

STRUCTURAL ANALYSIS OF MODEL  
CONSTRUCTS FOR SOCIO DISCIPLINES  
TEACHER'S SELF-PRESENTATION*Anatoly Kononenko, Oksana Kononenko*

**Abstract.** The article was carried out the structural analysis of the basic constructs of individual, individual – multisubjective, personal levels of the general model of self-presentation social sciences and humanities teachers. In our study the model of self-presentation is considered as a closed system, structural components which are combined into a single unit complex with multi-connections and relationships. It was identified the structure of personality-multisubjective construct, which consists of four integral components factors-aggressiveness, frustration intolerance, and effectively overcoming, the self-presentation.

**Key words:** self-presentation, structurally functional model, constructs.

**Introduction.**

In our study the model of self-presentation is considered as a closed system, structural components which are combined into a single unit complex with multi-connections and relationships. These connections and relationships affect each other and the effectiveness of the model of self-presentation. The unit of analysis in the context of our conceptual approach appears category individual-personal constructs by which we, as noted in previous sections, realize the integration of different levels of complexity, which include secondary, less complex individual and personality formation. Generalized model of self consists of two levels: individual or differential-psycho-physiological that provides resistance chosen style of self-presentation, its uniqueness and personal or differential-psychological, which includes personal, social and cultural components and provides high-quality,

originality meaningful self-identity. Each of these levels has its own characteristics and subjective multi subjective contexts.

**Materials and Methods** Structural analysis of the constructs was carried out as follows: estimated descriptive statistics for the parameters of each structural component, later calculated the correlation between the parameters component constructs, and, finally, the relationship between the components studied by means of factor analysis. Also to model complex structural and functional relationships used structural equation modeling procedure. Let us consider the alleged statistical methods.

Descriptive statistics – statistics is characterized by the features of the data distribution. Statistics are calculated as the arithmetic mean, standard deviation, asymmetry and kurtosis coefficients. Average served much of central tendency – generalized characteristic distribution center elements together for the psychological value of the parameter. Standard deviation – measure of dispersion values of psychological parameters. Asymmetry factor is the degree of left-hand and right-hand distribution, and the coefficient of excess is low peak or high peak.

Validation of psychological variables on the normality of the distribution of values held by studying the asymmetry and kurtosis values of these variables. Tested as criteria of asymmetry and kurtosis correspond to criteria introduced A. F. Field (Field, 2005) according to which the distribution can be considered normal if it's asymmetrical and kurtosis do not exceed the absolute value of 1.96. These numerical values were used as benchmarks in this study.

Pair correlation analysis was carried out by the method of Pearson. The coefficient of the pair of linear Pearson correlation was determined using the following formula:

$$r = \frac{\sum [(X-X') (Y-Y')]}{\sqrt{[\sum (X-X')^2 \sum (Y-Y')^2]}}$$

Where X 'and Y' average values of the variables X and Y (2002).

The value of r indicates the closeness (strength) of the relationship between two variables. The correlation coefficient can take values from -1 to +1. Sign of the correlation coefficient indicates the direction of communication, and the sheer size - the closeness of communication. If  $r > 0$  is talking about a direct correlation (with an increase in one variable increases as the other), with  $r < 0$  - return (with an increase in one variable the other decreases). In the absence of communication, the correlation coefficient is zero.

Factor analysis is one of the most common variants of the method of multiple correlations, in contrast to the method of pair correlations brings out the overall structure of correlation dependencies that exist within the multidimensional experimental data, including more than two variables, and present these correlations in the form of a system. As a result of factor analysis revealed the so-called factors are the reasons which supporting a plurality of partial (even) correlation dependencies. In this sense, the purpose of factor analysis coincides with the objective of any research - finding economical explanation for the observed diversity of phenomena. With the help of factor analysis is to solve the problem of dimension reduction of data.

Factor analysis was performed using maximum plausibility; the number of factors was determined by two criteria: the criterion of Kaiser (1960) criterion and rocky talus. The suitability of the correlation matrix to factor analysis was assessed using measures of sampling adequacy – Kaiser-Meyer index-Olkin and Bartlett spherical criterion 2007. On the basis of factor analysis, when it seemed appropriate, formed integral changes.

Structural equation modeling is a comprehensive and extremely powerful technique of multivariate analysis and includes many techniques from different areas of statistics. In short we can say that this statistical procedure is a powerful development of many methods of multivariate analysis such as multiple regressions and factor analysis obtained here and the natural development of the association. The main task for which the solutions used structural equation in this thesis were causal modeling (Railroad analysis), during which it is assumed that between the variables is causal relationships and study latent (those which are not directly observed) variables.

**Results** First, individual construct models of socio humanities disciplines teacher's self-presentation is versatile and has the properties of mental symptoms related to temperament and consists of the following structural components: erchicity, flexibility, speed, emotion.

The most self-expressive characteristics of teachers in the humanities and social subjects-is an intellectual emotions, psychomotor speed and flexibility. Moreover, intellectual emotion is explored in elevated, indicating by strong emotional feelings about the differences between the expected and actual result of mental work, strong concerns about work-related mental stress. Group average value of psychomotor plasticity and

the speed is much higher average population rules, indicating the characteristic of their increased rate of psychomotor behavior, increased speed in different types of physical activity. Teachers of socio-humanities subjects 'in majors are flexible when switching from one form of motor activity in other forms of activity, and seek various ways of physical activity, revealing smooth motion. The lowest values were group average indicators such as intellectual flexibility and psychomotor emotion, but compared to the standards average population these values cannot be considered low, so crucial for the description of individual are just indicators of increased values.

For intellectual plasticity was the most homogeneous sample: university teachers do not differ from one another in an effort varied their intellectual activity, which is average. However, the scale "erhicity psychomotor" and "emotionality intellectual" subjects the estimates varied most strongly – according to these parameters is the most heterogeneous sample.

The correlation coefficients between the variables included in each of the structural components individual construct showed the following: between intellectual and psychomotor erhicity correlation coefficient was positive, but it may not be considered statistically significant at  $p < 0,05$  ( $r = 0,074$ ;  $p = 0,242$ ). That is, the teachers of the highest socio-humanitarian need to move in psychomotor activity, constant desire for physical labor, excess physical strength, high performance muscle are not accompanied by a high level of intellectual ability, a high level of learning, the constant desire to work, air ' associated with mental stress, ease mental impulses. And vice versa – Intellectual erhicity not accompanied by psychomotor. Accordingly, these two parameters individual level regarded as relatively independent.

Other pairs of scale related to each other statistically significant: all correlation coefficients are positive, indicating a direct link between psychomotor and intellectual plasticity of medium strength ( $r = 0,250$ ;  $p < 0,001$ ).

Between intellectual and psychomotor speed also found an association of medium strength ( $r = 0,343$ ;  $p < 0,001$ ). However, the strength of the connection link between dominant force psychomotor and intellectual plasticity. We found a positive correlation between the presence of psychomotor and intellectual emotion emotional ( $r = 0,255$ ;  $p < 0,001$ ).

To further investigating the structure individual construct a factor analysis method was found triple factors model.

The structure of the first factor, called “smart”, includes the following parameters: speed intelligent, erhichicity intelligent, intellectual flexibility, psychomotor plasticity. This factor describes the general intellectual activity of the teachers of socio-humanities profile in individual level, psychodynamic features of the intellectual activity. The maximum load on the second factor, called “psychomotor”, have the following parameters: speed and psychomotor erhicity. This factor describes the activity and shifting to psychomotor activity. Last, the third factor, called the “emotional”, comprised of parameters that characterize psychomotor and intellectual emotion. This factor reflects the emotional temperament characteristics

Individual-multisubjective construct is based individual construct and contains properties mental symptoms related to the temperament of the individual displays in multisubjective context. By individual-multisubjective construct consists of the following structural components: multysubjective erhicity, multysubjective plasticity multisubjective speed multisubjective emotion.

The most advanced options individual-multisubjective constructs the teachers of the humanities disciplines are erhicity communicative and emotional communication (all figures are in the area mean values). Thus, for the investigated group normality is characterized by the need for communication, “average” range of contacts, striving to establish new acquaintances, the average degree of sociability and normal speed of speech activity and verbalization, average emotional experience in the case of failure or success in the process of social interaction in communication and also sufficient sensitivity to the nuances of interpersonal relationships. That revealed peculiarities of temperament not distinguish investigated teachers of Modern Social Profile average population standards.

To further study the structure-individual multysubjective construct a factor analysis method was found two-factor model.

In the first factor, called “psychodynamic” includes settings “Erhicity communication”, “Plasticity of communication”, “communication speed.” The structure of the second factor, called “Emotional” come only one option: “Affectivity communication.”

Factors influencing factors on construct individual-multysubjective construct (using simple linear regression analysis). In psychodynamic factors multysubjective construct statistically significantly affecting the

intellectual and psychomotor factors individual construct, while the influence of emotional factors individual construct is statistically insignificant. This indicates that the subject-activity aspect of temperament in individual multisubjective context determines the psychodynamic aspects of interpersonal communication.

Analyzing the factors of individual construct features that determine the emotional factor multisubjective construct showed that all lower-level factors have statistically significant effects; by intellectual and psychomotor factors that impact is negative, while by emotional factors individual of this influence is positive. That is, individual emotion promotes emotional multisubjective in context, and vice versa, subject and activity aspect of individual temperament leads to reduced emotional sensitivity communicative sphere.

Personal construct contains the following structural units: characterological features, especially the self-esteem and motivation of features, which are characterized by the influence individual and individual-multisubjective constructs. For the highest possible hex values found for generously-choleric and passionate and emotional types. That is, teachers of humanities subjects capable rapidly identify their feelings, be cheerful when you are in a good mood, sympathetic concern for others and do not hide their sympathy; given to the case of teaching with enthusiasm, entirely. It is important affective component in the work of the teacher of Modern Social profile and sense of humor, optimism, cheerfulness. Lowest average group performance among teachers surveyed was found for amorphous type: indifference to their activities, emotional insensitivity, and careless behavior. The relatively low score for this type indicate a high level for teachers of socio-humanitarian faculty profile.

The highest value for average group questionnaire “Jungian typology features” is characterized indicator extroverted touch-type, reflecting the focus on determining the value of the objects on the strength of their feelings: the stronger they are, the greater the value of the object. High level expression characterized introverted, intellectual type, indicating a desire to prove uncertain image of reality to a clear and well-articulated ideas. So in these characteristics are important as a teacher of humanities disciplines, as university teachers, translating human knowledge to students, providing them with information about the man, and not only contribute to

the formation of their intelligence, but also make it more inspired. This knowledge is directly related to how sensory-emotional life of the individual, and in need of professional education industry's ability to focus on their own feelings in teaching learning material humanities.

The lowest values average group investigated teachers are characterized in terms of extroverted-intuitive types: relative shortage of personality traits behind this type indicates a lack of sensitivity to all the new and unusual, indicating specific conservatism for teachers of humanities disciplines, which have nothing in common with disabilities.

Average group performance characteristics of emotion showed the highest value for the parameter “intensity of emotions” that shows a depth and emotional power of the senses, which is typical for the educational sector research professionals. The indicator of the lowest level of the group is “Duration of emotions”: emotional expression in subjects wearing definitely active, intense, but of short duration. The intensity and short duration of emotional expressions humanities disciplines teachers shows their ability to conduct emotionally intense occupation with students, but with a high risk of developing burnout.

We found that in the investigated sample rate of nerve type showed the greatest heterogeneity, ie, the level of neuroticism sample is heterogeneous: it can be seen more extreme variations than in the general population. On the contrary, in terms of type of amorphous sample was most homogeneous, indicating a low level of indifference to their activities.

In terms of introverted-thinking type studied vary most strongly, indicating a more creative approach to the structuring of reality than is characteristic of mental introvert, while in terms of extroverted-thinking type was the most homogeneous sample, emphasizing the prevailing conservatism of teachers studied humanities disciplines.

Regarding the characteristics of emotion, the greatest value of the standard deviation observed for the scale “emotional excitability”, i.e, in terms of the propensity to over-light emergence stormy emotional outbursts sample is heterogeneous: it can be seen more extreme variations than in the general population. The relatively low value of the parameter “intensity of emotions” indicates that the value on this scale mainly grouped around the arithmetic average. So, high brightness of emotional experiences at a certain level is the predominant feature of the majority of the investigated.

In assessing the average profile of teachers humanities disciplines by Cattell attract the attention of higher importance factor E, G, H, Q<sub>3</sub>, Q<sub>4</sub> and reduced the value of the factor Q<sub>1</sub>.

Factor E (dominance-subordination) describes the degree of dominance of the individual, his need for autonomy, and aggression: high values of the factor E in combination with factor H show the typical representatives of sampling high level of social activity, initiative, organizational skills, and ability to keep attention audience.

Factor G is related to the regulation of behavior, characterized by the desire to comply with moral requirements, the need to feel right in morals and actions. Factor Q<sub>3</sub> (high self-control – low self-control) measures the level of internal control of behavior (as opposed to the factor G, which will measure normative behavior-oriented morality): high values of the factors G and Q<sub>3</sub> indicate that with the implementation of these trends are claiming knowledge of existing social norms and motivation to keep them.

Factor Q<sub>1</sub> describes the construct of “radicalism – conservatism” and defines aspiration as a property of the new thinking: a relatively reduced value factor Q<sub>1</sub> indicates the orientations of the forms of professional activity are well established, careful attitude to the new. Higher values indicate factor in Q<sub>4</sub>, as reduced frustration tolerance surveyed teachers of high school, and about their high achievement motivation.

Options structural component of motivation showed the following features: central tendency in their sample of teachers’ of humanities disciplines closer to the pursuit of success; in addition to physical and financial satisfaction for their professional activities is important inside positive motivation. In contrast, the level of external negative motivation for these teachers is low.

With the desire for financial success was the most homogeneous sample: studied differed little from one another in an effort to get remuneration for professional work, which is crucial for their performance. However, the scales’ desire to move up the career steps “and” desire to avoid criticism from supervisor or colleagues “studied the estimates varied most strongly – according to these parameters is the most heterogeneous sample.

Personal construct humanities teacher disciplines represent five key factors: emotional the sensitive, introvertive, and active, listless, amorphous.



The largest proportion of the initial variance describes the first factor of the model, but it should be noted that the role of the second and third factors are essential.

The first factor, called “emotional sensitive” reflects the leading role in the emotional qualities of the teacher displays traits humanities disciplines. The level of emotional life is so intense, that has a great impact on people’s behavior, their beliefs and deeds.

The second factor was named “introvertive” contained values extroverted, sensory, extroverted, intuitive, introverted, intellectual, introverted, sensory, sensory-introverted, introverted, intuitive types, which are dominated by introverted types.

The structure of the third factor, called “active”, included the passionate and emotional, richly-choleric, sanguine and nervous types, characterized by focus on the subject of vigorous activity, the initiative, to transform reality.

By the fourth factor, called “apathetic” included: phlegmatic, apathetic and extroverted, intellectual types.

At last, the fifth factor, called “amorphous”, entered amorphous type who testified about the emotional no excitability and indifference to action.

Self-estimation component of teacher of humanities disciplines personality constructs manifests itself in four major factors: Interpersonal and regulatory, purposeful; moral, ethical, abstract thinking.

The structure of the first factor, called “interpersonal-regulator”, have formed the following indicators methodology Kettle: A (open – detachment), N (diplomacy – straightness),  $Q_2$  (self – reliance on the group),  $Q_3$  (high self-control – low self-control),  $Q_4$  (frustration-relaxation). These options are united focus on self-determination of the intensity of interpersonal communication, the ability to comply with the subordination of communication, the ability to control their emotional displays and withstand physiological stress, which increases with communication. In working with students is especially important to be able to feel it, to win, to create favorable emotional warmth for its development.

The composition of the second factor, called “focused”, defined by four parameters 16 factorial survey Kettle: C (ego strength – weakness of the ego), E (dominance – subordination), F (serenity – a concern), H (boldness – timidity) which indicate the commitment of teachers humanities

disciplines, proactive stance, emotional maturity, as opposed to uncontrolled emotion, courage, determination, commitment to public performances. That is, in this case reveals itself self-esteem self-determination.

The structure of the third, the most informative factor, called the “moral and ethical” includes the following indicators Kettle methodology: G (superego strength – weakness superego), I (softness – severity), L (suspiciousness – trust), Q1 (radicalism – conservatism) that characterize the level of moral and ethical awareness, commitment to the observance of moral claims, gentle and trusting attitude towards the environment.

Last, the fourth factor structure model of component features self-esteem, which was called “abstract thinking”, shaped the parameters: B (high intelligence – intelligence is low), M (dreaming – practical), O (guilt – self-confidence) that indicate activity abstract thinking surveyed teachers humanities disciplines, their ability to remain calm when making decisions, the high level of intellectual interests.

Motivational component of personal construct teacher socio humanities disciplines consists of three main factors: social, motivational, internal motivation, positive external motivational.

The first factor, called “social-motivational” was formed by the following factors: the desire to avoid criticism from supervisor or colleagues, the desire to avoid possible penalties or hassles, the need to achieve social prestige and respect from others; important element of social motivation is the need for affiliation, which in the context of professional work of the teacher is seen as a university identification with their professional status.

The next factor was the most informative and was named “internal motivation” because it consisted of parameters that are responsible for the internal motives of the teachers of humanities subjects: the pleasure of the process and results, the possibility of the most complete fulfillment precisely in this activity.

The structure of the third factor, called “positive external motivation” includes external indicators of positive motivation, namely the rate of money wage rate and the desire to advance in their career.

Personal construct models of teacher self-presentation described 12 integral variables. Five of them belonged to personality traits, four – with the features of self-esteem, three – to the peculiarities of motivation. Emotionally sensitive factor closely related to introverted factor ( $r = 0,481$ ;

$p < 0,001$ ), which indicates the following features surveyed university teachers: the brighter they experience their emotions, the more they tend to hide their feelings from the environment, and vice versa – the more persistent they are in relation to the impact emotiogenic environment, the more they focus on the outside world, and actively share their feelings with others.

Emotionally sensitive factor closely associated with amorphous factor ( $r = 0,507$ ;  $p < 0,001$ ). A positive correlation coefficient indicates that teachers are indifferent to the activities strongly depend on the emotional impact of the environment and their own mood. When the experts in the field of education, which have a high interest in the work, no matter what, are able to withstand the emotional discomfort and negative influence of environment in the performance of its activities.

It is important to note the negative correlation coefficient, which describes the relationship between emotional and interpersonal factors sensitive regulatory ( $r = -0,520$ ;  $p < 0,001$ ): for emotionally vulnerable, faculty problem is self-determining intensity of interpersonal communication, the ability to adhere to seniority in communication, and vice versa for an emotionally stable teachers humanities subjects ability to control interpersonal relationships are well developed.

For emotional sensitive factor characteristic is a positive correlation with social and motivational factors ( $r = 0,319$ ;  $p < 0,001$ ): So emotionally vulnerable for teachers of Modern Social profile importance for their activity is social acceptance. They are sensitive to criticism in his address, and praise is able to significantly improve their performance while emotionally stable teachers are able to withstand criticism from the environment, they feel self-sufficient and less eager to avoid possible penalties or hassles or achieve social prestige and respect from others.

Introvertive factor showed a statistically significant positive relationship with phlegmatic factor ( $r = 0,254$ ;  $p < 0,001$ ), which suggests that targeted his inner world teachers characterized by low intensity of your emotions and even mood. While the focus on the external environment associated with high intensity and emotional liability. Introvertive factor positively correlated with ethical and abstract-minded factors (respectively  $r = 0,143$ ;  $p = 0,023$  and  $r = 0,139$ ;  $p = 0,029$ ). Therefore more prone to internal reflections and experiences contribute to the development in the field of educational research professionals' abstract thinking and ethical norms in mind that regulate their own behavior.

The active factor was closely related to the targeted factor ( $r = 0,364$ ;  $p < 0,001$ ). This relationship between the factors pointed out that the foundation of purposeful behavior of respondents, their ability to achieve their goals in front of you, you need to exercise their initiative is characterological activity.

A positive correlation phlegmatic and amorphous factors ( $r = 0,247$ ;  $p < 0,001$ ) indicates the presence of characteristic features such as emotional no excitability, which manifests itself in stolid and amorphous factors. For this sample phlegmatic traits involving more capacity for abstract thinking, as evidenced by the correlation between the relevant factors ( $r = 0,251$ ;  $p < 0,001$ ). Obviously, more emotionally stable, and extroverted traits-thinking type, which is part of the phlegmatic factor contributing to a more efficient synthesis of information in the course of professional work of the teacher humanities disciplines.

Amorphous factor also showed inverse correlation with factors self-estimate component, such as interpersonal and regulatory ( $r = -0,235$ ;  $p < 0,001$ ) and focused ( $r = -0,216$ ;  $p = 0,001$ ) factors: indifference to the profession of teacher humanities disciplines accompanied by instability Targeting and reduced ability to regulate the intensity and quality of interpersonal relationships, while teachers with a clearly defined relationship to the activity, in contrast, are able to detect more purposeful behavior and be more communicatively competent.

Interpersonal-regulatory factor statistically significantly associated with positive relationships with targeted ( $r = 0,129$ ;  $p = 0,041$ ) and the moral and ethical ( $r = 0,317$ ;  $p < 0,001$ ) factors, indicating that the ability of teachers humanities disciplines regulate their involvement in ability to maintain communication through purposeful activity and compliance with existing social norms and rules. In turn, with social and interpersonal motivational factor, regulatory factor was negatively related ( $r = -0,458$ ;  $p < 0,001$ ): for those that can independently control their relationships, motivation from their surroundings is equally crucial.

Purposeful factor positively associated with moral and ethical ( $r = 0,274$ ;  $p < 0,001$ ), and abstract thinking factors ( $r = 0,154$ ;  $p = 0,015$ ): for purposeful activity it is important to the ability to regulate their own behavior by adhering to moral requirements and other conventional standards, the development of abstract thinking, as it helps in identifying appropriate targets and deve-

loping ways to achieve them. The close correlation between ethical and abstract thinking factors ( $r = 0,408$ ;  $p < 0,001$ ) is explained by the significant role played by the ability to operate the speculative concepts of internalization of social norms and values.

Ethical and socio-motivational factors were in competitive ways, as evidenced by the negative correlation coefficient ( $r = -0,138$ ;  $p = 0,030$ ): teachers who are led by a sense of responsibility, integrity, commitment, less exposed with by the interpersonal environment, both positive and negative.

Direct link between social and motivational factor and positive external motivational ( $r = 0,162$ ;  $p = 0,010$ ) points to the relationship of these types of motivation for members of the sample of teachers of humanities disciplines: None of these types are pointing to the motivation of the inner activities, and it shows of external factors that motivate teachers of the university.

The personality construct characterized by the following five integrated second-order variables: neuroticism, activity, cooperation, honesty / openness to experience, maturity, ego functions.

The first second-order factor, called “neuroticism”, consisted of the following first-order factors: emotional sensitive, introvertive, amorphous and interpersonal-regulatory. Neuroticism is considered as an important factor, which provides for the possibility of human sensibility in relation to stress, inefficiency in interpersonal relationships and symptoms of anxiety, depression, and aggression

The second factor, called the “activity” consisted of just one factor of the first order - activity.

The structure of the third factor, called “Cooperation”, comprised a two indicators of socio-motivational and positive external motivation: the tendency to agree is a measure of the ratio altruism and egocentrism: high performance on a scale certify the ability to subordinate the interests of their own needs group tends to accept group norms even against their own principles conformity; low rates – tends to ignore the needs and interests of the group norms, focus on their own principles, indifference, hostility, even violence and aggression in relation to others.

The fourth factor, called “integrity / openness to experience” a united these first-order factors: moral, ethical, and abstract thinking. The first

one to answer basic personality characteristics of “good faith”, which manifests in the form of conscious control over their own behavior, organization, discipline, responsibility, accuracy in work, focus on the task. The second one was similar to such features as “openness to experience”, which is found in the broad interests, a flexible mind, creativity, originality, drive to a whole new and unusual, and open to any kind of knowledge.

The fifth factor, called the “Maturity ego functions” included the following first-order factors: phlegmatic and internal motivation that are meaningful to describe the level of psychological maturity of university teachers, their frustration tolerance and ability to cope with both physiological discomfort and with psychological difficulties.

We found that the personality constructs of teacher of humanities disciplines is very versatile, but can be described by a limited number of generalized characteristics of the 12 factors of the first order or second-order five factors. The list of second-order factors are as follows: neuroticism, activity, cooperation, honesty/ openness to experience, maturity, ego functions. It was found that dynamic personality formally has served as determinants with respect to these factors. Intellectual construct of the individuality factor has a direct effect on the activity, isolation or openness to experience, and the maturity of ego functions, inverse on neuroticism. Psychomotor factor individuality construct positively affects the activity, openness or isolation to the experience and the negative impact on neuroticism. Individual emotional factors and individual multisubjective constructs had a direct influence on neuroticism and collaboration, and the return on the maturity of ego functions. Psychodynamic factor of individual - multisubjective construct made a positive contribution to the formation and activity factors of openness, closeness to experience and negative factors in the formation of neuroticism and maturity of ego functions.

It was identified the structure of personality- multisubjective construct, which consists of four integral components factors-aggressiveness, frustration intolerance, and effectively overcoming, the self-presentation. Formally-dynamic characteristics associated with multisubjective activity which serves as a basis for the formation of the abilities for self-presentation. Through such personal abilities, as activity, collaboration, openness, and closeness to experience self-presentation effectively implemented in the interpersonal context.

## **Conclusion**

In the study was carried out the structural analysis of the basic constructs of individual, individual – multisubjective, personal levels of the general model of self-presentation social sciences and humanities teachers.

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