

## PSYCHOLOGY

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### INFLUENCE OF A PERSONALITY TYPE OF A PERSON ON THE SPECIFICS OF FORMATION OF PSYCHOSOMATIC RISK

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**Introduction.** At the present time, we can assume that there is no doubt that the specifics of a person's experience of different emotional states is most directly related to the formation of the various psychosomatic risks. Thus, according to Y.N. Korystov, "emotional stress is a major cause of the cardiovascular lesions, neurosis, some of the stomach and intestinal diseases, it increases the possibility of the infectious diseases" [1]. Topolyansky V.D. and Strukovskaya M.V. note that if the process of the mental adaptation is not effective enough, then the physiological components of emotions under emotional stress will have the pathogenic meaning in the formation of psychosomatic disorders. Psychosomatic variant of a reaction of a person to stress or frustration is largely related to the chronic impact of frustration and stress [2].

From the point of view of F.B. Berezin, the situations in which

emotions become strong or prolonged, under which a person is not sufficiently capable to restore mental balance by solving a stressful situation (by having an impact on a situation or by changing their attitude towards it), are important for the formation of a psychosomatizing stress. The process of solving a stressful situation represents the core of the mental adaptation, which means that there is a connection between the possibility of prolonged and uncompensated emotional stress and the tendency of a person to experience certain emotions [3]. This conclusion gives grounds, while studying the problem of the determinism of psychosomatic risk, to primarily study the personality disorders, which, on the one hand, determine the violation of psychological adaptation, and on the other - they determine the propensity of a person to experience certain potentially stressogenic emotions.

Works dedicated to emotional stress occupy a special place in the modern studies. Most researchers (Kassil G.N., Berezin F.B., Lazarus R., Rusalova M.N., Kitaev-Smyk L.A., Alexandrovsky Y.L. and others) describe emotional stress as an independent type of stress, that is genetically different from physiological stress. For example, the individual characteristics of response to stressful situations of persons with different profiles of lateral organization were studied via the neuropsychological approach to the problem of individual differences [4, 5].

Thus, a large number of theoretical and empirical natural science studies were focused on establishing the following link: emotional experience - prolonged stress - psychosomatic risk. The question on due to what mechanisms, stress, which is an adaptive response of the body, becomes prolonged and uncompensated, can be considered open at the moment.

However, in our opinion, it can be considered a worthwhile suggestion that not emotions themselves, but their duration are important for the formation of psychosomatic risk. As the estimated reactions, emotions can also be experienced by animals - but the appearance of a particular emotion will be directly related to the objective characteristics of the assessed situation.

In this context, it is necessary for our study to link the different emotions that have stable physiological and biochemical correlates with the different functions corresponding to the solution of various adaptive tasks.

For example, R. Plutchik divides emotions into primary and secondary emotions (the latter is a combination of two or several primary emotions). Thus, secondary emotions include pride (anger + joy), love (joy + acceptance), curiosity (surprise + acceptance), humility (fear + acceptance) and so on. Besides emotions his classification also includes personal qualities (modesty) and acceptance [6].

Classification of V.K. Vilyunas divides emotions into leading and situational emotions [7]. Leading emotions signal about the unmet needs and encourage one to search for a target object. Situational emotions occur due to estimates of stages of behavior and encourage one to either act in the same

direction, or to change the behavior. Situational emotions are divided into three groups:

- the actual success-failure;
- the preventive success-failure;
- the generalized success-failure.

It is easy to see that such classification does not give any reason for a systematization of emotional experiences by their substantive content, or for studying the human tendency to experience various kinds of them.

Classification of Simonov P.V. is based on the nature of actions - overcoming, defense, offense. For those emotions that do not fit into this classification, he highlights the quantitative characteristics of the size of needs and the estimate of its fulfillment, the additional shades. Emotions that can't fall into the first or second group are seen by P.V. Simonov as a sum of two emotions (eg, contempt = disgust + anger) [8].

It should be noted that most of the classifications are based on highlighting specific signs and they are not exhaustive. For example, W. Wundt identified three characteristics of emotions: hedonic tone or a sign of emotion (positive or negative), readiness for action (relaxation - stress) and a level of activation (calmness - excitement) [9]. H. Schlosberg divided emotions on the basis of acceptance - repulsion [10]. Roseman's seventeen emotions are determined by various combinations of the seven attributes: the expected - unexpected, the consistent - inconsistent, the unwilling - willing, the high probability - low probability, the high-low control, the characteristic-uncharacteristic source of the problem, the connection between the problem and the environment or the personality [11]. Therefore, in the present study, we found it possible to offer our own classification of emotions based on their adaptive function.

Since a person is able to feel any emotion out of compliance with the objective characteristics of the object to which the emotion is directed to, we can consider a person's tendency to experience various reactions and their outsituative duration to be significant for the formation of psychosomatic risk. Therefore, in the context of our study, we should be interested in such a classification of the personality types, which can be correlated precisely with such tendency. At the same time, though the concept of the personality type is one of the most widely studied in psychological literature, we found it possible to rely on our own model of personality, because in the future we will try to show the link between the classification of the personality types, based on this model and our classification of emotions [12, 13].

**Classification of emotional experiences as the basis for studying the causes of psychosomatic risk.** On the basis of the data of psychophysiological studies that confirm the link between a person's tendency to experience specific emotional reactions, we can state that a strict classification of the existing emotional experiences is a necessary theoretical

basis for a reliable description of the regularities of occurrence of a specific psychosomatic risk [14]. Only with such a classification we will be able to find answers to the following questions that are important for the adequate description of the process of formation of psychosomatic risk:

- which specific emotions can be considered as ones that are forming a prolonged non-compensable stress;
- how the empirical study of such emotions should be organized;
- what external and internal factors motivate a person to experience such "stressogenic" emotions;
- how the empirical study on the tendency of a particular person to a particular nosological type of psychosomatic reactions should be organized.

Creation of such classification is greatly complicated by two objective facts. Firstly, a number of words meaning emotional experiences significantly differ in various languages. This means that highlighting of their high-quality content, that is independent of the cultural characteristics and that is caused only by objective psychophysiological components, is paired with significant challenges. Secondly, the lexical content of an each specific emotional experience, that is determined by the possibility of use of the appropriate verbal sign, is also not strictly defined - which in turn creates serious problems for theoretical studies.

As a result, the actual level of the study of the problem of qualitative content of the various emotional feelings can't be considered sufficient for creation of such classification at the moment. In the literature, there is a considerable number of classifications, but none of them solve the problems stated above, that are significant for a theoretical and empirical research of the process of formation of specific psychosomatic risks.

We should pay a special attention to separation of emotions and feelings - terms, often used as synonyms. In addition, this issue is closely adjacent to selection of basic emotions - as well as to the question of whether it is necessary to separate the emotions themselves and basic emotions.

We use the specificity of separation of emotions and feelings for a person within the proposed classification. Experiencing some specific emotions is similar via the external manifestations and the context of their origin for humans and higher mammals. These emotions include indifference, curiosity, joy, anger, fear and sadness.

All of these emotions are precisely correlated with the vital needs of both animals and humans:

- indifference is typical for situations where none of the perceived stimulus is perceived neither as a significantly positive one nor as a significantly negative one, and therefore the energy costs are considered to be impractical by the individual;
- curiosity arises in situations that include an occurrence of a strange stimulus that triggers an orienting reflex;

## Social Science and Humanity #3 2016

- joy is experienced in situations that provide an opportunity to meet some actual need;
- anger is experienced in situations where something or someone interferes with the satisfaction of an actual need;
- fear is experienced in situations that include a life threat or a physical integrity threat;
- sadness occurs in situations that include no facilities to meet any actual needs.

Such description, in our view, provides ample opportunity for studying the functions of the emotional sphere in the process of formation of various psychosomatic risks [13].

**The proposed classification of personality types.** To describe the classification of personality types, used in our study, we offer a brief description of the model of personality, on the basis of which the proposed classification was formed.

The model of personality is correlated with the idea of life being a sequence of challenges that a person faces between their birth and death, and, respectively, being a sequence of solutions of challenges that a person faces. In accordance with the structure of any challenge: "conditions, the desired result and the solution process", we distinguish three components of the human personality:

- a world picture as an organized set of a person's ideas about themselves, the world and their place in it;
- a vital position as an organized set of a person's relations to their ideas about themselves and the world;
- a set of basic skills as skills that ensure a person's ability to set any life tasks and solve them.

An idea can be considered as a unit of the world picture of a person. Herewith, its elements are the four tools for creating a world picture, that are mastered successively:

- mastering, as an ability of a person to create a world picture only via the fragments provided by their own experience, acquired by a person on the first stage of their early development;
- defining, as an ability to create a world picture only via the clearly and specifically defined fragments, acquired by a person at the second stage of their early development;
- establishing the cause-and-effect relationships, as an ability that allows a person to reasonably combine and integrate the fragments of their world picture, learned by a person at the third stage of their early development;
- understanding the most common life patterns as an ability to create a fully holistic world picture, united by the laws of the universe, that is mastered by a person at the fourth stage of their early development.

In turn, an attitude can be considered as a unit of the life position of a

## Social Science and Humanity #3 2016

person, and each of the four of its reality assessment criteria can be considered as its element:

- a reality assessment criterion that occurs during the first stage of a person's early development, in terms of its availability, which distinguishes the fragments of reality that are controllable and uncontrollable for a person;

- a reality assessment criterion that occurs during the second stage of a person's early development, in terms of its intelligibility, which distinguishes the fragments of reality that are clear and obscure for a person;

- a reality assessment criterion that is mastered during the third stage of a person's early development, in terms of its price, which distinguishes the fragments of reality that are expensive and cheap for a person;

- an integrative reality assessment criterion that occurs during the fourth stage of a person's early development, in terms of its significance, which distinguishes the fragments of reality that are significant and insignificant for a person.

Each basic skill is an element of this part of the personality; action is a unit of its existence. The four person's basic skills, as well as the tools for creating a world picture, and the criteria for assessing the reality inside the life position, are mastered sequentially:

- at the first stage of their early development a person is mastering the basic skill to feel themselves, allowing them to determine the desired result in the formulation of various vital tasks;

- at the second stage of the early development, the basic ability to recognize the reality is added, which gives a person the opportunity to sensibly and realistically perceive and evaluate the conditions in which he has to achieve the desired results;

- at the third stage the basic skill to make efforts is acquired, due to which a person is able to do the necessary to achieve the desired result;

- at the fourth stage of their early development, a person masters the basic skill to reflect on their vital activity, necessary to assess and correct the activity on solving the vital tasks during the process and to form the most common algorithms for solving life tasks.

The basis for the periodization of a person's early development, within the proposed theoretical model, is the plot specificity of different age periods in terms of the actions that are required and that are inevitably committed by any child during each of these periods.

In the case of the normal passage of all the four stages of their early development, a person creates their world picture only via the specific fragments, that were mastered via their own practical or thinking experience, linked by the adequate cause-and-effect relationships in accordance with the derived and meaningful most common life regularities. Their assessment of a particular fragment of reality is carried out each time only on the basis of studies of the fragment, and not on the basis of some a priori willingness to

perceive it as inaccessible, incomprehensible, expensive and insignificant (or, conversely, as affordable, friendly, cheap and significant). The basic skills allow them to understand what they want, to recognize the reality in which they will have to reach the desired result, to make all the necessary efforts, and also to reflect on their livelihood to a sufficient extent, to be able to permanently correct it and replenish the set of the fundamental algorithms for solving a wide variety of life tasks.

The natural interest of a person in anything that is happening to them and to the world around them, provides both the creation of a quite realistic, constantly checked and corrected world picture, and the motivation for their livelihood and their ability to successfully solve all their life tasks. If any fault happens at any stage of the early development, the natural interest is inevitably distorted. It is replaced by a concernment in confirming the existing world picture, the criteria of assessment of reality inside a vital position and the insufficiently mastered basic skills. As a result, the world picture of a person becomes impaired, the reality is not evaluated on the basis of studies of the new fragments, but on the basis of different a priori sets. Their life tasks are solved in an unsatisfying manner or they are not solved at all.

With all the options of possible violations of an each individual tool for creating a world picture, a reality assessment criteria and basic skills we can see that all of them can be divided into two fundamentally different types. One of them occurs when parents restrict the process of mastering of any tool, criterion or a skill, ie. they ban the mastering of this acquisition. "Ban", in this case, is an any external limiting exposure, that a child is not able to avoid. If inadequate bans have happened in a child's life, they will inevitably have a significant distorting effect on the formation of the world picture creation tools, and the reality assessment criteria, and the basic skills. Further we will call this type of a violation as the "forbidden" type.

The second type of violation happens if a child's parents impose a certain way of mastering of some skill or a tool; we will call such type of a violation as the "debt" type. Under the debt we mean any external influence that imposes a certain way of perceiving, understanding, assessing or acting, that a child is not able to avoid.

If the child's parents impose some certain perception of some fragments of reality, then the fragments that are not justified by the child's own experience are going to appear in their world picture. At the same time there is an occurrence of an illusion, that the these fragments are fully known to him and thus do not require a further studying. In other words, in case of the forbidden type of mastering the first tool of creation of a world picture, the child gets used to the fact that it is impossible to learn the fragments of reality, and in case of the debt type, the child gets used to the fact that it is just not necessary. At the same time the child gets used to the fact that any new fragment of reality can be perceived as pleasant: in this case, the parents are

## Social Science and Humanity #3 2016

usually offer him to study the safest fragment. In addition, in such a situation he has no need to pay any special attention to their own experiences, because their actions are still defined not by their needs and feelings, but by parents'.

It means that when forming the forbidden violation, all the elements of the three individual components, that appear at the same time, are broken in the same manner.

The same pattern, of course, works at each stage and for each of the three simultaneously developing components of the personality. The explanation is simple: if some kind of perception becomes violated, then the attitude towards this view will be different from the one in case of a more realistic view. Therefore, any acts committed on the basis of such perception and such attitude will be inevitably distorted.

We can say that in case of any personality violation, either the debt one or the forbidden one, a person does not study every new fragment of reality, but assigns it to a certain category based on habitual patterns of perception. Such a person does not form their attitude towards each new fragment of reality, and refers to it in advance in a familiar way. This person is not looking for a particular way of interacting with any fragment of reality by taking into account all the properties of the fragment, and uses a familiar way of action.

We understand that "clean" debt and forbidden personality types do not occur very often: a much more common situation is when, during the early child development, the various forbidden and debt parental exposures alternate and have a kind of a mosaic effect on a child.

In such cases, certain pieces of fragments of the world picture are unexplored, and the other ones are borrowed; some of them stay uncertain, and the other ones are defined by another persons. The same way ideas on relationships between the individual fragments of such a world picture alternate: they are absent for some groups of fragments, and for other groups they are built on the basis of some other person's experience.

The result of such an impact on the psyche of the child is the lack of a vital interest to the reality: after all, in case of the forbidden violation, its study is not possible at all, and in case of the debt violation, its study is not necessary (no need to explore, as some ideas are already available).

Assessment criteria of the life position are also become distorted: in relation to some fragments of reality, there is an original willingness to assess them as losing and unpleasant in all their manifestations, and in relation to others - there is a tendency to assess them as pleasant and winning. Differentiation of the fun axis - both quantitative and qualitative - is very low; significance of the various fragments of the world picture is estimated, in this case, almost arbitrarily.

A person similarly masters basic skills. Some own desires are "mandatory" for him and the others are unwanted. Some own relationships with reality can't be built, and some needs to be built in a certain way. Some efforts

are forbidden, and some are mandatory, etc.

Thus, the proposed model of personality allows us to highlight three violated personality types. Therefore, the type of personality that is formed in the absence of pathogenic parental influences, can be considered as a relatively healthy one - and therefore it is not able to experience emotions, that are not correlated with the objective characteristics of the situation, and is not able to form a psychosomatizing stress. Therefore, in terms of the specifics of formation of psychosomatic risk, debt, forbidden and mixed personality types can be considered significant.

**The relationship between the personality type of a person and their willingness to experience certain emotions, regardless of the objective parameters of the subject that caused them.**

In our previous studies we have theoretically grounded the assumption that a person's tendency to experience certain emotions is determined by their vertical position in their social interaction [15]. A person occupying the bottom position, perceives themselves as an object of someone else's influence, and therefore they tend to feel fear in any social interaction. A person occupying the top position sees themselves as a subject of influence on another person, they tend to feel anger in situations with any kind of interferences. A person with a mixed position tends to experience fear and anger in different social situations.

According to the above description of the debt, the forbidden and the mixed personality types it is clear that there are strict parallels between the types of a person's vertical position in a social interaction and the personality types within the author's model of personality [13]:

- the forbidden type corresponds to the bottom position type of social interaction;
- the debt type corresponds to the top position type of social interaction;
- the mixed type involves alternating of top and bottom positions depending on the scope of a social interaction (private, business, formal, etc.).

Therefore, we can state that a stable tendency to the prioritized experiencing of any particular emotion, regardless of objective parameters of the situation of their occurrence is characteristic for the forbidden, the debt and the mixed type in the same way as for the vertical types of a person.

Herewith the data of numerous physiological studies have shown that experiencing various emotions by both animals and people is accompanied by a variety of different sets of biochemical processes. The sympathetic nervous system is excited during the active-defensive reactions (aggression, rage, etc.), the parasympathetic nervous system is excited during the passive-defensive reactions (anxiety, depression, etc.). Moreover, differences in the ratio of adrenaline and noradrenaline are seen with different emotions. As a result, the different complexes of biochemical responses of the body to the various stressors lead to the formation of various psychosomatic risks.

### Main conclusions:

1. Each of the described personality types determines the prioritized willingness of a person to feel a particular emotion, regardless of the objective characteristics of the situation in which this emotion arises.

2. The personality type of a person can be considered one of the major factors of the formation of specificity of psychosomatic risk.

3. Influence of the personality type on the specifics of psychosomatic risk formed by it is determined by the biochemical specificity of the emotion, which is a primary one for this type.

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