet investors continue to be interested in companies with unethical behavior.

Enron: This energy company engaged in massive accounting fraud, using complex schemes to hide debt and inflate earnings, ultimately leading to its bankruptcy and the collapse of its accounting firm, Arthur Andersen. The scandal resulted in shareholders losing $74 billion. Investor loss: Enron’s stock price collapsed from ~$90 to under $1. Impact: Shareholders lost over $74 billion; employees lost pensions and retirement savings.

Volkswagen: The "Diesel gate" scandal involved Volkswagen installing "defeat devices" in millions of diesel cars to cheat emissions tests, leading to massive fines and recalls. Investor loss: VW’s share price dropped by ~40% within days of the scandal breaking. Impact: The company faced over $30 billion in fines and settlements, and investors suffered large capital losses.

Theranos: This health technology startup, despite receiving substantial investment, was exposed for fabricating its blood-testing technology and misleading investors and regulators. Elizabeth Holmes, the founder, was sentenced to prison for fraud. Investor loss: Raised over $700 million from investors, all of which was effectively lost.

Uber: This ride-sharing company faced accusations of sexual harassment and questionable tactics to expand its market share, including using illegal technology to evade law enforcement. IPO in 2019 valued at ~$82B, but shares dropped 7.6% on debut and fell further in the months following.

Billions in market value lost due to reputation damage, governance concerns, and operating losses. Investors like SoftBank saw paper losses on early investments due to overvaluation concerns.

Kobe Steel: This Japanese company admitted to falsifying data about the quality of its aluminum, steel, and copper products used by numerous major companies. Stock price plunged over 40% in a week following the scandal. Market value declined by over $1.6 billion. Significant reputational damage: customer contracts lost and compliance costs increased.

Wells Fargo: The company faced a scandal for creating millions of unauthorized bank and credit card accounts to meet aggressive sales targets. Stock fell ~15% in the immediate aftermath; long-term underperformance followed. Paid over $3.7 billion in fines and restitution.

These examples represent the risks and losses everyday investors had to take due to unethical, greedy and irrational choices the investee companies management took. Investee company’s unethical behavior can not only harm the investor (long or short-term investors) monetarily, but also cause issues like anxiety and skew decision-making process regarding other investments.

There are several tools and websites like www.ethicalconsumer.org that provide analysis for investors to make educated decisions regarding the companies, and as of 2024, below very-well known and widely invested companies(Amazon, Nestle, Coca-Cola) have extremely low ratings for failing to address issues including human rights, animal rights and environmental concerns [1]. Below is the rating of some of the largest producers in the US from that website, representing their rating and the reasons for such a rating.

1- Amazon//Ethical score: 8/100 - Cited for tax avoidance and poor treatment of fulfillment-center workers, the company scores poorly across our entire rating system, including environmental reporting, conflict mineral practices, and supply-chain management.

2- Nestlé — Ethical score: 0/100

Nestlé has been the target of the world's longest-running boycott due to its irresponsible promotion of infant formula to mothers in developing countries. The company has also faced criticism for additional practices, including the use of unsustainably sourced palm oil and genetically modified ingredients in its food products.

3- Coca-Cola — Ethical score: 3/100

Coca-Cola has a documented history of labor rights violations at its bottling facilities and is currently subject to two boycott campaigns related to these issues at plants in Colombia. The company has also been criticized for poor environmental performance, including allegations of extracting water from rural communities and manipulating environmental reporting.

For these and many other reasons, qualitative ESG metrics have been created, which are becoming increasingly important to investors and other stakeholders, and enable stakeholders to better understand an organization's risks, opportunities, and performance on environmental, social, and governance issues. Environmental, social, and governance (ESG) indicators encompass both qualitative and quantitative measures used to evaluate a company's performance in relation to core sustainability criteria (Laszlo, 2008). Quantitative indicators are data-driven and measurable, such as a company's total carbon emissions. In contrast, qualitative indicators provide context and explanation, addressing issues like the underlying reasons for a consistent decline in emissions over time. Monitoring and analyzing these relevant data points enables organizations to better understand potential risks, uncover opportunities for long-term value generation, and monitor their advancement in sustainability-related efforts.

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[1] https://www.ethicalconsumer.org/retailers/five-unethical-companies

Environmental Metrics: Relate to the impact of business practices on the environment, including natural resources and energy management.

Social Metrics: Cover a company's relationships with employees, customers, local residents, and others who are directly or indirectly affected by its business practices.

Governance Metrics: Cover the structures, policies, and processes that a company has in place to make decisions and conduct business.

Many publicly traded companies through their websites of social media profiles promote ESG reports and disclosures. ESG disclosures are gaining prominence among investors and stakeholders, as they provide insight into a company's internal practices, social responsibility efforts, and governance structures. These reports enhance perceived transparency and credibility, which in turn influence investor confidence and decision-making. By making such information accessible, ESG reporting fosters an environment that promotes sustainable behavior, both within organizations and among those who allocate financial resources (Sroufe, 2018).

Relevance

From a behavioral science perspective, ESG data provides a framework for examining how values, ethical perceptions, and trust influence individual and collective decision-making. For example, investors or consumers' responses to ESG performance are often shaped by cognitive biases, moral reasoning, and social identity, making ESG metrics a rich tool for exploring pro-social motivation, ethical judgment, and sustainability-oriented behavior.

Integrating ESG metrics into psychological research supports interdisciplinary scholarship, linking environmental and social sciences with human behavior studies. This approach allows psychologists to investigate how sustainability narratives influence attitudes, risk perception, and behavioral change, thereby informing both academic theory and real-world interventions that promote socially and environmentally responsible conduct. Very few researchers attempted to understand the linkage between ESG data exposure and DM processes. One of such research (P. Cician; A. Cupak; P. Fessler; D. Kanncs, 2022; https://doi.org/10.48550/arXiv.2206.14548) suggests that The ESG-conscious investor attention is higher for crypto-assets compared to traditional asset classes such as bonds and shares. Another research shows that there is a systematic difference in perceptions of ESG metrics depending on investment analysts' intentions to buy or sell names stocks. For the buy-side analysts, the expertise behind the

ESG rankings was perceived as low, in the same way they showed distrust of the expertise of the sell-side analysts. Thus, buy-side analysts seem to have a strong contextual dependency. (The role of investment beliefs and heuristics in corporate valuation, 2025).

Grounded in the theoretical framework of bounded rationality and heuristic processing, the present study hypothesizes that short-term day traders do not prioritize ESG metrics, may not research for decision-making purposes; ESG metrics can affect and have interconnection with some heuristics and based on heuristics-profile of the investor, affect decision making through the lens of heuristics.

Long-term traders may use the metrics to predict profitability of stock in the future.

In order to understand ESG consideration of investor decision-making, we have researched 37 US Day-traders. Their decision-making and heuristics profile has been researched prior within our work, and they had voluntarily agreed to participate in the continuation of our study. Within our initial research we also had participants from Armenia, however the absence of formal ESG metrics and reporting in Armenia, and speculative nature of company's ethical background and information, led us to skip Armenian population at this step of our research.

Research methodology

In order to understand the decision-making profile of each investor we have utilized below methods:

1-The Myers–Briggs Type Indicator; The Myers–Briggs Type Indicator (MBTI) typology has been employed in consumer research as a framework for capturing stable individual differences in information processing, decision-making styles, and preference formation. Rooted in Jungian psychological theory, MBTI dimensions (e.g., sensing–intuition, thinking–feeling) have been shown to correspond with variations in risk perception, brand evaluation, and consumption motives. As a categorical typology, MBTI is particularly useful in exploratory and segmentation-oriented consumer studies, where the objective is to identify heterogeneous behavioral patterns rather than to predict outcomes with trait precision. While its psychometric limitations are acknowledged, MBTI remains valuable as a heuristic tool for understanding consumer diversity and structuring qualitative and mixed-method research designs. 2-Tolerance of ambiguity scale developed by Budner (1962); 3-Safe Asset Versus Risky (SAVR) Task; 4-Author prepared questionnaire on financial literacy, trade certainty levels, knowledge self-assessment and investment efficiency. At this step of the research, qualitative research has been conducted by using author-created questionnaire on the importance and possible impact of ESG metrics. Though we acknowledge the fact, that author-created methods lack validity measures and all other criteria that otherwise standardized and large sampled methods would suggest, we were not able to find any existing and widely tested methods to use.

The discussion of results

Here are some snippets of descriptive statistics within our sample:
In terms of MBTI typology, we had the picture below:
SJ types are the most prevalent, often associated with structure, reliability, and traditional values.
SP types are more spontaneous and action-oriented, with a practical mindset.
NF types are empathetic, value-driven, and focused on personal growth and meaning.
NT types are analytical, strategic, and oriented toward competence and innovation.

Table 1: *MBTI typology in the research sample*

	Category	N	Observed Probability
DM	SJ	13	35.14%
	SP	6	16.22%
	NF	9	24.32%
	NT	9	24.32%

Interestingly, these results mirror the general US population frequency of types, just with slightly higher number of NT(analytical, strategic) participants compared to general population, which is quite a logical outcome in our opinion.

Table. 2: *MBTI Temperament Frequencies in the General U.S. Population*

Temperament	MBTI Types	Approximate Frequency
SJ (Guardians)	ESTJ, ESFJ, ISTJ, ISFJ	40–45%
SP (Artisans)	ESTP, ESFP, ISTP, ISFP	25–30%
NF (Idealists)	ENFP, ENFJ, INFP, INFJ	15–20%
NT (Rationals)	ENTJ, ENTP, INTJ, INTP	10–15%

In terms of investment styles, our sample presented below picture:

***Table. 3** Investment styles of day-traders*

Investment style	Frequency
Moderate	21
Aggressive	10
Conservative	6

The statistical analysis allowed us to find the following significant correlations:

1-A one-factor analysis of variance has shown that there is a significant difference between the categorical variable Investment style and the variable ESG metrics importance ($F = 5.4$, $p = .009$). Aggressive investors pay the least attention to ESG metrics, whereas the conservative investors give twice as greater importance to this aspect of the business.

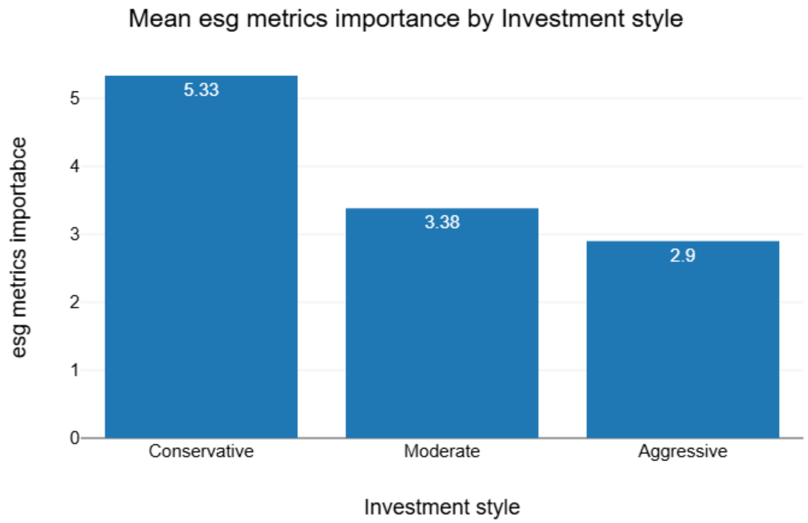

***Fig.1** Mean ESG metrics importance by investment styles.*

2-The investors who are self-classified as long-time investors, do show higher values for ESG metrics importance (while there is no notable correlation of ESG importance values and investors classifying themselves as short-time investors): $t(23.05) = 2.45$, $p = .022$, 95% confidence interval [0.16, 1.94].

A significant correlation was noted between the base rate neglect heuristic and the measure of importance of ESG metrics ($F = 3.87$, $p = .031$). This is extremely interesting for us, as Base-rate neglect bias is a cognitive bias in which people ignore or undervalue general statistical information (the base rate) when making judgments, instead giving disproportionate weight to specific, vivid, or anecdotal information. In investment contexts, for example, an investor might overlook historical market performance data (base rates) and base decisions on recent news or a single company's story, leading to systematically flawed predictions. By ignoring long-term statistical patterns (base rates) in favor of recent or emotionally compelling data, investors expose themselves to overestimation of rare successes, which can distort risk perception and result in suboptimal portfolio decisions.

ESG & irrational diversification: A one-factor analysis of variance has shown that there is a significant difference between the categorical variable irrational diversification of investments bias and the variable ESG metrics importance ($F = 5.53$, $p = .008$). Irrational diversification bias is a decision-making bias where individuals spread their investments across multiple options without a rational basis, often ignoring risk–return trade-offs or portfolio optimization principles. Instead of diversifying strategically based on asset correlations and expected returns, investors influenced by this bias may allocate resources equally or haphazardly (e.g., the "1/n strategy"), leading to suboptimal portfolios that may feel safer psychologically but are not objectively efficient. These may result in 1-Misinterpretation of diversification: The investor equates owning many stocks with true diversification; 2-Equal allocation heuristic: Assigning the same percentage to each investment, regardless of quality, risk, or correlation; 2-Neglect of portfolio construction principles: Fails to consider asset correlations or risk-adjusted returns.

4-There is a low, positive correlation between variables Knowledge self-assessment and ESG metrics importance ($r(35) = 0.12$, $p = .479$.). Investors who consider themselves more knowledgeable tend to give more importance to non-financial metrics like ESG.

5- There is a low, positive correlation between variables Tolerance of ambiguity and ESG metrics importance ($r(35) = 0.11$, $p = .52$). Tolerance of ambiguity in decision-making theory refers to an individual's capacity to perceive and manage uncertain, complex, or incomplete information without experiencing excessive discomfort or anxiety. People with high tolerance of ambiguity are more likely to remain flexible, open-minded, and adaptive when facing unclear situations, whereas those with low tolerance may seek premature closure, avoid risk, or rely on oversimplified heuristics—potentially leading to biased or less optimal decisions.

6-ESG & trade certainty: there is a low, positive association between Trade certainty and ESG metrics importance in this sample($r(35) = 0.11$, $p = .501$.). Investors who are prone to classify their decision as efficient, give more importance to ESG metrics.

7-SEX & how ESG metrics would affect the decision-making: The results of the descriptive statistics show that the M group has higher values for the dependent variable self-reporting on how it would affect decision-making ($M = 2.57, SD = 0.95$) than the F group ($M = 2.29, SD = 0.83$). Male participants said ESG metrics would affect their decisions more than female participants, but it didn't necessarily mean male investors intentionally hunt for ESG data.

8-Long term investors consider that ESG metrics would have more influence on their behavior than investors who do not self-identify as a long-term investor (YES group has lower values for the dependent variable self-reporting on how it would affect decision-making ($M = 2.37, SD = 0.93$) than the NO group ($M = 2.86, SD = 0.69$)).

9-Another notable information for us was decision making MBTI style and the intentions to buy at the "dip" during scandal, the lowest amount, however without any certain information that the stock would ever increase the value:

SJ (guardians, sensing-judging) type participants unanimously said NO to buying at the dip; NF (intuition-feeling combination) participants would buy at the dip depending on the stock; NT (rational/analysts combining intuition and thinking) participants would buy the stock at the "dip" rather than not.

There was no notable and statistics significant correlation between giving ESG metrics weight and importance and actually looking for that information, which may suggest either performative attitude towards ESG metrics or gaining ESG information along the way, not specifically looking for it. Despite our initial thought, no significant correlation was established between the importance of ESG metrics and age ($r(35) = 0.03$, $p = .837$); no correlation between MBTI type and the importance of ESG metrics ($F = 2.4$, $p = .086$); neither found any correlation between education and the importance of ESG metrics.

However, we also did not find any statistically significant correlation between the metric of the importance of ESG metrics and actually looking for ESG metrics/information. This allows us to assume that there is no specific information seeking behavior for ESG data, even if it is considered somewhat important. Assuming the ESG data is obtained along the way (without necessarily prioritizing and specifically looking for it) will give some background to the investor, but they will not necessarily initiate information seeking for investment purposes. Another hypothesis may be, that ESG importance is performative behavior and does not in reality affect as much as it is said to.

This point needs further investigation.

Conclusions

Summarizing findings, we can say that conservative and long-term investors (who prioritize slow and steady gain over fast buy-sell to gain leverage based on price difference) give more importance to ESG metrics compared to more aggressive and short-term investors. Interestingly enough, the base rate neglect bias shows correlation with ESG metrics, assuming that news of investee company ethical behavior may affect the investor more than financial and more rational analysis. We have also noted the negative correlation between having higher ESG metrics and haphazardly diversifying the portfolio (i.e.: investors with high ESG considerations show more rational diversification based on returns). Investors who consider themselves more knowledgeable and have higher tolerance towards uncertainty and ambiguity, more certain about the efficiency of their trades, give more importance to ESG metrics. However, considering ESG important still does not trigger ESG information seeking-behavior, which needs to be further investigated. This may be attributed to either the performative nature of considering such metrics, or the lack of trust in the publicly available metrics. The interconnection of personal cognitive and emotional features, as well as the mechanisms of applying investee company data to actual DM process is a point of further psychological research.

Limitations

The psychological, economical research of investors, very often do not specify the short-long term investment willingness and intentions of investors, placing everyone under "investor" category, which blurs lines of research, as in our opinion, dramatic differences are noticeable in information-seeking behavior and decision-making mechanisms of investors, depending whether they are looking for monetary gain within short-time period and hoping off to another stock/company or looking for long-term investments with slower but steady growth and long-term relationships with the given company. In our opinion, predisposition to sell fast (short-term investments, where you buy just to sell at the right moment) creates grounds for looking at the partial information and hence skew the research. We acknowledge the fact, that both criteria of measuring ESG importance and triggering ESG information-seeking behavior are self-reported and would need some behavioral corroboration in the forms of logs or records.

Also, the strategy known "buy the dip", which indicates purchasing stocks at the lowest point (possibly affected by negative news and as a result lowering the price of an individual stock) may be a great push to look for low ESG metrics and be on alert for scandals and ethical issues, just to buy a stock when the majority of current stakeholders are selling the named stock due to bad news.

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THE ROLE OF FAMILY ENVIRONMENT IN PREDICTING ACCULTURATION STRATEGIES

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Family environment, particularly family dynamics, plays a crucial role in shaping individuals' self-concepts, which in turn influence the development of their ethnic identity. Ethnic identity can affect how immigrants perceive both their heritage culture and the host culture. If individuals relate positively to their family, they are more likely to value their family culture, while negative family experiences may result in the rejection of their family culture. These familial experiences can also extend to influence interpersonal relationships outside of the family. A positive identification with one's own culture is often associated with more positive interactions with other cultures. This study revisits primary archival data on family environment and acculturation, providing a reinterpretation of the results through the lens of an updated literature review. It is hypothesized that the family environment can influence acculturation strategies such that more positive experiences lead to more positive acculturation strategies, and conversely, negative experiences may lead to more negative acculturation experiences. Analysis of the data partially supports these hypotheses, indicating that participants who reported more conflictual experiences with their family tended to reject their family heritage culture and adopt more stressful acculturation strategies, such as the marginalization strategy. However, a positive family environment was not a significant predictor of acculturation strategies. Additionally, age and years residing in the U.S. were examined as control variables. The discussion explores the implications of the findings in the areas of individual and family therapy.

Keywords: *acculturation, biculturalism, family conflict, family environment, integration, adjustment.*

Every year, millions of people around the world migrate to new places. Migration comprises many challenges and stressful factors, from the time migrants make the decision to migrate to the process of migration itself, and through the post-migration period when migrants try to adjust to a new culture and life. The adjustment period during post-migration is one of the main psychological aspects impacting migrants, and it entails acculturative stress. Based on Berry's (1997) model, acculturation is the psychological and cultural process or outcomes that occur when two cultural groups come into contact. Acculturation is related to changes in attitudes and behaviors. Acculturative stress is a byproduct of this adjustment process. It can provide opportunities to grow and learn, but it can also be a factor impacting mental health. Acculturative stress can impact immigrants in different ways including physically (e.g., somatic complaints and insomnia) (Gonzalez-Guarda et al., 2021), or mentally (e.g., symptoms of depression) (Çimşir, & Kaynakçi, 2024). Family support can be a protective factor against acculturative stress and family conflict can be a risk factor that exacerbates the acculturative stress (Bekteshi & Kang, 2020).

Acculturation Theories

The literature on acculturation has looked at acculturation from different perspectives such as unidimensional, bidimensional, and multidimensional models.

The unidimensional model of acculturation views acculturation as the cultural change occurring along a single dimension, in which one side of the continuum is the heritage culture and the other side is the host culture (Ryder et al., 2000). The immigrant's acculturation is rated on this continuum. In this model, acculturation is a zero-sum equation: if a person's culture changes, it is thought of as losing their heritage culture and gaining knowledge of or adherence to the new culture (Cabassa, 2003).

The bidimensional model of acculturation posits that if the host culture is open to the migrant's culture, then migrants can simultaneously change in two dimensions (Berry, 1997). This model acknowledges that individuals can be bicultural or multicultural. The dimensions in this model include adhering to the heritage culture and learning or adapting to the host culture. These two dimensions can result in four acculturation strategies. Integration is the strategy in which the migrant adheres to both the heritage culture and adapts to the host culture. Separation is when the migrant adheres to the heritage culture and avoids interacting with the host culture. Assimilation is the strategy in which the migrant does not value maintaining the heritage culture and is interested in interacting with and adapting to the host culture. Marginalization is the strategy in which the migrant rejects both the heritage and host cultures. Of course, there are different levels of adherence to and adaptation of either the heritage or host cultures.

Studies show that individuals who adopt the integration acculturation approach experience the least stress, while those who adopt marginalization experience the most stress (Berry, 1997). Individuals with assimilation and separation strategies experience intermediate levels of stress (Berry, 1997). The results of a systematic review by Choy et al. (2021), involving 21 studies and around 62,000 immigrants, showed that the marginalization strategy was associated with worse depression compared to integration, assimilation, and separation, with integration being the least associated with depression. Anxiety symptoms for marginalization were three times higher compared to the integration strategy, and the separation strategy increased the likelihood of anxiety symptoms by six times.

The multidimensional acculturation model defines acculturation as changes in values, identities, and cultural practices (Schwartz et al., 2010). In this approach, these factors can change independently or in combination. Values include changes in what an immigrant values, such as the type of family relationships, marriage, or preference between individualistic vs. collectivistic cultures. Identity can include preference between ethnic or national identity. Cultural practices can include practices such as language, rituals, and ceremonies. In this approach, acculturation is a more complex experience and is influenced by context (e.g., family or outside environment), and one can understand acculturation as changes across multiple factors.

There are multiple individual and societal-level factors that impact acculturation (Berry, 1997; Berry, 2006). Individual factors include demographic variables such as age, gender, and education, as well as language proficiency, and attitude and motivation toward acculturation (Berry, 1997). On the other hand, the societal context, including multicultural or assimilationist ideologies of the receiving society, discrimination and prejudice, and cultural distance, can also impact acculturation (Berry, 1997). Furthermore, personality traits and coping styles, as well as psychological resilience at the individual level, and ethnic and community support, along with the legal and institutional context at the societal level, may shape acculturation strategies (Berry, 2006).

The home environment and family dynamics are among the other factors that can impact both personality development and acculturation strategies.

Family Environment and Acculturation

The family environment is defined as the communication pattern, emotional climate, support systems, and organizational structure within the family that can shape how family members perceive themselves, others, and the world (Moos & Moos, 1994). This, in turn, can influence how family members handle stress, or how stress is exacerbated. Family dynamics, a key component of the family environment, refer to patterns of interactions, behaviors, emotions, and perceptions among family members, that influence these same patterns in other members (Goldenberg & Goldenberg, 2013). These dynamics can, in turn, shape the development of individual's social identity. One theory that can explain how social identity relates to family culture is Tajfel's Social Identity Theory (Tajfel, 1981). Social Identity Theory (SIT) posits that social identity and self-concept are partially developed through group membership, which shapes behavior, in-group relationships, and perceptions. Social identities evolve through three processes of social categorization, social identification, and social comparison. A sense of connection to a reference group, along with the group's positive reputation, is essential for the development of a stable and acceptable social identity. If the group fails to maintain a positive identity, individuals typically have three main paths: to leave the group, to try to change the group or its image, or adhere only to selective positive aspects of the group. Brown (2019), in their extensive review of Tajfel's legacy, concluded that Tajfelian SIT framework serves as a foundational lens in social psychology, highlighting the central role of group membership in shaping social identity. Research supports the notion that family dynamics significantly shape individuals' ethnic identity (Martinez et al. 2012; Rosenthal & Feldman, 1992; Sabatier, 2008). Since ethnic identity is a central factor in acculturation, we can conclude that the influence of family dynamics on ethnic identity can also impact acculturation strategies.

Ethnic Identity

Phinney (1990) and Phinney and Ong (2006) described ethnic identity as a component of social identity theory, and as both developmental and multidimensional. Ethnic identity has three components: cognitive (e.g., knowledge about one's ethnic group), affective (e.g., feelings or sense of pride about the group), and behavioral (e.g., engaging in cultural practices). Ethnic identity is developed through three stages: unexamined ethnic identity, ethnic identity search/exploration, and ethnic identity achievement. A supportive family can encourage cultural practices, language retention, or ethnic pride, but a conflictual one can interrupt this process and lead to rejection of the heritage identity or weak commitment to it.

Marcia suggested that identity development can extend beyond the teenage years into adulthood (Marcia, 2002). Marcia describes identity development as involving both crisis/exploration and commitment going through the following four statuses: 1) identity diffusion (i.e., no exploration, no commitment) 2) Foreclosure (i.e., commitment without exploration) 3) Moratorium (i.e., active exploration) 4) Identity achievement (i.e., exploration plus commitment) (Marcia, 2002). A controlling and conflictual family environment may lead to identity developments that are less thoughtfully developed such as foreclosure or diffusion. From the perspective of acculturation strategies, these types of identities may correspond to a separation strategy in the case of foreclosure, and marginalization for diffusion.

On the other hand, acculturation strategies can lead to family conflict. In a study of more than 20,000 adolescents, there was strong evidence that when there is a gap between the way parents acculturate and the way children acculturate, there is a decrease in family cohesion, and an increase in arguments (Harris & Chen, 2023). Also, a study by Choi et al. (2016) on Korean-American early adolescents showed that when the youth adopted a separation strategy, they had stronger parental bonds, when they had a modest bicultural strategy, (i.e., moderate levels of both mainstream and heritage orientation), they had the weakest family bonds and reported feelings of shame toward parents. Finally, if they had a high bicultural strategy (i.e., high mainstream and high heritage orientation), then they had strong family ties, high parental expectation, and parental sacrifices.

Based on existing evidence that the family environment can influence identity development, this study explores how the family environment may impact acculturation. Specifically, it addresses the following two research questions: 1) Can the family environment, in general, impact acculturation? 2) Does a positive family environment lead to more positive acculturation strategies, and a negative family environment lead to more negative ones?

To address these research questions, the study posits the following hypotheses.

H1: The family environment, as measured by the *Family Environment Scale* (Moos & Moos, 1994)—which comprises the constructs of Cohesion, Expressiveness, Conflict, Independence, Achievement Orientation, Intellectual-Cultural Orientation, Active-Recreational Orientation, Moral-Religious Emphasis, Organization, and Control—is predictive of acculturation strategies (i.e., Integration, Separation, Assimilation or Marginalization).

H1a: Positive family environment (e.g., high cohesion, expressiveness, and support; low conflict) are associated with more adaptive acculturation strategies, particularly integration.

H1b: Negative family environment (e.g., high conflict, low support) is associated with more maladaptive or stressful acculturation strategies, such as marginalization.

Methods

This study reanalyzed data originally collected in 2009, based on the author's master's thesis completed at California State University, Northridge. The data were reanalyzed, and the study includes an updated literature review and reinterpretation of the results.

The study recruited n = 122 university students who identified as first, second, or third-generation immigrants. The mean age was M = 25.06, SD = 5.95, with ages ranging from 18 to 48 years old. Participants self-identified as 83 female and 39 male. Participants were from 26 countries, including Iran (n = 41; 33.6%), Mexico (n = 22; 17%), Armenia (n = 18; 14.8%), El Salvador (n = 5; 4.1%), and the remaining participants (fewer than 5 participants each) from 22 other countries.

The number of years participants had resided in the U.S. ranged from 3 to 31 years (*M* = 15.36, *SD* = 7.48). Eighty-three (68%) participants identified as first-generation, 36(30%) as second-generation, and 3 (2%) as third-generation immigrants.

Procedures

Convenience sampling was used, and students were recruited from a Southern California university. The inclusion criteria required participants to be 18 years or older, and either first generation immigrants themselves or have at least one parent or grandparent who was a first-generation immigrant to the U.S. If participants met the criteria, they were given informed consent to sign and then asked to complete the survey.

The surveys included demographic questions such as age, years residing in the U.S., immigration generation status, household income, education, religion, country of origin, reason for migration, presence of children in the family, birth order, and the gender of participants and their siblings.

In addition, the *Vancouver Acculturation Index* (VAI; Ryder et al., 2000), and the *Family Environment Scale* (FES; Moos & Moos, 1994) were used to measure acculturation and family dynamics, respectively.

The VAI consists of 20 items, with 10 items assessing adherence to heritage culture and 10 items assessing adherence to host culture (Ryder et al., 2000). Items are presented on a Likert-type scale, on a continuum ranging from 1 (Strongly Disagree) to 9 (Strongly Agree), with intermediate values reflecting varying degrees of agreement. Examples of heritage culture adherence items include: "*I often behave in ways that are typical of my heritage culture*" and "*I often participate in my heritage cultural traditions.*" Examples of host culture adherence include: "*I believe in mainstream North American values*" and "*I often participate in mainstream North American cultural traditions*". The Cronbach's alpha for internal consistency was, on average, .91 for the heritage culture subscale and .87 for the host culture subscale, based on multiple participants' cultural groups.

Family environment was measured using the *Family Environment Scale* (FES; Moos & Moos, 1994). The FES is a self-report measure consisting of 90 items, divided into three dimensions and 10 subscales. The dimensions include Relationship, Personal Growth, and System Maintenance. Each subscale contains 9 true/false items (1 point for "true," 0 for "false"), allowing a maximum score of 9 per subscale. The FES includes three forms—Real, Ideal, and Expected—that measure different perceptions of the family environment. In this study, the Real form was used, which assesses how participants perceive their current family context.

The Relationship dimension has three subscales, including Cohesion, with items like “*Family members really help and support one another.*”; Expressiveness, with items like “*We are usually careful about what we say to each other.*” *(reverse scored);* and Conflict, with items like “*We fight a lot in our family.*”

Personal Growth has five subscales, including Independence, with items like “*We are strongly encouraged to be independent.*”; Achievement Orientation, with items like “*In our family, personal success is emphasized.*”; Intellectual-Cultural Orientation, with items like “*We often talk about political and social problems.*”; Active-Recreational Orientation, with items like “*We often go out together to sports events or movies,*”; and Moral-Religious Emphasis, with items like “*We believe in a strict code of right and wrong.*”

System Maintenance has two subscales, including Organization, with items like “*We are generally very neat and orderly.*”; and Control, with items like “*There are set ways of doing things at home.*”

The scores can be interpreted at either the dimension level or the individual subscale level. In this study, the subscale scores were used for interpretation. The test-retest reliability scores ranged from .68 to .86 for different subscales over a two-month period, and internal consistency ranged from .61 to .78 across subscales.

Analysis

A total of three multinomial logistic regression (MLR) analyses were conducted to examine the data. The dependent variables were acculturation strategies, as measured by the VAI, categorized into four types: integration, assimilation, separation, and marginalization. The independent variables were the 10 subscales of the FES (i.e., Cohesion, Expressiveness, Conflict, Independence, Achievement Orientation, Intellectual-Cultural Orientation, Active-Recreational Orientation, Moral-Religious Emphasis, Organization, and Control). Age and years residing in the United States were included as control variables.

The three MLR models included: 1) age and years residing in the U.S. as predictors of acculturation, 2) Only reliable FES subscales, along with age, and years residing in the U.S. as predictors of acculturation, 3) Conflict subscale, age, and years residing in the U.S. as predictors of acculturation.

To determine the acculturation strategies, the following procedure was used. For each acculturation dimension, heritage and host, the maximum possible VAI score is 90 (i.e., a maximum score of 9 for each of the 10 items in each dimension). If the host culture dimension score on the VAI was above the mean (M = 71.66, SD = 14.03), it was considered “high” on host culture; if it was below the mean, it was considered “low.” Similarly, if the heritage culture dimension score on the VAI was above the mean (M = 65.87, SD = .90), it was considered “high” on heritage culture and if it was below the mean, it was considered “low.” Based on this: High on both host and heritage was considered as integration, high on host and low on heritage as assimilation, low on host, and high on heritage as separation, and both low on heritage and host culture was considered as marginalization acculturation strategy.

Based on these criteria, and among 120 fully completed responses, the distribution was as follows: 44 participants (37%) adopted integration, 30 participants (25%) adopted separation, 28 participants (23%) adopted assimilation, and 18 participants (15%) adopted marginalization. This distribution is similar to findings reported in previous research (see Berry, 2006), where integration tends to be the most commonly adopted strategy and marginalization the least, with assimilation and separation being intermediate in frequency.

The reliability analysis for the FES subscales identified only five subscales within an acceptable reliability range of Cronbach's alpha $> .60$. These subscales included Cohesion (α = .632), Conflict (α = .648), Intellectual-Cultural Orientation (α = .642), Moral-Religious Emphasis (α = .693), and Organization (α = 711). The other subscales, which had lower reliability scores, included Expressiveness (α =.516), Independence (α = .472), Achievement Orientation (α = .566), Active-Recreational Orientation (α = .592), and Control (α =.576).

Results

A multinomial logistic regression (MLR) analysis was first conducted with age and years residing in the U.S. as the predictor variables and the four acculturation strategies as the dependent variable (integration as the reference category). The results of this analysis showed that the overall model was significant, $\chi^2(6) = 19.92$, $p < .01$. The model demonstrated small explanatory power (Nagelkerke $R^2 = .17$). Years residing in the U.S. was a marginally significant predictor of acculturation strategy, $\chi^2(3) = 7.34$, $p = .06$, while age was a significant predictor, $\chi^2(3) = 12.21$, $p < .01$. Older participants were more likely to adopt the assimilation ($B = .15$, odds ratio (OR) = 1.17, $p < .01$) or separation ($B = .11$, OR = 1.11, p = .05) strategies compared to the integration strategy. Longer residence in the U.S. was associated with lower odds of adopting the separation strategy compared to integration, ($B = -.08$, OR = 0.92, $p = .02$).

The second MLR model included the following predictors: age, years residing in the U.S., and only FES subscales that had high reliability (α >.60), which included Cohesion, Conflict, Intellectual-Cultural Orientation, Moral-Religious Emphasis, and Organization. This model was a significant fit, $\chi^2(21) = 45.50$, $p < .01$, with a moderate level of explanatory power (Nagelkerke $R^2 = .35$). However, only age ($p = .014$) was a significant contributor. The FES Conflict subscale had a marginal effect ($p = .067$) but was not statistically significant contributor to the overall model. Age remained a significant predictor, increasing the odds of adopting the separation ($B = 0.12$, OR = 1.13, $p = .04$), and assimilation ($B = 0.17$, OR = 1.18, $p < .05$) strategies, compared to integration. Conflict was a significant predictor of the odds of marginalization (*B = .073,* OR = 1.076, $p = .05$) compared to integration. Years residing in the U.S. and the other reliable FES subscales were not significant predictors for acculturation strategies. H1, was partially supported, but H1a, was not supported.

The third MLR model included age, years residing in the U.S., and the FES Conflict subscale scores as predictors. The model was a significant fit, $\chi^2(9) = 34.36$, $p < .001$, with a moderate level of explanatory power (Nagelkerke $R^2 = .27$). Age, $\chi^2(3) = 12.31$, $p < .01$, and Conflict, χ^2 (3) = 14.44, $p < .01$, were significant contributors to the model. However, years residing in the U.S. was not a significant contributor to the overall model, $\chi^2(3) = 7.32$, $p = .062$. Age remained a consistent predictor for assimilation (*B = .162,* OR = 1.18, $p < .01$) and separation (*B = .107,* OR = 1.11, $p = .05$) compared to integration. In this model, longer residence in the U.S. was a significant predictor of lower odds of marginalization (*B* = -.086, OR = 0.92, $p < .05$) and separation (*B = -.076,* OR = 0.93, $p < .05$), relative to the integration. Conflict was also a significant predictor of reduced odds of endorsing the separation strategy (*B = -.073,* OR = 0.93, $p = .01$), compared to integration. These findings support H1b: that a negative family environment (e.g., high conflict) can predict maladaptive acculturation strategies such as marginalization.

Discussion

This study aimed to examine the impact of family environment on acculturation strategies. It was study hypothesized that the *Family Environment Scale* (FES) would predict the likelihood of adopting a specific acculturation strategy. More specifically, it was proposed that positive aspects of family environment would lead to more adaptive acculturation approaches, such as integration, whereas problematic family environment would lead to more maladaptive acculturation strategies, including marginalization, and to a lesser degree, assimilation and separation. The overall hypothesis was partially supported, such that not all aspects of family environment, particularly the positive aspects, significantly predicted acculturation strategies. However, a negative aspect, as measured by the Conflict subscale, was a significant predictor of the marginalization acculturation strategy and was also associated with a reduction in the separation strategy. Overall, the results aligned with expectations and offered a meaningful understanding of how the family environment can influence acculturation strategies.

Age was a consistent predictor across multiple models, influencing the likelihood of participants adopting assimilation and separation strategies, independent of years residing in the U.S. Older immigrants were more likely to endorse assimilation or separation strategies. This finding is consistent with the literature, which notes that adopting an integration strategy often requires greater cognitive flexibility or adaptability, traits more commonly found in younger individuals (Berry, 1997). In addition, older immigrants may have a stronger sense of connection to their heritage culture, making them more inclined to adhere to the heritage culture more than the host culture, and hence adopt a separation strategy.

In one of the models, years residing in the U.S. was a predictor for lower odds of separation and marginalization compared to integration. However, years residing in the U.S. was not a significant contributor to this model and should be interpreted with caution. Nonetheless, this trend is theoretically consistent with existing literature, which suggests that the longer immigrants reside in the host country, the more likely they are to adopt assimilation or integration strategies (Schwartz et al., 2010).

Not all of the FES subscales demonstrated acceptable reliability. Only Cohesion, Conflict, Intellectual-Cultural Orientation, Moral-Religious Emphasis, and Organization subscales met the reliability threshold. When these reliable subscales were included in the MLR model along with age and years residing in the U.S., the model fit was significant, with age being a significant contributor to the model and Conflict being a marginally significant contributor. In this model, higher family conflict predicted greater odds of adopting the marginalization strategy. This is also consistent with prior research, which suggests that increased conflict in the home environment may hinder the development of a strong self-concept needed to navigate both own's and the dominant cultures. As a result, individuals may feel disconnected from both the heritage culture and the host culture, leading to marginalization (Cano et al., 2014).

In the final MLR model, which included only age, years residing in the U.S., and the Conflict subscale as predictor variables, the model fit remained significant. Both age and Conflict were significant contributors to the model, while years residence in the U.S. was a marginal contributor. In this model, Conflict significantly predicted lower odds of adopting the separation strategy compared to integration. The Conflict subscale includes items related to criticism, anger, and disagreement, and higher scores on this subscale may indicate lack of acceptance within the family. This finding supports existing literature suggesting that family conflict will reduce family cohesion and support, which are essential components of identification with the heritage culture, and thus may weaken an individual's motivation to adopt the separation strategy (Ferenczi et al., 2015).

The implications of these findings, particularly that family conflict can lead to more problematic acculturation strategies, are significant for individual and family therapists. Understanding how the family environment and dynamics influence acculturation can help clinicians more effectively assess and develop treatment plans that address the reciprocal relationship between acculturative stress and family conflict. Clinicians can support individuals in increasing their awareness of how acculturative stress and family dynamics interact (Santisteban et al., 2013; Schwartz et al., 2010), which may help reduce family conflict by alleviating stress.

Additionally, immigrants who choose to migrate at a younger age may benefit, as younger individuals appear more likely to adopt an integrative acculturation strategy, which is generally less stressful than assimilation, separation, and marginalization.

Future studies should examine specific cultural groups separately to explore how culturally unique family dynamics influence acculturation strategies. Research should also investigate the interaction between family conflict and family support, and how their combined effects shape acculturation. Furthermore, family stress can be studied as a potential push or pull factor influencing acculturation paths. Finally, longitudinal studies are recommended to better capture the evolving impact of family dynamics on acculturation over time.

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PSYCHOLOGICAL PROFILES OF STUDENTS MAJORING IN HUMANITIES: CLUSTER ANALYSIS

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In this study, we define the psychological profiles (PP) of students in the humanities (SHF) of Armenia and Germany. The objective of this work is to empirically identify stable clusters that differ in the degree of anxiety, self-esteem and motivation of students. The hypothesis of the study is that in the Armenian and German samples of SHF there are clusters that differ in the stability of the emotional background, expressed anxiety and motivational types. The study involved 600 SHF (300 from Armenia, 300 from Germany); the average age in Armenia was 23 years, in Germany - 32 years. The STAI, Budassi S.A. and the academic motivation technique of Gordeeva L.G. and Osin E.N. were used. The data were processed using the methods of correlation, variance and cluster analysis. The results of the study showed that SHF of Armenia are dominated by a high level of anxiety, while SHF of Germany are more characterized by extrinsic motivation. Cluster analysis identified four stable PPs: emotionally stable, flexibly motivated, anxious-dependent, and uncertain-contradictory. The findings confirm the relationship between anxiety, self-esteem, and motivation, as well as the importance of intrinsic motivation for successful adaptation of the SHF.

Keywords: *student, humanities, cluster analysis, psychological profiles, anxiety, self-esteem, academic motivation, self-regulation, emotional stability, Armenia, Germany.*

В настоящих условиях различных изменений в области гуманитарных знаний исследователи все больше интересуются психологическими портретами СГФ.

Важно заметить, что ПП СГФ весьма разнообразны. Многие СГФ на протяжении процесса обучения в рамках настоящего исследования демонстрируют высокую степень мотивации и саморегуляции. Другие СГФ склонны к эмоциональной нестабильности и высокой тревожности, что отражает личностные различия СГФ и их систему ценностей.

Отметим, что ПП складывается исходя из разных факторов, которые отражают различия эмоциональной устойчивости СГФ, мотивации и самооценки, а именно такие как: например, цифровизация в сфере гуманитарного образования (ГО), высокая степень неопределенности в выборе профессии [1]. Поэтому проведение исследования в этом направлении помогает правильно применять механизмы адаптации и самоопределения СГФ.

Сущность проблемы сводится к тому, что ГО выдвигает СГФ высокие требования когнитивного и личностного характеров, так как включает в себя работу с эмоциональным и коммуникативным компонентами [2].

В этом контексте исследование ПП СГФ приобретает одновременно и академическое, и прикладное значение. Это способствует возможности анализа отдельных свойств личностей СГФ, а также определению общего понимания того, как внутренние ресурсы СГФ и особенности эмоциональной регуляции студентов определяют успешность адаптации в ГО.

Авторы различных статей за последние годы в практике российского образования активно обсуждают идею дифференцированного подхода в зависимости от личностных особенностей СГФ и типов мотивации [3]. При этом стоит отметить, что многие подходы имеют слабую эмпирическую опору в изучении ПП студентов, а это препятствует созданию и продвижению программ поддержки СГФ.

В рамках некоторых статей ПП СГФ рассматриваются в контексте выбора карьерных путей и личностного роста [4]. В то же время становится перспективным исследовать ПП СГФ с позиции сочетаний личностных, эмоциональных и мотивационных компонентов. Данный подход в исследовании создает уникальный ПП СГФ, что представляет из себя список характеристик, определяющих стиль адаптации СГФ, их отношение к процессу обучения и высокую стрессоустойчивость [5].

Авторы зарубежной психологии выделяют личностно-ориентированный подход. Он предполагает исследование СГФ с ракурса совокупности взаимосвязанных личностных характеристик. Кластерный анализ в данных исследованиях используется как инструмент, определяющий устойчивые ПП студентов. Зарубежные исследования последних пяти лет отмечают, что подобные ПП показывают различия при мотивационной и эмоциональной регуляции, а также в адаптации студентов ГО.

Achuodho H. O. et al. отмечают несколько ПП, которые связаны конкретно с внутренним командным обучением [6]. Liu F. et al. выделяют кластеры студентов с разным отношением к обратной связи и саморегуляции [7]. Méndez I. et al. связывают различия в личностных стилях с самооценкой и успеваемостью в процессе обучения студентов ГО [8].

Основная цель данного исследования состоит в том, чтобы эмпирически выделить и охарактеризовать ПП СГФ исходя из набора индивидуальных, мотивационных и эмоциональных характеристик.

Авторами статьи сформирована следующая генеральная гипотеза: в общей (армянской и немецкой) выборке исследования существуют устойчивые кластеры, которые отличаются друг от друга уровнем эмоциональной стабильности, выраженной высокой тревожностью, мотивацией и самооценкой СГФ.

Частные гипотезы:

h1 — в выборке СГФ есть устойчивые кластеры, отличающиеся уровнем эмоциональной стабильности;

h2 — кластеры СГФ выборки различаются степенью выраженной тревожности и мотивацией студентов;

h3 — отличия между кластерами СГФ проявляются в самооценке, что отражает специфику их эмоционально-индивидуальной регуляции.

Эти различия раскрывают стратегии адаптации в ГО: от внутренне мотивированной и стабильной адаптации до тревожно-зависимой и неопределенной адаптации.

Кластерный анализ позволяет перейти от общего представления о СГФ к более точному описанию, отражающему реальные различия.

Теоретическая значимость исследования заключается в определении индивидуальных различий СГФ.

Практическая значимость настоящего исследования состоит в возможности использования результатов исследования с целью выявления и поддержки разных кластеров СГФ.

Полученные результаты исследования могут служить базой для разработки различных адаптационных программ и тренингов. Например, в области эмоциональной саморегуляции это очень актуально для СГФ первых курсов, так как они испытывают трудности вследствие перехода из школьной среды обучения в вузовскую.

Выборка. Проведено исследование в двух независимых группах респондентов СГФ (n=600) университетов Республики Армения (300 респондентов, из них женщин – 198 респондентов (66%), мужчин – 102 респондентов (34%)); и Германии (300 респондентов, среди которых женщин – 152 (51%), 148 мужчин (49%). Средний возраст – 23 года в армянской выборке и 32 года в немецкой выборке.

Опрос осуществлен анонимно в университетах Армении (АГПУ им. Х. Абовяна, ГУ им. В. Брюсова) и Германии (Studienzentrum Kaufleute im Kreis Waldshut, Instituts für Gesundheit – FHM Hochschulcampus Waldshut) посредством Google Forms через почтовую рассылку. В опросе участвовали студенты следующих факультетов: факультет межкультурной коммуникации и политологии, факультет социальных коммуникаций и сервиса, факультет филологии; социальная работа и управление, факультет социальной педагогики и управления. Опрос обработан с помощью инструментов MS Office в сентябре-октябре 2025 года. Участие было добровольным и без вознаграждения с учетом таких критериев, как форма обучения (очная); отсутствие законченного высшего образования; отсутствие постоянной занятости по специальности. Метод исследования: сравнительный анализ, кросс-секционный, кластерный.

Методы и методики исследования.

В проведенном исследовании использован ряд методов: теоретические, эмпирические и статистические. Они направлены на исследование личностно-психологических особенностей СГФ.

Теоретические методы включают в себя анализ российских и зарубежных исследований, затрагивающих вопросы эмоциональной устойчивости, тревожности, мотивации и самооценки студентов. Это позволяет выбрать ключевые показатели для дальнейшего эмпирического анализа.

Эмпирические методы исследования. Исследование осуществлялось в кросс-секционном срезе с помощью следующих психодиагностических методик:

шкала тревожности Спилбергера-Ханина (STAI) [9];

методика самооценки Будасси С.А. [10];

шкала учебной мотивации Гордеевой Л. Г. и Осина Е. Н. [11].

Методы обработки данных. Для анализа использовались объединенные данные обеих выборок с помощью программных продуктов SPSS 31 и MS Excel 2024, применяя методы кластерного, корреляционного и дисперсионного анализов для проверки статистической значимости отличий между кластерами СГФ.

Для выделения ПП СГФ проведен кластерный анализ методом k-средних (где, k = 4) при нормированных значениях тревожности, самооценки и мотивации. Значения нормированы с целью приведения разных шкал измерений к единому стандарту. Данный подход в кластеризации помог сгруппировать СГФ Армении и Германии со схожими ПП в четыре кластера.

Этические аспекты. Исследование проведено в соответствии с кодексом Этики психолога и принципами Декларации Хельсинки 1964 г., а именно: с соблюдением принципов анонимности, добровольности и конфиденциальности; авторы работы не заявляют конфликтов интересов.

Результаты и их интерпретация.

В табл. 1 ниже в настоящей статье приведены сводные данные проведенного исследования по шкале тревожности Спилбергера-Ханина (STAI) по Армении [9].

Таблица 1

Распределение уровней тревожности СГФ по STAI (выборка Армении, n=300), %

Уровень ситуативной тревожности		Уровень личностной тревожности	
Высокий	79	Высокий	76
Умеренный	20	Умеренный	22
Низкий	1	Низкий	2

Согласно табл. 1 в армянской выборке уровни ситуативной тревожности распределены следующим образом:

1. высокий уровень тревожности определен у 79% респондентов (238 СГФ из 300);
2. умеренный уровень тревожности выявлен у 20% СГФ (59 респондентов);
3. низкий уровень – лишь у 1% (3 СГФ).

Для наглядности табличных данных ниже на рис.1 приведена графическая визуализация.

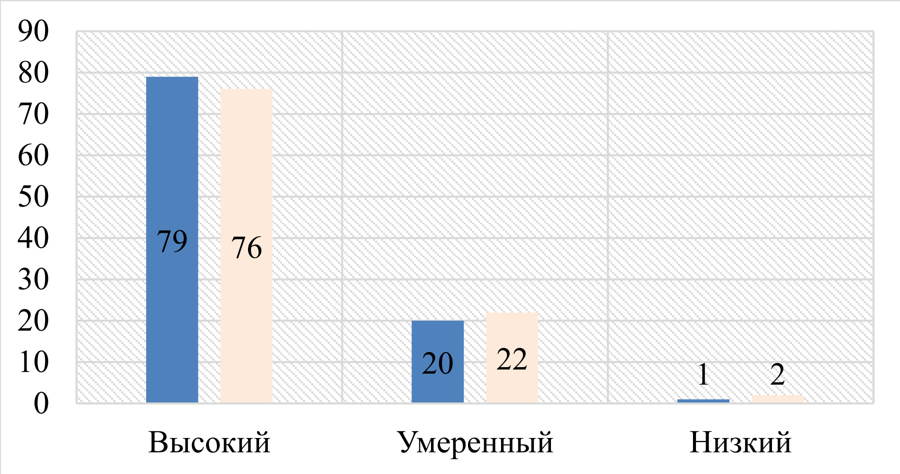

Рис. 1. Распределение уровней тревожности СГФ по STAI (выборка Армении, n=300), %, где синим цветом указано процентное соотношение ситуативной тревожности, зеленым – личностной тревожности

Личностная тревожность СГФ Армении распределена следующим образом:

- высокий уровень тревожности определен у 76% респондентов (229 СГФ из 300);
- умеренный уровень тревожности выявлен у 22% СГФ (66 респондентов);
- низкий уровень – лишь у 2% (5 СГФ).

В табл. 2 ниже приведены сводные данные проведенного исследования по STAI по Германии.

Таблица 2

Распределение уровней тревожности СГФ по STAI (выборка Германии, n=300), %

Уровень ситуативной тревожности		Уровень личностной тревожности	
Высокий	62	Высокий	63
Умеренный	32	Умеренный	35
Низкий	5	Низкий	2

Согласно табл. 2 в немецкой выборке СГФ уровни ситуативной тревожности распределены следующим образом:

- высокий уровень тревожности определен у 62% респондентов (187 СГФ из 300);

- умеренный уровень тревожности выявлен у 32% СГФ (97 респондентов);
- низкий уровень – лишь у 5% (16 СГФ).

Для наглядности табличных данных ниже на рис. 2 приведена графическая визуализация.

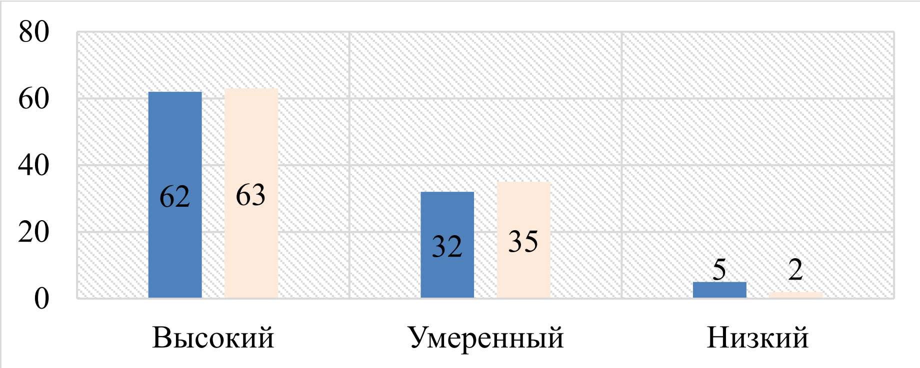

Рис. 2. Распределение уровней тревожности СГФ по STAI (выборка Армении, n=300), %, где синим цветом указано процентное соотношение ситуативной тревожности, зеленым – личностной тревожности.

Личностная тревожность СГФ Германии распределена следующим образом:

- высокий уровень тревожности определен у 63% респондентов (189 СГФ из 300);
- умеренный уровень тревожности выявлен у 35% СГФ (104 респондентов);
- низкий уровень – лишь у 5% (7 СГФ).

Сравнительный анализ уровней тревожности в выборках СГФ Армении и Германии по STAI показывает сильно выраженные различия в группах. СГФ Армении демонстрируют высокий уровень ситуативной тревожности – 79%, что на 17% выше, чем доля немецкой выборки (62%). Уровень личностной тревожности у армянских студентов также высок по сравнению с немецкой выборкой на 13%.

Следует обратить внимание, что в обеих выборках доли СГФ с низким уровнем тревожности минимально, при этом в армянской выборке составляет 1%, а в немецкой – 5%. Это может свидетельствовать о том, что СГФ Армении менее эмоционально устойчивы (сильно напряжены) по сравнению со студентами немецкой выборки.

Заметим также, что соотношение уровней ситуативной и личностной тревожностей и в армянской, и в немецкой выборках схожи (рис. 1, рис. 2). При этом уровни личностной тревожности по значениям близки к показателям ситуативной тревожности. Это может указывать на тенденцию стойкой тревожной личности.

В итоге, по методике STAI получены распределения долей ситуативной и личностной тревожности в обеих выборках респондентов (см. рис. 1 и 2). В общем у СГФ Армении доля высоких уровней тревожности больше, чем у СГФ Германии (на 17% при ситуативной тревожности и на 10% при личностной тревожности). Авторы статьи отмечают, что данные различия между Арменией и Германией не подвергались статистической проверке. Соотношения, которые были выявлены показывают общую тенденцию. Такая тенденция описывает специфичность проявления эмоционального фона СГФ в разных социальных и культурных ситуациях.

Таким образом проанализированные данные демонстрируют различия в социальных, культурных и профессиональных условиях. Данные различия также могут быть в контекстах разного уровня стресса и восприятии неопределенности при выборе карьерного пути. Высокий уровень тревожности в армянской выборке СГФ по сравнению с немецкой выборкой может быть связан с социальными, политическими и экономическими факторами. Также это может быть связано с низкой степенью стрессоустойчивости во внешних нестабильных условиях.

Результаты исследования по второй методике приведены в таблице 3 ниже. Согласно цели обработки результатов по методике Будасси определяются связи между ранговыми оценками качеств личности, входящими в представления «Я идеальное» и «Я реальное» [10].

Таблица 3

Результаты по методике самооценки Будасси С.А

Страна	Среднее значение	Медиана	Стандартное отклонение	Минимум	Максимум
Армения	-0.023	-0.032	0.576	-0.984	0.993
Германия	-0.022	-0.041	0.565	-0.958	0.985

Результаты по данной методике показывают среднюю адекватную самооценку СГФ Армении и Германии. Такое состояние оптимально и свидетельствует о зрелом самовосприятии СГФ обеих выборок, об их адекватной самооценке и эмоционально устойчивом «Я».

Ниже в табл. 4 приведены усредненные значения типов мотиваций СГФ по странам по методике Л. Г. Гордеевой и Е. Н. Осина.

Таблица 4

Результаты по шкале учебной мотивации Л. Г. Гордеевой и Е. Н. Осина

Тип мотивации/ Страна	**Армения**	**Германия**
Познавательная мотивация	3.98	3.95
Мотивация достижения	4.01	3.92
Мотивация саморазвития	4.02	3.91
Мотивация самоуважения	3.9	3.97
Интроецированная мотивация	3.91	3.89
Экстернальная мотивация	3.6	4.35
Амотивация	3.5	3.5

Для наглядности и удобства интерпретации результатов исследования по данной методике приведена визуализация на рис. 3.

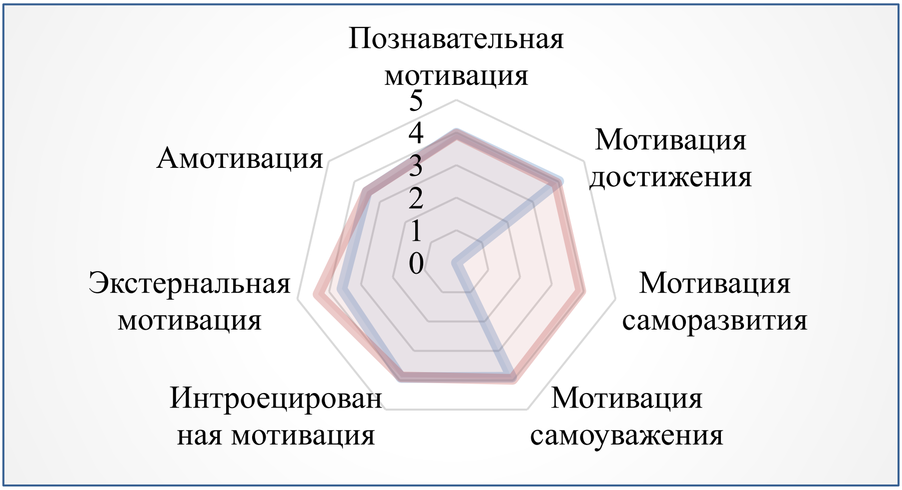

Рис. 3. Результаты по шкале учебной мотивации Л. Г. Гордеевой и Е. Н. Осина (синим – выборка Армении, оранжевым – Германии)

Итак, рис. 3 демонстрирует доминацию в обеих странах внутренней мотивации СГФ. Мотивация достижения (4,01) и познавательная мотивация (3,98) у респондентов Армении (синяя область на графике) практически равны. Отметим, что внешняя мотивация выражена у данной группы респондентов слабее. В группе респондентов Германии наиболее выражена внешняя экстернальная мотивация (4,35). Можно интерпретировать, что СГФ Германии зависимы от внешних стандартов и оценок, что может быть связано с системой образования.

То есть внешние стимулы в обеих выборках проявляются умеренно. Таким образом, СГФ Армении и Германии показывают высокий уровень внутренней адекватной мотивации. Это указывает на позитивное отношение к процессу обучения, высокую степень ответственности студентов и установившуюся позицию личности.

Результаты корреляционного анализа.

С целью проверки выдвинутых гипотез исследования, проведен корреляционный анализ (коэффициент корреляции Пирсона), который выявил взаимосвязи между показателями тревожности (STAI), самооценки Будасси С.А. и учебной мотивации Л. Г. Гордеевой и Е. Н. Осина. Статистически значимые связи ($p<0,05$) представлены в табл. 5

Таблица 5

Значимые взаимосвязи между показателями тревожности (STAI), самооценки Будасси С. А. и учебной мотивации по методике Л. Г. Гордеевой и Е. Н. Осина

Переменные	**r**	**Связи**
Ситуативная и личностная тревожность	0,78	положительная
Ситуативная и общая тревожность	0,94	положительная
Ситуативная тревожность и самооценка	–0,40	отрицательная
Личностная тревожность и самооценка	–0,43	отрицательная
Общая тревожность и самооценка	–0,44	отрицательная
Самооценка и познавательная мотивация	0,40	положительная
Самооценка и мотивация самоуважения	0,44	положительная
Познавательная мотивация и мотивация достижений	0,52	положительная
Познавательная мотивация и мотивация саморазвития	0,52	положительная

Мотивация самоуважения и внутренняя мотивация	0,26	положительная
Внутренняя и внешняя мотивации	0,42	положительная
Амотивация, ситуативная, личностная и общая тревожности	0,34–0,39	положительная
Амотивация и самооценка	–0,29	отрицательная
Амотивация и внутренняя мотивация	–0,15 – –0,27	отрицательная

Интерпретация. Результаты проведенного корреляционного анализа Пирсона показывают, что чем выше ситуативные и личностные тревожности, тем ниже самооценка и выше амотивация СГФ. Поэтому эмоционально неустойчивое состояние может мешать развитию стабильной внутренней мотивации к процессу обучения.

Из табл. 5 также видим многочисленные положительные связи между такими показателями, как познавательная мотивация и мотивация достижения, самооценкой и познавательной мотивацией, мотивацией самоуважения и самооценкой. Такие сильные взаимосвязи могут свидетельствовать о непротиворечивости внутренней мотивационной структуры СГФ.

Следует подчеркнуть, что высокий уровень самооценки СГФ напрямую связан с мотивацией внутренней (0,44). Это говорит о том, что уверенность СГФ влияет на познавательную активность и стремление самосовершенствоваться.

Таким образом результаты корреляционного анализа подтверждают взаимосвязь между показателями тревожности, самооценки и мотивации СГФ, что позволило провести кластерный анализ выборок по данным показателям. Вследствие проведенного кластерного анализа получены ПП СГФ. Результаты кластерного анализа приведены в таблице 6.

Таблица 6

Кластерный анализ (нормализованные данные, приведенные к диапазону 0–1)

Кластеры	СТ	ЛТ	СБ	ПМ	МД	МСР	МСУ	ИМ	ЭМ	АМ
Cluster 1	0.11	0.17	0.63	0.32	0.21	0.32	0.28	0.00	0.00	0.09
Cluster 2	0.46	0.54	0.50	0.48	0.53	0.48	0.81	1.00	1.00	0.73

Cluster 3	0.00	0.00	1.00	1.00	1.00	1.00	1.00	0.46	0.19	0.00
Cluster 4	1.00	1.00	0.00	0.00	0.00	0.00	0.00	0.59	0.62	1.00

Примечание.
СТ — ситуативная тревожность;
ЛТ — личностная тревожность;
СБ — самооценка по методике Будасси С.А.;
ПМ — познавательная мотивация;
МД — мотивация достижений;
МСР — мотивация саморазвития;
МСУ — мотивация самоуважения;
ИМ — внутренняя мотивация;
ЭМ — внешняя мотивация;
АМ — амотивация.

В таблице 6 продемонстрированы стандартизированные средние значения (z-баллы). По всем показателям различия между кластерами значимы статистически ($p<0,05$).

В результате кластерного анализа СГФ распределены на четыре кластера, которые отличаются друг от друга совокупностью эмоциональных и мотивационных компонентов.

Приведем характеристику кластеров:

- первый кластер – можно отметить относительно низкую тревожность, высокую самооценку, а также стремление к саморазвитию и познанию. Этот кластер можно охарактеризовать как эмоционально устойчивый и внутренне мотивированный ПП СГФ.
- второй кластер – показатели тревожности и самооценки на среднем уровне, внутренние и внешние стимулы относительно пропорциональны. Второй кластер можно охарактеризовать как немного тревожный и гибко мотивированный ПП СГФ.
- третий кластер выделяется высокой тревожностью, заниженной самооценкой, а также преобладанием внешней мотивации и компонентов амотивации. Данный кластер следует отнести к тревожно-зависимому и амотивированному ПП СГФ.
- четвертый кластер определяется очень высокой степенью тревожности, сильно заниженной самооценкой и неустойчивой мотивацией. Можно обозначить как неопределенно-противоречивый ПП СГФ. То есть ПП с внутренним конфликтом у СГФ.

Рис. 4 ниже визуализирует средние значения исследуемых параметров тревожности, самооценки и мотивации исходя из кластеров.

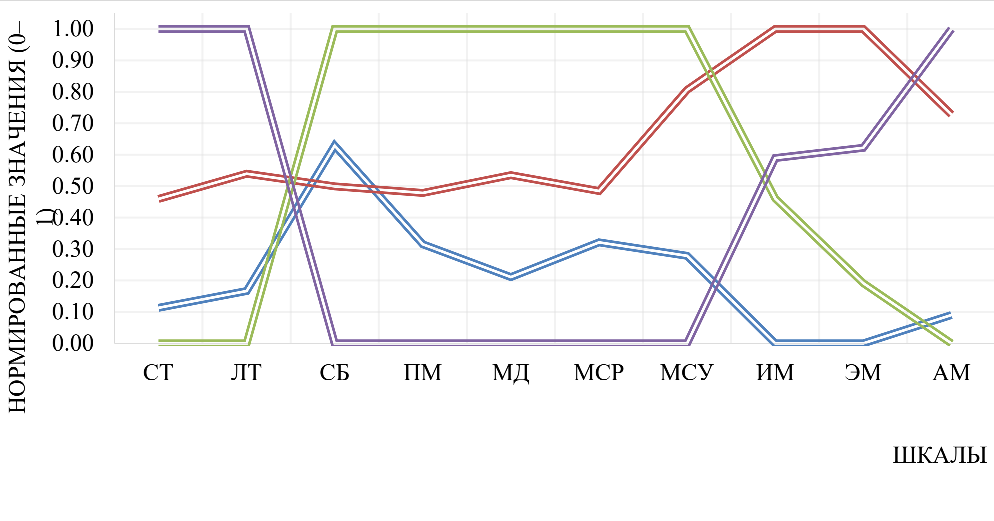

Рис. 4. Усредненные показатели по кластерному анализу

На рис. 4 четко представлены различия между ПП СГФ.

На основании вышеизложенного, результаты исследования подтверждают генеральную гипотезу о том, что в выборке исследования определяются устойчивые кластеры, которые отличаются друг от друга уровнем эмоциональной стабильности, выраженной высокой тревожностью, мотивацией и самооценкой СГФ.

Частные гипотезы также подтверждаются:

h1 — в выборке СГФ есть устойчивые кластеры, отличающиеся уровнем эмоциональной стабильности;

h2 — кластеры СГФ выборки различаются степенью выраженной тревожности и мотивацией студентов;

h3 — отличия между кластерами СГФ проявляются в самооценке, что отражает специфику их эмоционально-индивидуальной регуляции.

Обсуждение.

Полученные данные подтверждают взаимосвязь между показателями тревожности, самооценки и мотивации СГФ Армении и Германии. Высокая тревожность выявлена у СГФ с заниженной самооценкой и высокой внешней мотивацией. Это усиливает степень стресса и снижает вовлечённость в процесс обучения. СГФ, у которых определена адекватная самооценка имеют внутреннюю мотивацию, стремление к саморазвитию и высокую стрессоустойчивость. Эти результаты соответствуют выводам работ Гордеевой Т. О., Сычёва О. А. и Осина Е. Н. [11], которые выделяют значимость внутренней мотивации и самооценки в процессе становления эмоционального фона и в образовательной успешности студентов. Подобные тенденции определены и в работах Гришиной А. В. и Косцовой М. В. [3]. Они отмечают, что гармоничные индивидуальные границы и реалистичная самооценка способствуют устойчивости эмоционального состояния и влияют на сокращение уровня тревожности.

Таким образом, высокая тревожность напрямую взаимосвязана с заниженной самооценкой. Это определяет внутренний конфликт СГФ Армении и Германии и требует своевременную психологическую поддержку.

Выводы.

1. Выявлена статистически значимая взаимосвязь между уровнем тревожности (ситуативной и личностной по STAI), самооценкой (по методике Будасси С. А.) и уровнем учебной мотивации (по методике Л. Г. Гордеевой и Е. Н. Осина) СГФ Армении и Германии.
2. СГФ с заниженной самооценкой и склонностью ко внешней мотивации демонстрируют высокую степень тревожности (79% у армянской выборки, 63% в немецкой).
3. По результатам методики Будасси С. А. выявлена средняя адекватная самооценка у СГФ Армении и Германии.
4. Адекватная самооценка СГФ определяет положительную взаимосвязь со внутренней и познавательной мотивацией (0,40–0,44). Это помогает СГФ быть стрессоустойчивыми и успешными в процессе обучения.
5. По результатам исследования в статье определены четыре кластера ПП СГФ, которые отличаются по степени тревожности, самооценке и типом мотивации.
6. Выборки нерепрезентативны, в связи с этим исследование ограничено, так как в нем участвовали СГФ отдельных вузов Армении и Германии. Данный факт необходимо учитывать при интерпретации результатов и возможном использовании полученных данных на широкую аудиторию студентов.
7. Практическая значимость исследования предполагает возможность использования выделенных кластерных ПП СГФ Армении и Германии при построении личностных профилей адаптации СГФ, а также при создании программ психологической поддержки студентов в вузах.
8. Результаты исследования подтверждают генеральную гипотезу о том, что в выборке исследования определяются устойчивые кластеры, которые отличаются друг от друга уровнем эмоциональной стабильности, выраженной высокой тревожностью, мотивацией и самооценкой СГФ.

Примечание авторов.

Эмпирическое исследование выполнено в онлайн-формате (опрос), в нём приняли участие студенты гуманитарных факультетов из Армении и Германии.

Авторы благодарят участников исследования за их вклад и коллег за консультационную помощь.

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ПСИХОЛОГИЧЕСКИЕ ПРОФИЛИ СТУДЕНТОВ ГУМАНИТАРНЫХ НАПРАВЛЕНИЙ: КЛАСТЕРНЫЙ АНАЛИЗ

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В настоящем исследовании определены психологические профили (ПП) студентов гуманитарных факультетов (СГФ) Армении и Германии. Цель данной работы – эмпирически определить устойчивые кластеры, которые отличаются степенью тревожности, самооценки и мотивации студентов. Гипотеза исследования заключается в предположении о том, что в армянской и немецкой выборках СГФ есть кластеры, различающиеся стабильностью эмоционального фона, выраженной тревожностью и мотивационными видами. В исследовании приняли участие 600 СГФ (300 из Армении, 300 из Германии); средний возраст по Армении – 23 года, Германии – 32 года. Использованы методики STAI, Будасси С.А. и методика учебной мотивации Гордеевой Л. Г. и Осина Е. Н.. Данные обработаны методами корреляционного, дисперсионного и кластерного анализов. Результаты исследования показали, что СГФ Армении преобладает высокий уровень тревожности, в то время как СГФ Германии более выражена внешняя мотивация. Кластерный анализ выделил четыре устойчивых ПП: эмоционально устойчивый, гибко мотивированный, тревожно-зависимый и неопределенно-противоречивый. Полученные данные подтверждают взаимосвязь тревожности, самооценки и мотивации; и значение внутренней мотивации для успешной адаптации СГФ.

Ключевые слова: *студент, гуманитарные специальности, кластерный анализ, психологические профили, тревожность, самооценка, учебная мотивация, саморегуляция, эмоциональная устойчивость, Армения, Германия.*

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FORMALIZED HANDWRITING ANALYSIS AS A COMPLEMENTARY TOOL IN FORENSIC PSYCHOLOGICAL ASSESSMENT

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Forensic psychological assessment demands a comprehensive, scientifically grounded approach capable of capturing both explicit behavior and implicit psychological dynamics. This article explores the role of formalized handwriting analysis as a structured projective method that complements traditional tools within a multimodal forensic framework. The approach relies on standardized definitions, measurable handwriting parameters, and statistical modeling to translate observable motor patterns into psychologically meaningful indicators.

By focusing on measurable or at least quantitatively assessed handwriting features, such as spatial layout, pressure, speed, form, rhythm, and variability, the method provides access to implicit emotional and cognitive dynamics that are often inaccessible through self-report or structured testing. Its unobtrusive and natural character makes it particularly effective in forensic contexts, where examinees may consciously attempt to regulate or distort self-presentation.

Although empirical validation remains an ongoing process, each application contributes to the refinement and confirmation of model reliability. Case-based analyses demonstrate that handwriting indicators can align meaningfully with expert psychological judgments and behavioral observations, while occasional discrepancies help refine interpretation and promote diagnostic caution. Through methodological triangulation, this approach supports the integration of implicit and explicit data, enhancing both the depth and the objectivity of forensic conclusions.

Formalized handwriting analysis, when applied within a multimethod design, supported by AI-methods and interpreted by qualified professionals,

offers an additional layer of insight into personality structure and behavioral regulation. Its systematic and transparent use reinforces the scientific validity and legal defensibility of expert psychological evaluations, contributing to more comprehensive and credible forensic assessments.

***Keywords**: forensic, handwriting analysis, formalization, case-study, projective techniques, artificial intelligence.*

Introduction

Forensic psychological evaluation represents a particularly demanding branch of applied psychology, requiring comprehensive insight into human functioning within judicial contexts [1]. Because human behavior arises from dynamic biological, psychological, and social processes, accurate assessment must integrate these dimensions rather than rely solely on observable conduct.

Contemporary psychology emphasizes the developmental, cognitive, and emotional mechanisms that shape personality and decision-making, reinforcing the need for multifaceted, empirically grounded assessment strategies that satisfy both scientific and legal requirements [2, 3, 4]. No single diagnostic tool can sufficiently capture this complexity. Consequently, modern forensic practice increasingly applies methodological triangulation [5], that is the deliberate combination of structured interviews, behavioral observation, standardized testing, and collaborative expert analysis. This helps to produce balanced and verifiable conclusions.

Theoretical bases, methods and materials

Because forensic situations often involve atypical motivations and deliberate self-presentations, experts must sometimes use nontraditional assessment strategies. One such approach is formalized handwriting analysis. As a projective method, it reveals implicit personality dynamics that are often inaccessible through self-report instruments. This is advantageous in forensic contexts where examinees may distort their responses on purpose. When used alongside conventional psychometric and observational tools, handwriting analysis provides valuable information regarding authenticity, emotional tone, and personality structure. It can also be applied in the absence of a person. For example, it can be used for a postmortem evaluation of cognitive status in legal proceedings regarding a will.

Handwriting encapsulates numerous subtle cues, such as pressure, rhythm, speed, slant, spatial organization and others. They mirror affective states, cognitive style, and deep-seated personality tendencies. As a refractive projective technique [6], handwriting reflects the interaction between conscious control and unconscious expression. This offers a unique window into an individual's psychological functioning. Compared with other projective approaches, formalized handwriting analysis has several advantages:

- Natural and non-intrusive: Draws on routine behavior, reducing test-related anxiety.
- Hard to manipulate: Unlike self-reports, handwriting is difficult to fake consistently.
- Comprehensive: A single sample can inform multiple psychological dimensions.
- Low social desirability bias: It bypasses conscious self-presentation.
- Quantifiable: Features can be systematically coded and compared using normative databases.
- Does not depend on language (for alphabetic languages).

Unlike other projective instruments that require artificial stimuli, handwriting analysis draws on spontaneous behavior, namely ordinary writing. This makes it comfortable for examinees. These properties render it a valuable addition to forensic assessments where authenticity and resistance to distortion are essential. Implementing standardized definitions and quantitative metrics increases the objectivity of formalized handwriting analysis, thereby enhancing the defensibility of expert conclusions.

While graphology and formalized handwriting analysis both focus on handwriting, they differ in their concepts and methods:

Objectivity and scientific grounding: Graphology relies largely on interpretive intuition, while formalized analysis applies statistically verifiable criteria.

Analytic scope: Graphology usually considers a limited set of traits, whereas formalized analysis systematically evaluates extensive feature sets, with the aid of computational modeling.

Reporting standards: Graphological descriptions are typically narrative, whereas formalized analysis produces structured, reproducible results that can be algorithmically transformed into psychological profiles.

While traditional graphology contributed early insights into handwriting–personality relationships, its lack of methodological rigor restricts its relevance in present-day forensic work. In contrast, formalized handwriting analysis bridges empirical measurement with interpretive depth, aligning observational insight with contemporary scientific standards.

The method used in this study achieves formalization in two principal ways. First, each handwriting parameter is precisely defined through standardized, operationalized criteria that permit objective and reproducible quantification. Second, implementation is supported by HSDetect software [7, 8], which encodes roughly 150 handwriting indicators and over 700 distinct microfeatures.

Psychological constructs are modeled statistically, typically as regression functions in which sets of handwriting features serve as predictors. Each construct is associated with dozens of theoretically grounded and empirically validated indicators. The HSDetect database currently includes models for more than 450 psychological characteristics. However, validation remains challenging [9]. New developments based on AI methods could greatly support this time-consuming and resource-demanding process, for example [10, 11].

Results

Cases from forensic practice [12]. These cases were selected to demonstrate the practical utility of the method in complex forensic evaluations. Traditional assessment tools may be limited in these situations due to examinee defensiveness, intentional distortion, or ambiguous clinical presentation. Both cases involve individuals who were evaluated in legal contexts, which provides a realistic demonstration of the method's relevance and interpretive value. Experts complement handwriting analysis with various standardized psychometric tools. These include the Eysenck Personality Inventory (EPI) [13], the Buss–Perry Aggression Questionnaire (BPAQ) [14], and the Leonhard–Schmieschek Typology (LST) [15]. The selection of instruments depends on the referral question, and the interpretation is performed by experienced practitioners. Across the two cases, handwriting-based indices showed strong convergence with EPI dimensions of extraversion–introversion and neuroticism–stability, which reinforces the construct validity of expert conclusions. Similarly, there was high correspondence between handwriting findings and three of the four BPAQ scales (physical, emotional, and verbal aggression), while only minimal divergence appeared on the cognitive aggression dimension. Greater discrepancies emerged in relation to LST outcomes. Interestingly, these differences were diagnostically useful, prompting a reevaluation of inflated test indicators and supporting a more balanced psychological interpretation. Thus, handwriting analysis functioned as a corrective tool, enhancing the accuracy and nuance of expert judgment.

Validation studies [9, 16]. These studies compare the results of several well-known psychometric tests with formalized handwriting analysis. These tests included the Big Five [17], the 16PF [18], the Portrait Value Questionnaire (PVQ) [19], and the Emotional Quotient Inventory (EQ-i) [20]. In each experiment, a representative number of subjects took the tests and provided freehand writing samples. These samples were evaluated using the tests' scales. All experiments demonstrated a high association between the results. For example, in the Big Five, the association was very high to average for all five scales (Neuroticism, Extraversion, Openness to Experience, Agreeableness, and Conscientiousness). In the 16PF, the agreement was high for eight scales, average for six, and only two showed disagreements, though not statistically significant. In the PVQ, eight out of ten scales demonstrated agreement. In the EQ-i, ten out of fifteen scales showed a high association.

This encourages the use of handwriting analysis in addition to the aforementioned tests. Special attention should be given to the scales that produced contradictory results.

Neurological cognitive degradation [21, 22]. The instrument developed to identify possible dementia (primarily Alzheimer's disease) is based on 42 handwriting characteristics and three linguistic features. The instrument has demonstrated strong discriminative power, allowing it to detect signs of possible cognitive impairment. In a forensic context, the instrument has been applied in several legal proceedings regarding questionable wills of elderly persons.

Discussion & Conclusions

Integrating multiple complementary assessment techniques – particularly the inclusion of formalized handwriting analysis – substantially strengthens the reliability and defensibility of forensic psychological opinions. Concordant findings across diverse instruments increase confidence in conclusions, whereas occasional divergences encourage critical reflection and targeted follow-up analysis. This triangulated approach minimizes diagnostic bias and improves the transparency of expert reasoning.

Implicit and nonverbal techniques, when scientifically grounded and transparently applied, provide indispensable insights into aspects of personality that conventional tests may overlook. Their value in forensic contexts lies in their ability to reveal authentic psychological dynamics that bear directly on legal decision-making. Nonetheless, such methods must be applied prudently and exclusively by trained specialists within a comprehensive, multimethod framework. Used in this way, formalized handwriting analysis contributes both depth and methodological rigor to forensic evaluation, ensuring that expert conclusions remain empirically credible and legally sound.

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ԲՈՎԱՆԴԱԿՈՒԹՅՈՒՆ * СОДЕРЖАНИЕ * CONTENTS

Հոդվածներին ներկայացվող պահանջները

Գիտական հոդվածի կառուցվածքը.

Անկախ այն լեզվից, որով գրվել է հոդվածը՝ սկզբում նշվում է.

- Անգլերեն լեզվով վերնագիրը: Վերնագիրը պետք է արտահայտի հոդվածում քննարկվող խնդիրների էությունը՝ օգտագործելով հնարավորինս փոքր թվով բառեր:
- Հեղինակ(ներ)ի անուն/ազգանուն անգլերեն լեզվով՝ փակագծերում նշելով համապատասխան հաստատությունը: Եթե հոդվածը գրվել է համահեղինակությամբ, ապա հեղինակների անունների թվարկումը հոդվածում պետք է տրվի նրանց ներդրմանը համապատասխան: Անուններից հետո նոր տողում նշվում են ակադեմիական e-mail հասցեները:
- Աշխատանքի ֆինանսավորման աղբյուրը (եթե առկա է) նշվում է հոդվածի սկզբում՝ վերնագրից հետո, հավասարեցումն ըստ կենտրոնի, տառաչափը՝ 10 (օրինակ՝ «Հետազոտությունն անցկացվել է.....(պրոյեկտ/նախագիծ №......)-ի ֆինանսական աջակցությամբ»:
- Ամփոփում անգլերեն լեզվով: (250-300 բառ): Ամփոփումը հոդվածի հիմնական դրույթների համառոտ նկարագրությունն է: Այն պետք է ներառի հոդվածի առարկան, խնդիրերը, նպատակը, հետազոտության մեթոդներն ու արդյունքները: Ամփոփումը պետք է պատասխանի հետևյալ հարցերին.

  Ինչի՞ մասին է հոդվածը:
  Ո՞րն է հետազոտության նպատակը:
  Ի՞նչ եզրահանգումների է հանգել հեղինակը:
  Ո՞րն է հոդվածի արդիականությունը և գիտական նորույթը:
- Հանգուցային բառեր անգլերեն լեզվով(5-10): Պետք է օգտագործել բառեր, բառակապակցություններ(ոչ ավելի, քան 2 բառից բաղկացած), տերմիններ, հասկացություններ, որոնք կօգնեն ընթերցողին ավելի արագ գտնել հոդվածը որոնման համակարգերի միջոցով:
- Հոդվածի վերնագիրը, հեղինակների անուն/ազգանունները, ամփոփումը, հանգուցային բառերը ռուսերեն և հայերեն լեզուներով:
- Բուն հոդվածը (նախընտրելի, բայց ոչ պարտադիր լեզու՝ անգլերեն) ունի հետևյալ կառուցվածքը.

Ներածություն (հետազոտության հիմնավորումը, կարևորումը): Ներածությունը պետք է պարունակի նախնական տեղեկություններ կամ հիմնահարցի նախապատմությունը, որոնք անհրաժեշտ են ընթերցողին հոդվածը հասկանալու համար: Այն պետք է ներառի հետազոտության նպատակը, խնդիրները, հետազոտական հարցը, դրա նշանակության հիմնավորումը, այդ հարցի վերաբերյալ գրականության մշակվածության ու վերլուծության աստիճանը, հեղինակի նախնական վարկածը և մեթոդները, որոնք կիրառվում են ուսումնասիրության մեջ՝ հիմնավորելու կամ մերժելու առկա տեսակետները, ինչպես նաև աշխատանքային պլանը, հետազոտության տեսական և գործնական նշանակությունը:

Ներածության մեջ.

- հղումները պետք է տրվեն համամասնորեն, այսինքն՝ առկա լինեն և՛ հեղինակի տեսակետը հաստատող, և՛ դրանցից տարբերվող կարծիքներ:
- պետք է անդրադառնալ վերջին տասը տարվա ընթացքում հրապարակված ուսումնասիրություններին՝ պարտադիր նշելով այն աշխատանքը, որտեղ առաջին անգամ բարձրացվել է հետազոտության հարցը (նույնիսկ, եթե այն ձևավերպված է ավելի քան տասը տարի առաջ):

Տեսական հիմքեր, մեթոդներ և նյութեր: Հոդվածում պետք է հստակ նկարագրվի, թե ինչ աշխատանք է կատարվել, ինչ մեթոդներ են կիրառվել ուսումնասիրության արդյունքները ստանալու համար: Ենթավերնագրերը պետք է արտացոլեն հետազոտական գործընթացի տարբեր փուլերը:

Հետազոտության արդյունքներ (գիտական նորույթը):

Հետազոտության արդյունքները տրվում են առանց մեկնաբանության: Ենթավերնագրերը պետք է օգտագործվեն յուրաքանչյուր նորույթ առանձին արտացոլելու համար:

Արդյունքները պետք է ներկայացվեն տրամաբանական հերթականությամբ, այսինքն՝ ըստ նշանակության, որը կարող է չհամընկնել տեքստում դրանց ներկայացման կարգին: Արդյունքները նկարագրելիս պետք է գործածել անցյալ ժամանակի բայաձևեր, իսկ թվերը և աղյուսակները նկարագրելիս՝ ներկա:

Գրաֆիկներ և աղյուսակներ: Գրաֆիկները(ներքևում նշել՝ <<նկար>> և վերնագրել) և աղյուսակները(վերևում նշել՝ <<աղյուսակ>> և վերնագրել) պետք է ներկայացվեն պատշաճ կերպով և համարակալմամբ:

Եզրակացություններ: Եզրակացությունները պետք է շարադրվեն ըստ կարևորության: Անհրաժեշտ է համեմատել հեղինակի ստացած արդյունքներն այլ ուսումնասրությունների արդյունքների հետ: Ստացված եզրահանգումները այլ հեղինակների տեսակետներին հակասելու դեպքում պետք է նշվեն պատճառները:

Հեղինակը պետք է նշի, թե ինչ գործնական կիրառություն կարող են ունենալ հետազոտության արդյունքները: Եթե արդյունքները վերջնական չեն, նպատակահարմար է առաջարկել, թե հետագայում ինչ լրացուցիչ հետազոտություններ են անհրաժեշտ կատարել:

Գրականության ցանկ(նշել <<Գրականություն>>, հավասարեցումը՝ մեջտեղից): Գրականության ցանկում պետք է տրվեն միայն գիտական սկզբնաղբյուրներ: Վիճակագրական տվյալների, փաստաթղթերի, հաշվետվությունների, համացանցային ոչ գիտական աղբյուրների հղումները պետք է լինեն ծանոթագրությունների տեսքով: Ցանկը պետք է լինի այբբենական (սկզբում նշելով հոդվածի լեզվով տպագրված գրականության աղբյուրները, այնուհետև՝ այլալեզու) և համարակալված: Գրականության ցանկում պետք է նշված լինեն հեղինակ(ներ)ի ազգանունը, անվան առաջին տառը, աշխատության անվանումը, հրատարակման վայրը, թվականը, ընդհանուր էջերի քանակը կամ օգտագործված տեղեկատվության էջերը, առկայության դեպքում՝ doi: Էլեկտրոնային աղբյուրների դեպքում նշվում են հեղինակների ազգանուններն ու անվանատառերը, աշխատանքի վերնագիրը, կայքի հասցեն ամբողջությամբ (link-ը), հրապարակման (եթե հայտնի է) և վերջին այցելության ամսաթիվը, ամիսը, տարին, եթե առկա է՝ doi-ն: Հայերեն լեզվով գիտական աղբյուրները տրվում են անգլերեն տառերով՝ տրանսլիտացման սկզբունքով:

Տեղեկություններ հեղինակ(ներ)ի մասին: ԱԱՀ, հաստատություն, պաշտոն, գիտական աստիճան/կոչում, հասցե, հեռախոսահամար:

Տեխնիկական պահանջներ

Խմբագրությունն ընդունում է մինչև 12 հազար նիշ (մոտ 8 էջ) ունեցող հոդվածներ՝ բացատներով (ներառյալ հայերեն, ռուսերեն և անգլերեն ամփոփումները, հղումները, հանգուցային բառերը, գրականության ցանկը): Հոդվածներն անհրաժեշտ է ուղարկել OJS համակարգի միջոցով (journals.ysu.am):

Նյութերը ներկայացվում են «MS Word for Windows»-ի էլեկտրոնային ձևաչափով՝ Unicode(Sylfaen կամ ghea grapalat) կոդավորմամբ, տառաչափը՝ 12, տողերի միջև հեռավորությունը՝ 1, բոլոր լուսանցքները՝ 2սմ:

Требования к оформлению научных статей

Независимо от языка, на котором написана статья, она должна включать:

- Заглавие на английском языке: Заглавие должно выражать основу обсуждаемых в статье вопросов, используя как можно меньше слов.
- Фамилия, инициалы автора(ов) на английском языке с соответствующим учреждением в скобках. Если статья написана в соавторстве, список авторов должен быть указан в соответствии с их вкладом. Адрес академической электронной почты должен быть указан в новой строке.
- Источник финансирования работы (при наличии) указывается в начале статьи, после заголовка, выравнивание по центру, размер шрифта 10 (например, «Исследование выполнено при финансовой поддержке… .. (проект/проект № ……)».

  С новой строки
- Аннотация на английском языке (250-300 слов). Аннотация представляет собой краткое описание основных положений статьи. Аннотация должна включать предмет, задачи, цель, методы и результаты исследования. Аннотация должна ответить на следующие вопросы:

  О чем эта статья?

  Какова цель исследования?

  Какие выводы сделал автор?

  В чем актуальность статьи и научная новизна?
- Ключевые слова (5-10). Вам нужно использовать слова, словосочетания (не должно превышать 2 слов), термины, понятия, чтобы помочь читателю быстрее найти статью через поисковые системы.
- Затем следует заглавие, информацию об авторах, аннотацию и ключевые слова-на русском и на армянском.
- Основная статья имеет следующую структуру:

Введение (научное обоснование). Введение должно содержать предварительную информацию, необходимую читателю для понимания статьи. Оно должно включать в себя цель исследования, задачи, вопрос исследования, обоснование его значимости, степень проработанности литературы, исходную гипотезу, используемые в исследовании методы, теоретическая и практическая значимость исследования.

Теоретические основы, методы и материалы. В статье должно быть четко описано, какая работа была проделана и какие методы использовались для получения результатов исследования. Подзаголовки должны отражать различные этапы исследовательского процесса.

Результаты исследования (научная новизна). Результаты исследования должны быть представлены без комментариев. Результаты должны быть представлены в логическом порядке. При описании результатов следует использовать прошедшее время, а при описании чисел и таблиц следует использовать настоящее время.

Графики и таблицы. Графики (название «рисунок») и таблицы (название «таблица») должны быть пронумерованы.

Выводы. Выводы должны быть сформулированы соответствующим образом. Необходимо сравнить полученные автором результаты с результатами других исследований. Если выводы не согласуются с мнением других авторов, следует указать причины.

Автор должен указать практическое применение результатов исследования. Если результаты не окончательные, целесообразно предложить, какие дополнительные исследования потребуются в будущем.

Список литературы (под названием «Литература»). В список литературы должны быть включены только научные источники. Ссылки на статистические данные, документы, отчеты, ненаучные интернет-источники оформляются в виде сносок. Список должен быть пронумерован по алфавиту (сначала на языке источников статьи, затем на других языках). Каждый источник должен содержать - фамилию, инициалы автора, название, место пуб., год, номера страниц, DOI(если есть). Источники на армянском языке нужно написать траслитом.

Сведения об авторах. Название организации следует использовать без почтового адреса. Можно назвать несколько организаций, в которых работает автор. Авторы должны указать все рабочие места, связанные с исследованием. Если авторы статьи являются сотрудниками разных учреждений, необходимо указать учреждение каждого автора с помощью ссылки в сноске. Имя, степень/звание, должность, место работы, почтовый и/или электронный адрес должны быть.

Технические требования

В редакцию принимаются статьи объемом до 12 тысяч знаков (8 страниц) с пробелами (включая аннотации на армянском, русском и английском языках, список литературы, ключевые слова, библиографию). Статьи должны быть представлены через систему OJS (journals.ysu.am).

Материалы должны быть представлены в электронном формате «MS Word для Windows» с кодировкой Unicode (шрифт-Sylfaen, ghea grapalat), размер шрифта - 12, межстрочный интервал - 1, поля страницы: верхнее, нижнее, правое, левое -2,0 см, выравнивание текста - по ширине, страницы нумеруются снизу.

REQUIREMENTS FOR ARTICLES

The structure of the scientific article.

Despite of the language in which the article was written, it should include:

- Title in English: The title should express the basis of the issues discussed in the article, using as few words as possible.
- Surname , initials of author (s) in English with the appropriate institution in parentheses. If the article was co-authored, the list of authors should be listed in the article according to their contribution. Academic e-mail addresses are listed in the new line after the names.
- The source of funding for the work (if exists) is indicated at the beginning of the article, after the title, center alignment, font size 10 (for example, "Survey conducted with the financial support of… .. (project / project № ……)".

On the next line

- Summary in English(250-300 words). The summary is a brief description of the main provisions of the article. It should include the subject matter, objectives, purpose, research methods and results. The summary should answer the following questions:

What is the article about?
What is the purpose of the research?
What conclusions did the author draw?
What is the relevance of the article and the scientific novelty?

- Keywords (5-10). You need to use words, phrases(should not exceed 2 words), terms, concepts to help the reader find the article faster through search engines.
- Title, information abouth the authors, summary, keywords in Russian and Armenian.
- The main article (preferably, but not necessarily language-English) has the following structure:

Introduction (research substantiation, use). The introduction should contain preliminary information or background information which the reader needs to understand the article. It should include the purpose of the research, the objectives, the research question, the rationale for its significance, the degree of elaboration and analysis of the literature on the subject, the author’s initial hypothesis, the methods used in the study to substantiate or reject existing views, as well as the work plan, the theoretical and practical significance of the research. The researches published over the last ten years should be noted, indicating the work where the research question was first raised (even if it was completed more than ten years ago).

Theoretical bases, methods and materials. The article should clearly describe what work has been done and what methods have been used to obtain the results of the study. Subtitles should reflect the different stages of the research process.

Research results (scientific novelty). The results of the research should be given without comment. Subtitles should be used to reflect each novelty separately. The results should be presented in a logical order, which is according to the meaning, which may not coincide with the order of their presentation in the text. Past tenses should be used when describing results and present tenses should be used to describe numbers and tables.

Graphs and tables. Graphs(titled "figure") and tables (titled "table") should be presented properly and numbered.

Conclusions. Conclusions should be formulated as appropriate. It is necessary to compare the results obtained by the author with the results of other studies. If the conclusions are inconsistent with the views of other authors, the reasons should be stated.

The author should indicate the practical application of the research results. If the results are not final, it is advisable to suggest what additional research is needed in future.

List of literature(titled "References"). Only scientific sources should be included in the literature list. References to statistics, documents, reports, non-scientific Internet sources should be in the form of footnotes. The list must be alphabetically numbered(firstly, the sources of article language, then in other languages). Each source must include-the surname, initials of the author, title, pub. place, year, the page numbers, doi (if exists). The sources in Armenian language should be written in translitted form.

Information about author (s). The name of the organization should be used without a postal address. It is possible to name several organizations in which the author works. Authors are required to list all workplaces related to the study. If the authors of the article are employees of different institutions, it is necessary to indicate the institution of each author using the footnote link.

The name, degree / title, position, place of work, postal and / or e-mail addresses must be.

Technical Requirements

The editorial office accepts articles with up to 12 thousand characters(8 pages) with spaces (including Armenian, Russian and English summaries, references, keywords, bibliography). Articles should be submitted through the OJS system (journals.ysu.am).

The materials are presented in 'MS Word for Windows' electronic format with Unicode encoding(font-Sylfaen, ghea grapalat), font size - 12, line spacing - 1, page margins: top, bottom, right, left -2.0 cm, text alignment – justified, paragraph indention-0.75 cm, pages are numbered from the bottom.

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