

## QUALITY OF LIFE AND MENTAL HEALTH OF STUDENT YOUTH: PSYCHOSEMANTIC FIELD IN TERMS OF EMPIRICAL DATA

**Dmytro Melnychuk<sup>1</sup>, Oksana Chernysh<sup>2</sup>, Liudmyla Mohelnytska<sup>3</sup>,  
Dariia Sapon<sup>4</sup>, Iryna Voinalovych<sup>5</sup>**

<sup>1</sup>Doctor of Science (Economics), Professor, Professor of the Department of Psychology and Social Welfare, Zhytomyr Polytechnic State University, Zhytomyr, Ukraine, e-mail: melndp@ukr.net; ORCID: <https://orcid.org/0000-0002-9918-0608>

<sup>2</sup>PhD (Philology), Associate Professor, Dean of Pedagogical Technologies and Lifelong Learning Faculty, Zhytomyr Polytechnic State University, Zhytomyr, Ukraine, e-mail: Chernyshoxana@gmail.com; ORCID: <https://orcid.org/0000-0002-2010-200X>

<sup>3</sup>Ph.D. (Philology), Associate Professor, Head of the Department of Theoretical and Applied Linguistics, Zhytomyr Polytechnic State University, Zhytomyr, Ukraine, e-mail: mogeln\_l@ukr.net; ORCID: <http://orcid.org/0000-0002-1570-1200>

<sup>4</sup>Ph.D. (Medical), Assistant of Department of Medical Psychology, Psychosomatic Medicine and Psychotherapy, Bogomolets National Medical University, Kyiv, Ukraine, e-mail: Sapon.dari@gmail.com

<sup>5</sup>Ph.D. (Economics), Associative Professor of the Department of Psychology and Social Welfare, Zhytomyr Polytechnic State University, Zhytomyr, Ukraine, e-mail: irina\_voyna@ukr.net; ORCID: <https://orcid.org/0000-0002-6580-8049>

**Abstract.** High quality of life is recognized by both domestic and foreign scientists as the main goal of modern society development. Careful attention to the quality of life issues prompts the governments of the developed countries to closely link their programs with an understanding of what a person lives for, what their life goals and motives for behavior are, what the influence of society on their worldview is, if they have the opportunity to enjoy the process of work and cooperation, whether it can develop throughout life and, being healthy, make a powerful and voluntary contribution to national progress. This, in fact, led to a fundamentally new concept of the quality of life, which reflected humanity's attempts to move to a new stage of historical development. The article presents the results of a study that made it possible to differentiate the components of psychological attitudes, to determine their place in the motivational mechanism of activity and to specify their role in the process of forming a personal dispositional system, to characterize the mechanisms of the influence of psychological attitudes on the formation of ideas about various spheres of a person's life and his/her environment. It provided a theoretical basis for specifying the stages of an empirical study of parental attitudes influence on student youth ideas regarding the quality of life, its features and social consequences. Taking into account the defined analytical scales of empirical data interpretation (cognitive, affective and behavioral), the cause-and-effect relationships revealed by the results of the socio-psychological survey were analyzed. The use of the diagnostic apparatus of projective psychological methods contributed to the confirmation and clarification of the formulated conclusions. The scientific novelty of the conducted research lies in developing further the theoretical and methodological approaches to the intergenerational conditioning of psychological attitudes regarding the quality of life as determinants of choosing an alternative social behavior; as well as in obtaining and scientific interpretation of fundamentally new empirical data regarding the attitude of student youth and parents' circles to the problem of quality of life in the period of hostilities and the pre-war period. The practical value of the research is determined by the possibility of applying the obtained theoretical and empirical results in the process of forming social-psychological programs for improving the quality of life and rationalizing ideas about it.

**Keywords:** quality of life, psychological attitudes, psychosemantic, dispositional system, social-psychological programs, student youth.

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**Introduction.** The democratization of relations and the formation of a post-industrial society put forward new development priorities, form a demand for improving the quality of life of the population, which is characterized by the degree of human needs satisfaction, which is determined in relation to existing norms, customs and traditions, the nature of individual requests and expectations. The presence of objective evaluation criteria and subjective evaluation judgments in the plane of the investigated problem argues for the importance of developing and applying a multidisciplinary approach in the process of humanitarian expertise.

Based on the results of the conducted research, we consider it legitimate to assert that, on the one hand, the quality of life is manifested in the range of opportunities that society provides to a person, and on the other hand, in the indicators of mental and physical health, which determine the ability of a person to use these opportunities. Accordingly, improving the quality of life means the expansion of various household, social-communicative, educational, cultural, leisure and other opportunities of members of society while simultaneously ensuring access to them and the conditions necessary for the preservation, restoration and development of physical and mental health of different socio-demographic population groups.

It is important that subjective judgments about the quality of life, being the result of contrasting and comparing, have the form of a mental phenomenon, which is based on such phenomena as needs, requests and expectations, social attitudes. Therefore, the solution of the defined range of tasks must be preceded by finding a compromise in the coordinate system of objective and subjective evaluation judgments, which dialectically complement each other and in their unity determine the final ideas about the quality of life, thereby causing a powerful psychological influence, forming or deforming motivational and behavioral core of socio-economic progress and social development.

Thus, scientists of the Institute of Psychology named after H.S. Kostyuk of the National Academy of Sciences, note that the quality of life is the final generalizing criterion for evaluating the features of the development of living conditions at all levels of sociality, i.e. for society as a whole, for individual social groups and individuals. Quality of life is a complex entity. Recently, the fact that the quality of life is not so much an objective indicator of the level of socio-economic well-being of a society as a subjective assessment by people of the peculiarities of changes in the conditions of life and ways of their interaction with the surrounding socio-natural world has been increasingly realized [1]. Scientists note that the main properties of the population's quality of life are formed and manifested in its interaction with "external objects" and in interpersonal communication, in the ability to adapt to the surrounding world, survive, reproduce, and satisfy one's needs.

The procedure of humanitarian expertise in the field of quality of life is greatly complicated by the fact that the forms of expressing needs are requests and expectations. The latter, having an individual and personal character, are determined by the level and method of satisfying one or another need that is acceptable for a person. Responding to the same needs, requests and expectations can be

fundamentally different, because they depend on attitudes formed during life, individual positions, external circumstances and the degree of their awareness by a person. Therefore, the approach to determining the dynamics of processes in the field of quality of life and their characteristic features should be based on a complex basis, operate with both objective and subjective evaluation criteria.

Subjective criteria are related to a person's thoughts and ideas about the nature of his life. In this context, assessing the quality of life is the process of finding out how close these or other indicators of life are to the relevant urgent needs of a person. At the same time, value priorities and ideals, ideas about the quality of life, which are formed in different societies, will have distinctive features, because their formation takes place under the influence of a certain community's lifestyle, cultural features, rules of interaction, mentality and traditions. It is important that the subjective assessment of the level of satisfaction of one's needs is carried out by each person individually, and later it is manifested in the orientation, rationality and productivity of his social behavior: an active or passive attitude to various kinds of political, cultural, social and economic changes, the desire to be involved in socially significant processes or, on the contrary, to resist the expected social transformations.

Thus, the list of criteria for humanitarian expertise regarding the quality of life, as a prerequisite for the development of comprehensive proposals for the improvement of the latter, should include both those related to determining the range and nature of opportunities that society provides to its members, and those that characterize the degree of conformity of these opportunities to expectations, requests and hopes of a person. Considering this, the characteristics of the quality of life can be grouped into two complementary blocks: the one that will reflect the level of socio-economic development of the society, and the one that will contain subjective evaluation judgments caused by psychological mechanisms of contrast and comparison. Thus, the block of socio-economic characteristics will be formed by statistical data, providing an objective assessment of various parameters of life quality, and primarily by reflecting the achievements of the state in the field of social development and the effectiveness of mechanisms for distributing its results. Taking into account the affective context of the investigated problem, the second block of characteristics will embody those of them that will generalize the subjective conclusions of citizens, which are formed under the influence of their own psychological interpretations of certain social changes and their consequences, primarily in the area of the imperative of social justice and conformity to standards of developed countries of the world.

It should be noted that psychological attitudes, as a subject of humanitarian expertise, are one of the basic components of the motivational mechanism, because, firstly, they largely determine the nature of a person's activity, which will determine the quality of his and society's life as a whole, and secondly, they influence forming the ideas of others about the quality of life, thereby indirectly encouraging certain social behavior. It is important to note that in the case of forming the ideas about the quality of life under the influence of attitudes inherent in a person's reference environment (including parents), the issue of normative motivation and interpersonal

communications deserves primary attention. In the case of an attempt to rationalize relevant ideas by the state, along with the use of factors of the ideological group (normative motivation of activity), motivation through stimulation acquires high significance.

Since our research is focused on the formation of parental attitudes regarding the quality of life and their influence on the corresponding ideas of student youth, the important next steps of scientific research should be the specification of the meaning of the concept of "attitude" based on generalizing the principles of attitude theories developed so far, analysis of the content and mechanisms of intergenerational communications and influence, the study of the problem of including or excluding parents from the circle of reference, as well as the establishment of students' ideas about the quality of life and the vision of their present and future place in the functional system of a social organism support.

**Literature review.** The concept of quality of life is extremely complex and multifaceted, primarily due to the fact that it combines both objective and subjective factors. The latter actualize the importance of theoretical generalizations and psychological research on the mechanisms of improving the quality of life of the population. Among other things, the regularities of the formation of student youth's ideas about the quality of life, as well as those factors that influence the relevant evaluative judgments and determine behavior in society, including parental attitudes as a component of the influence of the student's reference environment, deserve careful attention. Accordingly, the object of this study is the psychological mechanisms of forming the ideas of student youth regarding the quality of life and its structure. The subject is the peculiarities and psychological regularities of the formation of student youth ideas regarding the quality of life in the process of intergenerational communications.

According to the proposed hypotheses, parental attitudes have a significant impact on the formation of students' perceptions of the quality of life. Under the conditions of ambiguous course of social transformation processes, the influence of parental attitudes regarding the quality of life can be destructive, in terms of mental health including, and therefore have negative social consequences. It requires the application of progressive socio-psychological methods of positivizing the ideas of student youth, as well as the rationalization of their worldview positions and beliefs with the tools of patriotic and educational work, psychological support and accompaniment as one of the most important functions of a modern institution of higher education. Taking this into account, the purpose of the research is to identify psychological regularities in the formation of student youth ideas regarding the quality of life and its structure under the influence of parental attitudes; acquisition, analysis and interpretation of empirical data regarding the intergenerational conditioning of psychological attitudes regarding the quality of life and the corresponding social consequences.

The research is based on the theoretical and methodological provisions, principles and assertions of those theories related to the problems of psychological attitudes formation and detection (O. Asmolov, D. Uznadze, V. Yadov), patterns of

the emergence and manifestation of social ideas, their influence on the choice of an alternative to social behavior (S. Moskovichi, R. Harre). Theoretical and methodological approaches were applied in the research process to analyze the place of psychological attitudes in the motivational mechanism of activity (S. Adams, J. Alderfer, V. Vroom, R. Likert, A. Maslow, E. Mayo). Particular attention is paid to the theoretical and methodological developments of the scientists of the Institute of Psychology named after H.S. Kostyuk of the National Academy of Sciences, whose findings regarding the quality of life and the phenomenon of subjectivity in its assessment contributed to the definition and application of appropriate methods of empirical research.

**Aims.** The purpose of the article is to identify psychological regularities in the formation of ideas of student youth regarding the quality of life and its structure under the influence of parental attitudes; acquisition, analysis and interpretation of empirical data regarding the intergenerational conditioning of psychological attitudes regarding the quality of life using the tools of psychosemantic analysis.

**Methods.** The methods of theoretical (comparison, systematization, classification, generalization) and empirical research were used to solve the tasks. At various stages of the empirical research, an appropriate set of methods and techniques was selected and used, which included observation, the use of projective psychodiagnostic methods, aimed at clarifying the relationship between the type of family relationships and the influence caused by parents on the perception of student youth about the quality life ("Kinetic drawing of the family" method (I. Dubovina), "House, tree, person" method (J. Buk)), direct survey of students according to the specifics of the research subject. The empirically obtained data were subjected to processing and quantitative analysis using the Excel application package for Windows, followed by their qualitative and mathematical interpretation and meaningful generalization.

**Results.** In general, in psychology, an attitude is understood as a component of the human psyche as a subject of activity, which determines readiness for behavior and determines its features as a response to the influence of the external environment. It is known that in the second half of the XX century individual-psychological and social-psychological approaches to understanding the nature and role of attitudes were formed. The first of them operates with behaviorist and cognitivist concepts, the second is related to the interactionist approach, focusing on the study of socio-psychological mechanisms and factors that regulate the process of emergence and change of attitudes. Among other things, the conclusions of interactionist psychologists were influenced by J. G. Mead's statement about the symbolic mediation of the interaction between a person and the surrounding world [2]. Here, attitudes are interpreted as certain mental formations that arise on the basis of assimilation of other people's attitudes and the reference environment. Structurally, they are elements of a person's "self-concept" and determinants of socially desirable behavior. From such positions, the factor in the formation of psychological attitudes is the consent of the subject to evaluate certain objects and situations through the prism of social norms and values prevailing in the society.

In Soviet psychology, the basic principles of attitude theory were developed by the Georgian psychologist D. M. Uznadze. In his work "Experimental foundations of the psychology of attitude" he characterized attitude as a special state of the psyche that precedes the emergence of certain facts of consciousness. According to D. M. Uznadze, the attitude is formed as an initial reaction to the influence of the situation, according to which one has to make decisions and act, and a characteristic feature of the attitude is its unconscious character, which causes an impact on the content of the conscious component of the psyche functioning [3].

In the process of numerous experiments, D. M. Uznadze and his followers demonstrated that attitude is not a simple mental phenomenon in a structural sense. It combines many different "prescriptive" states: primary, fixed, diffuse, static, dynamic, sensory, motor, perseverative, meaningful, target, operational, impulsive, situational-action, objective. Thus, a primary attitude is a short-term and unconscious mental state of a person that arises under a certain situation and disappears immediately after the behavioral act corresponding to it is completed. The primary attitude is formed in accordance with the actualized need and prompts the subject to take action aimed at its satisfaction. It gives rise to readiness to act, and this readiness acquires a specific and directed character under certain circumstances.

However, the main attention in D. M. Uznadze's research was focused on the plane of not primary, but fixed attitudes that determine the stable and consistent behavior of an individual. According to the scientist's position, a fixed attitude is a "holistic modification of the personality" and it constantly preserves the potential ability to manifest itself. A fixed attitude is a stable mental formation that depends little on the actual need and can be maintained for a long period of time. It remains unactivated until a person finds himself in the conditions necessary and sufficient for its manifestation. Then a fixed attitude prompts purposeful actions, that are not always aligned with needs, the satisfaction of which is a priority at a certain moment. Fixed attitudes always influence human activity and are components of basic behavioral strategies. D. M. Uznadze noted that in this regard, his past, situations that occurred in his life, impressions and experiences are important for him.

In addition, D. M. Uznadze operates with the concept of a diffuse attitude. This is what he calls an attitude that has not yet been fixed on a specific object, is not differentiated, and has not become an individualized mental state. A similar attitude is formed when a fundamentally new stimulus object begins to act on a person for the first time. Over time, such an attitude gradually differentiates and is defined as specific for this particular case, taking the form of a fixed attitude. The peculiarity of a static or rigid attitude is that it affects the subject's behavior for a long period of time, even when the situation changes and requires new forms of response. On the other hand, the attitude is dynamic, which, on the contrary, can change significantly under the influence of experience. Static and dynamic attitudes determine whether a person is able to change the line of behavior according to the current situation. Sensory is an attitude that is formed in view of a certain sensory stimulus, and motor is an attitude that is connected with the performance of a certain action or movement,

with the setting for it. Sensory and motor systems are constantly manifested in practical, primarily labor, human activity.

The perseverative attitude affects the psyche and human activity mechanically, without clear reasons. Under its influence, the same mental or practical actions are repeatedly and mindlessly reproduced, which are not adaptive in nature, and the person himself turns out to be unable to fully control them. Such attitudes are automatically transferred from one situation to another, while in the new situation they are, for the most part, not adequate and rational.

According to D. M. Uznadze's theory, in its initial phase, the attitude usually manifests itself in the form of a diffuse, undifferentiated state. The state of the subject's readiness for activity in the form of the configuration of his psychophysiological forces at a certain moment is the state of the current attitude. The actual attitude of the subject is formed on the basis of the "meeting" of the need and the situation of its satisfaction. Repeated many times or due to high personal importance, the current attitude is fixed and becomes a chronic, latent state of readiness for certain behavior under certain conditions. The formation of fixed attitudes is possible only through an actual attitude by filling it with quality. The process of fixing the subject's attitude reflects the dynamic side of mental activity, its structure, and has significant individual differences.

It has been experimentally established that a fixed attitude of one sensory modality can be observed in another, which is evaluated as the irradiation of the attitude, and can reflect individual features of the interaction of sensory spheres. The consideration of intra-individual variability in the process of an attitude fixation in one and the same sensory modality is equally important. In this case, the fixed attitude is evaluated as variable, and in the opposite case – as constant. The different course of attitude fixation in different sensory modalities in the same subject is evaluated as intermodal variability, which, from D. M. Uznadze's point of view, complicates the formation of adaptive personality traits, conditioning situational, field-dependent behavior.

The more dynamic and plastic the attitude is, the more integrative and stable the personality is, the more adaptive he/she is, the more capable he/she is of volitional behavior. A disharmonious personality is characterized by intermodal variability, staticness, and the coarseness of a fixed attitude, which causes rigidity of behavior and introversion of the personality as a whole. The attitude fixation impossibility occurs infrequently and, as a rule, refers to cases of deep pathology.

It is important that attitudes directly shape the orientation of the individual and it is in its structure that the meaning of the social orientation of human existence is most clearly manifested. As a category of psychology, "orientation" is interpreted differently in the scientific literature. However, from D. M. Uznadze's theory standpoint, orientation is a way of identifying the attitude as a holistic state of the subject, his inclination to a certain type of activity, readiness for activity to satisfy this or that urgent need. In the future, we follow this approach in the dispositional structure of the personality motivational sphere proposed by V. O. Yadov. Here, the meaning of the concept "disposition" is, in fact, identified with the psychological

phenomenon of attitude, and it is noted that the integration of individual attitudes leads to the formation of a special personal complex - a hierarchical dispositional system, which regulates human behavior in society [4].

D. M. Uznadze's ideas were highly appreciated by S. L. Rubinstein in "Fundamentals of General Psychology". However, S. L. Rubinstein shifts the center of gravity from unconscious components to conscious, personal ones. According to his conclusions, an attitude is a position taken by a person, which consists in a certain attitude towards goals or tasks, which is expressed in selective mobilization and readiness for activity. S. L. Rubinstein in a certain sense brings attitude closer to apperception. Moreover, we are talking about apperception not only of ideas, but also of the entire real existence of an individual. Similarly, having studied the relationship between attitudes and human activity, O. G. Asmolov analyzed the phenomenon of attitude from the perspective of activity theory. The scientist offered the following differentiation depending on the component of activity that the attitude is aimed at:

- semantic attitudes, which are a form of expression of motive and personal meaning in the form of readiness for activities of a certain content;

- target attitudes related to the prediction of results that should be or can be obtained through the activity; these attitudes are oriented to the conditions of activity depending on the specific situation in order to achieve a defined goal;

- operational attitudes that influence the regulation of activity by choosing the most rational way of performing this or that action; operational-type attitudes are at the basis of the habitual, standard behavior of an individual and it is to them that most of the fixed attitudes studied in the experiments conducted by D. M. Uznadze belong;

- impulsive attitudes, under which it is proposed to understand the subject's momentary inclination to an act unrelated to the current activity; such attitudes, conditioned by momentary desires, give rise to impulsive, thoughtless human behavior from the point of view of expediency and appropriateness of the subject of activity.

It should be noted that the term attitude comes from English meaning social attitude, i.e. the subject's inclination to certain social behavior. In social psychology, attitude is understood as a certain disposition of an individual, which determines his thoughts, feelings and priority actions in society. Attitude is a special type of belief that represents an assessment of a certain social object. Therefore, it is necessary to distinguish between the concept of set, introduced by D. M. Uznadze, and social attitude. The fundamental difference between them is that the latter is understood as a state of human consciousness functioning at the level of society, while D. M. Uznadze's set theory was born and developed as describing one of the forms of unconscious nervous activity: here the attitude is not associated with the content of consciousness, and therefore it is inappropriate and impossible to characterize it in terms of consciousness.

Attitudes can be explicit or implicit. The first are those that a person is aware of, influencing his beliefs and behavior in an understandable way. Implicit attitudes are unconscious. Since attitudes (social attitudes) can be both a conscious and an



unconscious component of a person's mental life, they are classified according to the levels of regulation of mental activity as follows:

- social attitudes of the first level, which are unconscious and impulsive, the activity is carried out by the subject directly under the influence of the current situation and existing need; attitudes of this level are the least stable;
- social attitudes of the second level, which are implemented on the basis of a conscious attitude to reality; here the individual determines his attitude to the situation with the help of thought processes when faced with a task to be solved;
- social attitudes of the third level are volitional actions that are regulated by the system of value orientations and moral principles of the individual;
- social attitudes of the fourth level are formed on the basis of the higher needs of the individual; in behavior, they are represented by goal setting, important elements of which are life goals related to the main social spheres of life - professional, family, cognitive.

The concept of social attitude is one of the central ones in social psychology, and its study is an independent direction of scientific research. There are several components characterizing higher forms of social attitude, in particular:

- cognitive component (thoughts, beliefs about something);
- affective or emotional component (feelings or emotions caused by an object: a person, situation or event);
- the behavioral component as a consequence of identifying cognitive and affective factors, it is a tendency to act of a certain nature.

Each of the components of a psychological attitude affects the formation of the type and content of an individual's behavior. Thus, U. Thomas and F. Znanetsky proposed the following personality typology according to the attitude factor [5]:

- maladapted personality with unformed or unstable attitudes;
- an adapted personality with unstable and inconsistent attitudes;
- an adapted personality with stable traditional attitudes;
- an adapted personality with flexible and creative attitudes.

Researching the problems of psychological attitudes requires the study of their properties and the peculiarities of their manifestation. The distinguished properties of attitudes are differentiation and generalization, excitability and calmness, dynamism and staticness, etc. Thus, differentiation characterizes the coexistence in the human psyche of attitudes different in content, the independence of their manifestation during activity. The generalization of attitudes is the superimposition of some attitudes on others, their mutual influence or interference. The excitability of the attitude is a high speed of its fixation and manifestation. The dynamism of an attitude is its property, thanks to which the attitude changes under the influence of experience, strengthening or weakening. The static attitude is manifested in the fact that it practically does not change or changes insignificantly under the influence of inappropriate experience.

In general, taking into account the abovementioned, we can arrive at the conclusion that, mainly, the term "attitude" is used in two meanings:

- physical or mental state of readiness for action;

- human positions in the sense of behavioral or mental inclination to act.

It is obvious that the two meanings of the term "attitude" are mutually dependent. Psychological attitude, as a state of readiness for action or inclination to internal (mental) or external (behavioral) activity, with the help of which a person will try to satisfy this or that need, is mainly based on rational judgments or subjective prejudice. It is formed through the acquisition of practical experience, critical or uncritical perception of information during communication.

Four functions of the psychological attitude are distinguished: organization of knowledge, protection of the Ego, instrumental (adaptive, utilitarian) and expression of values (self-realization). In general, the functions of the attitude, its effects and content are revealed in the self-regulation of activity:

- firstly, the attitude determines a stable, consistent, purposeful process of actions, that is, it is a stabilization mechanism that preserves their orientation in continuously changing conditions of activity;

- secondly, a fixed setting frees a person's consciousness from the need to make decisions and control actions in standard and familiar conditions;

- thirdly, the attitude can become a factor that causes inertia, stiffness of actions, it leads to difficulties in adapting to new conditions of performance of activities.

It should be noted that a more integral than an attitudee equivalent of the dynamic structure of the personality is the mental mood, which includes objectively directed and objectiveless mental states. Like value orientation, it precedes the emergence of a position. The condition for the emergence of an individual's position is his evaluative attitude and a certain mental state (mood), which can give positions of different emotional colors - from deep pessimism, depression to life-affirming optimism and enthusiasm. According to V. O. Yadov, this approach to the personality structure interprets the position as a complex of tendencies, readiness for a certain perception of the conditions of activity and readiness for a certain behavior under these conditions. As noted above, in this sense, position (disposition) is very close to the concept of "attitude". According to this concept, personality dispositions are a hierarchically organized system with several levels, namely: elementary fixed attitudes without modality (experiencing "for" or "against") and cognitive components; social fixed attitudes; basic social attitudes or the general orientation of an individual's interests to a specific area of social activity; a system of orientations towards life goals and means of achieving these goals.

Such a hierarchical system is the result of previous experience and the influence of social conditions. In it, higher levels carry out general self-regulation of behavior, lower levels are relatively independent, they ensure adaptation of the individual under changing conditions. The dispositional concept is an attempt to establish the relationship between attitudes, needs and situations and can be applied in the process of researching the influence of parental attitudes on the formation of student youth's ideas about the quality of life.

Moving on to the theoretical analysis of student youth ideas regarding the quality of life, the place and role of parental attitudes in the complex of factors of their formation, we note that the ideas of a person are images of phenomena, events,

facts, processes of reality, which contain a generalization of social and individual experience. They are important for human life in various spheres of social interaction. According to the dictionary [6], "to imagine" means to "create" mentally, in the mind, an image of an object, a picture of an event or phenomenon. Visualizations help a person to define and achieve a goal, and also, crucially, to model the scenario of the development of the events.

Representation, as a category of human consciousness and a component of its worldview, is differentiated depending on the psychological mechanism of its formation: it is either an image of a previously perceived object or phenomenon (representation as a product of memory), or a representation as an image of an unfamiliar (partially familiar) object or phenomenon (representation as a result of productive imagination). In other words, a person's ideas are formed either by memories (representation of memory, as a reproduction of images of previously perceived objects and phenomena), or by imagination (representation of imagination). Taking into account the object and subject of research, we will operate with an approach to the content of ideas from the standpoint of the product of imagination as a function of the human psyche.

Imagination, as a function of the psyche and the sphere of the formation of ideas, is closely related to thinking, however, it is different from it. It contributes to predicting the future, and new images, positions and attitudes are formed in the process of imagination through analytical and synthetic processing of material acquired by past experience. However, what is important is that it is not only experience that shapes the perception of a person, first of all, one who has not been in a situation of acquiring the relevant experience. In such cases, the subject takes into account the experience of others, taking it as a basis for forming his own ideas. The volume and reliability of one's own or received external experience, along with the degree of rationality of thinking, either makes it possible to create a reliable image of an unfamiliar situation and its course, or not, thereby contributing to the formation of appropriate assumptions about actions and adequate social behavior, or introducing the subject of understanding reality in a state of confusion, despair, stupor.

Considerable importance in the concept of social representations is attached to the study of the functions of the latter. Representatives of the French school believe that the most important function of social representations is that they are a tool of knowledge: they first describe, then classify, and finally explain the objects of representations [7]. However, social representations are not only a cognitive grid, with the help of which people process this or that information, but also a filter that partially and selectively interprets information from the outside world, contributing to its further rational synthesis. According to S. Moskovichi [8], it is social ideas that subordinate the mental apparatus to external influences, encourage people to form habits or, conversely, not to perceive the events of the outside world. In other words, a person sees the world around him not as it really is, but "through the prism of his own desires, interests and ideas." The second important function of social representations is the function of mediating behavior, and the third one is adaptive, which is manifested in two aspects: first, social representations adapt new social facts

and phenomena to already formed views, judgments and evaluations, and secondly, they perform the function of adaptation of an individual in society.

For S. Moskovichi, social representation is a peculiar form of everyday cognition. With the help of imagination, the subject reproduces and supposedly recreates the objects and events of the surrounding world. Social representations are cognitive formations or, in the words of a French researcher, systems that have a special language, logic and structure of implications, systems that relate to both values and concepts. They belong to that area of mental knowledge, which most directly determines the social conditions of an individual's life. In a broader sense, social representations are properties of everyday practical thinking aimed at mastering and understanding the social, material and ideal environment. That is why the functional purpose of representations consists, first of all, in adapting social facts and social phenomena to previously formed views, opinions and assessments, thereby smoothing out uncertainty. So, as noted by R. Harre [9], social ideas are a kind of a key to socialization.

It is important that the imagination is activated at that stage of cognition, when the uncertainty of the situation is significant, which will naturally be accompanied by the lack of completeness of knowledge that is needed for making informed decisions. This reveals the specificity of imagination and fantasizing as its component. Fantasizing is an activity of the imagination, and one of the signs of its manifestation. It is a subjective understanding of reality based on perceived tangible manifestations of reality. There are several methods of fantasizing: agglutination, analogy, accentuation, exaggeration or understatement, typification. Whereas thinking needs to be based on knowledge, imagination works with the help of fantasizing, the source of information for which is one's own or external experience acquired in the past.

We consider it legitimate to assert that the complexity of the problem of growing up, the further inclusion of young people in the system of social relations, the need to make decisions that will determine their future, determine the significance and influence of parental attitudes regarding the quality of life. Such an influence has both a direct and an indirect nature, and a young person, even if he has a negative-nihilistic attitude towards other components of parental intervention in his life, is quite receptive to it. So what will this impact based on parenting experience be? What psycho-emotional colors will it be saturated with and what consequences will it lead to in terms of judgments of young people regarding the quality of life and prospects for its improvement?

The study of the problem of the ideas formation is one of the priority directions in modern psychology. It acquires special importance in the period of the complication of social life, which is manifested in the acceleration of social changes, the emergence of new social institutions, deep transformational processes in general. The study of ideas makes it possible to understand how knowledge about the world correlates with changes in it. Analyzing the problem of social perceptions, D. Zhodele singles out six aspects of research [10]:

- the cognitive activity of the subject in relation to the construction of a representation in two dimensions: contextual (influence of the situation) and group (identification);
- the process of content formation, which is contributed by the subject in the representation, being borrowed from the surrounding social environment;
- understanding of representation as a form of discourse, an element of communication;
- the influence of practical experience, social status and role of the subject, institutional norms on the formation of ideas;
- mutual influence of social perceptions and intergroup relations, dynamics of changes in perceptions in intergroup relations;
- the influence of the prevailing ideology on the formation of social ideas.

It is with the help of ideas\representations that subjects interpret the phenomena of the surrounding world, give meaning to an unknown object, event, phenomenon, making them understandable for themselves. It orients people in their physical and social world, organizes their behavior, and gives it the necessary orientation. Therefore, the student's idea of the quality of life and the possibilities of its improvement, formed under the influence of parental attitudes, is a determinant of the nature of the further inclusion of a young person in public life as a subject of socio-labor relations, political and demographic (migratory, marital, reproductive) behavior. It is the social ideas\perceptions of students that will in many ways predetermine the prospects of national development and improvement of the quality of life as its indispensable priority. At the same time, the study of the phenomenon of stereotyping as an element of the cognitive process should occupy an important place in the process of empirical research of the problem of forming ideas of student youth regarding the quality of life and their social consequences. The stereotype has the properties of a fixed attitude, in our case due to the lack of experience of direct inclusion of a young person in the system of social-labor, political and other types of social relations received due to the influence of the relevant attitudes of parents.

The analysis of scientific works provides grounds for using the following classification of forms of psychological influence in the research process:

- according to the criterion of purposefulness of the interacting parties: voluntary and involuntary psychological influence;
- according to the criterion of the strategy of interaction between the subject and the object of psychological influence: direct and indirect psychological influence;
- according to the criterion of direct contact between interacting parties or the use of any channels of information transmission: direct and indirect psychological influence;
- according to the criterion of the degree of concealment of the act of influence from the recipient: obvious, unconcealed and non-obvious, hidden, as well as combined psychological influence;
- according to the criterion of the duration of the results of psychological influence: short-term and long-term psychological influence;

- according to the criterion of the degree of complexity: simple and complex psychological influence;
- according to the criterion of orientation: individual and social-psychological impact;
- according to the criterion of functional form: educational, manipulative, administrative, propaganda psychological influence, etc [11].

From the perspective of the issues of humanitarian expertise of the intergenerational conditioning of ideas about the quality of life, the widest opportunities for researching the essence of psychological influence are opened by turning to scientific sources that interpret the latter in the context of such a category as interaction, which reflects the processes of influence of various objects on each other, their mutual conditioning and the subsequent change in the orientation of the mental state. Psychological influence is an influence on the mental state, thoughts, feelings and actions of another person using exclusively psychological means (verbal, paralinguistic or non-verbal).

So, taking into account the above presented and in accordance with the given classification, we can assume that the influence of parental attitudes on the student youth idea\perception regarding the quality of life is mainly direct, immediate, mediated by household contacts, unconcealed, complex (polycomposite), individual in nature. It can and, as a rule, takes the form of indirect suggestion or direct information, thereby creating appropriate social stereotypes regarding the quality of life, the content of which will depend on the characteristic features of the mental state, the type of relationships and the specifics of communications inherent in the family. In its turn, the influence of the higher education institution on the sphere of personal worldview of student youth should take on social-psychological, corrective-rationalizing and educational forms. However, such assumptions are subject to confirmation or refutation based on the results of empirical research.

Within the framework of humanitarian expertise, the study of the content and nature of parental attitudes influence on the perceptions of student youth regarding the quality of life involves a completed cycle of theoretical and analytical processes. The appropriate method of psychological research is the consistent implementation of cognitive and transformative actions regarding the problem, which at the first stages has an unstructured or insufficiently structured form, later becoming complete and contributing to the development of applied tools of social-psychological work.

In general, the group of empirical methods of obtaining data includes observational (observation and self-observation), experimental (laboratory, field, psychological and pedagogical), psychodiagnostic (tests, questionnaires, interviews, conversations), praximetric (techniques for analyzing processes and products of activity: chronometry, professionography, evaluation of completed works), modeling (mathematical cybernetic), biographical methods (techniques of life path research, documentation study). In the course of the research, along with active observation, conversation and socio-psychological survey, we used projective methods of psychodiagnostics. This makes it possible to affirm the observance of the principles of systematicity and complexity in the process of the research work, when the results

of the analysis of the data obtained as a result of the application of projective psychological methods (which are mostly aimed at identifying the influence of parental attitudes on the perceptions of student youth, as well as the tendency of student youth to receive parental attitudes ) are supplemented and filled with specific content in accordance with the information obtained as a result of the socio-psychological survey.

As mentioned above, the quality of life is a characteristic of the general well-being of a person or society, which includes negative and positive features of life and is determined not so much by objective, but by subjective factors. From a subjective standpoint, the quality of life is determined by a person's or society's expectations of a decent life, corresponding psychological attitudes and ideas. Such expectations operate on values, goals, and the socio-cultural context in which a person lives. They are a certain social-cognitive standard, according to the content of which a person evaluates various spheres of life, as well as the degree to which the character of life coincides with its desired features. So, if projective psychodiagnostic methods make it possible to investigate the prerequisites for the formation of student youth's conclusions about the quality of life, which are hidden from the direct observation of a psychologist, then a social-psychological survey makes it possible to verbalize and specify the results of the study, to make its conclusions suitable for processing with the tools of mathematical statistics.

As for the content and procedure of the socio-psychological survey, we note that according to our vision of the investigated problem, the attitudes of parents regarding the quality of life have a fixed character with a predominance of the behavioral component. They largely determine the perception of the quality of life and its structure in the segment of student youth, thus causing a powerful influence on the formation of the relevant attitudes of the latter in the cross-section of all components of the three-component structure of the psychological attitude phenomenon described above. At the same time, psychological attitudes here are mostly of a different nature: they are diffuse and plastic with a predominance of the affective component. This makes it possible to assert the possibility of transforming the content of the attitudes of student youth with the tools of psychological science, which is necessary in case when humanitarian expertise confirms their inconsistency with the reality or the priorities of social development.

The rationality and effectiveness of such work should be based on a thorough analysis of empirically obtained data in accordance with the components of the psychological attitude structure, which argues for the expediency of using such analytical scales as cognitive, affective, and behavioral. The processing of the data of the relevant socio-psychological survey, based on quantitative calculations, will also have the character of a qualitative analysis, which is scientifically justified in the case of studying those mass phenomena of the psyche that relate to the subject of the study. Mass social attitudes are more or less similar and stable people's attitudes to what is happening to them and around them. So, the three-component structure of individual social attitudes can be transferred to mass social attitudes. It is also

possible to distinguish people's knowledge about this or that social event or object, emotional attitude, real or potential actions in relation to the event or object.

In the course of the research, a questionnaire was developed and proposed to be processed by student youth in order to obtain empirical data. The sample of the socio-psychological study was 340 people. The survey was conducted in April-May 2022. In accordance with the principles of ensuring the sample representativeness and for the purpose of objectivity of the results of psychological research, students of various fields (humanitarian and technical), various years of study and institutions of higher education were involved in the survey. In order to obtain reliable data, the survey was conducted on the basis of voluntariness and complete anonymity, and the Institute of Student Self-Government was involved in the process of attracting respondents to participate in it.

The empirical stage of the study resulted in the data that enabled us to characterize cognitive, affective and behavioral components of psychological attitudes, to analyze the ideas of student youth regarding the quality of life in terms of its structural elements, to identify the psychological dominants of stereotyping of ideas regarding current signs and prospects for improving the quality of life. This contributed to clarifying the target orientation and content, as well as defining the techniques of psychological work aimed at positivizing student youth's ideas about the quality of life, in particular, using training programs and socio-psychological measures of patriotic and educational content.

Thus, based on the results of the empirical study, the hypothesis was confirmed regarding the presence of close cause-and-effect relationships between the nature of parents' psychological attitudes, as a factor feature, and student youth's ideas of the quality of life, as a result feature. The application of the mathematical analysis tools made it possible to characterize the revealed relationship as stochastic in nature and causing a conditional distribution of features.

In the case of the study of the problem of the formation of ideas of student youth regarding the quality of life and its structure, the conditional distribution is determined by the multicomponent psychological influence to which a person is exposed in the process of passing through various stages of socialization and life activities in general. The relevant subjects of influence are the state, institutions of social infrastructure, the social environment of a person, mass media and social networks, and the influence itself is caused both directly and indirectly through educational and other policies of the state, direct social contact in the referential and non-referential environment, through the acquisition of experience of staying in certain situations, which forms a mental image of the quality of life and its structural components as an information model of reality.

At the same time, taking into account the multicomponent psychological influence on the formation of ideas of student youth, it can be convincingly stated that at the ontogenetic stages of late youth and early adulthood - namely, these periods correspond to the age of student youth - parental attitudes regarding the quality of life, despite significant critical reflection and rethinking, cause a determining impact. On the other hand, the results of the empirical study did not



reveal such a close correlation in case of parents' attempts to influence on other positions of the student's personality, for example, social contacts, manner of behavior, musical preferences, the desire to conform to fashion trends, etc.

It should be noted that an important aspect of a person's mental development in youth and early adulthood is intensive intellectual maturation. This is characterized by the complication of mental operations, which causes a tendency to theorize and reflect, which make it possible to understand life in general, to create a picture or concept of one's own life, to form an idea about its expected quality. Therefore, the confirmation of the hypothesis regarding the mediation of student ideas by parental attitudes also provides grounds for conclusions about the nature of theorizing as the work of the psyche and its consequences.

Taking into account the defined analytical scales of empirical data interpretation (cognitive, affective and behavioral), we analyzed the cause-and-effect relationships revealed by the results of the socio-psychological survey. The use of the diagnostic apparatus of projective psychological methods contributed to the confirmation and clarification of the conclusions formulated as a result of the socio-psychological survey.

Thus, only 1.1% of surveyed students believe that their parents are biased in their perception of social reality. On the other hand, 26.8% of respondents assessed parental judgments as completely objective, and 56.5% gave the answer "mostly, yes". It was distinctive and to some extent unexpected that a similar distribution of judgments among student youth is also inherent in the attitude to the statement "As a rule, over time I understand that the fateful decisions I have made are fully in line with the beliefs inherent in my family," to which almost 64 % of respondents answered in the affirmative. At the same time, a more detailed study of the factors of the cognitive content gives reasons to claim that the respondents' perceptions of the objectivity of parental judgments are somewhat hyperbolized. This is evidenced by the answers to questions about the underestimation of the quality of life in the pre-war period by both the students themselves and their parents: 38.3% of respondents believe that their parents to some extent or completely underestimated the quality of life in Ukraine, and 43.2%, despite inclination to the opposite opinion, still have some doubt. An unequivocal "no" was received from only 18.5% of respondents. At the same time, more than half of the surveyed students (55.0%) recognized the fact of such underestimation on their part. The identified dissonance confirms the importance and necessity of effective social-psychological work aimed at leveling the destructive components of psychological influence on the formation of student youth's ideas about the quality of life and its structure.

It is important to understand that recognition by 55% of respondents of the fact that the quality of life was underestimated in the pre-war period is an eloquent testimony to the prevalence of those beliefs that were an obstacle to the expected demographic and socio-economic development of Ukraine, dooming the state to a deepening crisis of depopulation (which was expressed in a decrease in reproductive motivation and the outflow of citizens of fertile age abroad), aggravation of the problems of the demo-economic burden (a disproportionate ratio of employable and

disabled people in favor of disabled), a decrease in the share of the economically active population and a decrease in its labor potential, the staggering scale of illegal external labor migration, which, due to the overwhelming involvement of Ukrainians in hard work in harmful conditions caused a significant deterioration of both physical and mental health, often leading to disability and premature loss of working capacity. The latter, once again, led to the inhibition of progressive socio-economic changes due to the overloading of state social funds, because illegal workers did not invest insurance payments to them, and the expenses, despite this, were redistributed to their benefit and their families' benefit.

To one degree or another, such processes remain characteristic of the current stage of state building, acquiring an even more threatening character in Ukraine due to military actions. Therefore, the objectification of students' ideas about the quality of life with the tools of psychological science and the formation of rational psychological attitudes on this basis in order to restore and develop demographic, economic and labor potentials should be considered an urgent priority of state building - both now and in the period of post-war reconstruction.

An important place in the complex of casual activities should be given to the development of social intelligence and critical thinking. That is why relevant questions were included in the content of the developed questionnaire. According to the results of the empirical research, we can state that, even taking into account the peculiarities of the course of mental processes in the period of late youth and early adulthood, the received answers give grounds for concern. Thus, the vast majority of respondents (93%) noted that they consider the development of social intelligence and critical thinking to be the key to success in life, and 63.5% of students assured that they are familiar with the concepts of convergent and divergent thinking. However, a deeper analysis showed a great tendency of student youth to behavioral spontaneity, ignoring the importance of critical understanding of the situation and balanced decision-making based on the analysis of existing alternatives. The majority of respondents (53%) assessed the spontaneity of decision-making regarding themselves and others as an inherent psychological trait and personal characteristic.

As a result of the application of projective psychodiagnostic methods, it was also established that student youth are mostly not inclined to critical thinking in the area of the investigated problem, as well as to a deeper understanding of the surrounding reality as a source of objective information about life and its quality. Only a small proportion (5.6%) of the students in the study showed a tendency to non-pattern as a sign of using convergent and divergent thinking apparatus.

In the context of the tasks of empirical research and its applied orientation, we note that social intelligence is a specific ability, an integral intellectual ability that ensures the successful interaction of a person with others, determines the ability to understand and predict social behavior, and determines the adaptive potential of an individual in the social environment. The development of social intelligence is one of the most urgent tasks of applied psychology, which, among other things, aims at the formation of critical thinking in order to restore the psycho-emotional component of the the individual's adaptation potential, ensure the capacity for action and increase

motivation to implement a wide range of urgent priorities based on the verification of ideas about the quality of life and prospects of its improvement in both individual and societal terms, an both under current circumstances and taking into account future priorities.

Interest in the problems of social intelligence reflects psychology recognition of the importance of the individual's abilities for effective social cognition and successful social interaction. At the same time, we have the opportunity to observe a paradigmatic shift in ideas about social intelligence: from its interpretation from the standpoint of a purely cognitive ability to a socio-personal characteristic, which, in addition to the ability to cognitively understand the behavior of other people, its social and verbal manifestations, includes the ability to emotional and volitional regulation and differentiation of affective states, the ability to influence the emotions and behavior of other people, to demonstrate social and communicative competence. A similar understanding of social intelligence, including its relationship with the sphere of formation and detection of affective-emotional states, correlates with the content of the three-component structure of psychological attitudes and corresponds to the applied goals of the research.

Thus, in terms of the affective component, according to student youth, in the pre-war period, their parents had optimistic (36.8%) and mostly optimistic (51.5%) beliefs about the future of Ukraine. The opposite opinion was expressed by a small share of respondents: only 9.7% of respondents noted that optimism was hardly characteristic of their parents, and 2.0% gave a categorically negative answer. 83.8% of students believe that their parents were quite satisfied with life and place in society in the pre-war period. At the same time, 81.4% of respondents noted that parents generally positively assessed the course of socio-economic, cultural and recreational processes in Ukraine, in particular, 21.4% gave an unambiguously affirmative answer. Therefore, for all variations of questions that had an emotional and affective context, more than 80% of respondents received optimistic answers about life in general and its quality in the pre-war period. The results of the application of projective psychodiagnostic methods also demonstrate and thereby confirm the conclusions based on the results of the socio-psychological survey, first of all, regarding the prevailing optimism of student youth, indirectly inspired by parental attitudes in the process of family upbringing.

However, what conclusions can be drawn by comparing the results of the analysis of the cognitive and affective components of ideas about the quality of life? This question has a decisive character, because the interpretation of the behavioral components of psychological attitudes, which in one way or another are an integral expression of cognitive-affective prerequisites, will largely depend on the answer to it. First of all, when interpreting the results of empirical data analysis by cognitive and affective components, it is worth emphasizing that the psychosemantic complex "satisfaction-underestimation" is a sign of contradiction and inconsistency of the components of the quality of life mental image as an information model of social reality. Through the eyes of student youth, parents did not notice the rather high quality of life in Ukraine. "To have" and "not to appreciate" are non-complementary

maxims of family upbringing and, accordingly, they influence on the formation of personal characteristics of young people. The prevalence of similar mental images regarding the quality of life demonstrates the paradox of social infantility and myopia of parental circles, causing passivity in influencing the formation of objective perceptions of students. In our opinion, such an influence can be characterized as inconsistent with the demands and urgent priorities of national development, causing behavioral disorientation and uncertainty among young people, who, despite the psychological regularities of the course of growing up, are still largely prone to the reception of parental attitudes about life and ways to improve its quality .

As a result, the target and content uncertainty of parental influence regarding the formation of young people's ideas about the quality of life, at least the part of them that rejected the alternative of educational migration and are currently students of Ukrainian universities, caused the inertia of a large part of the latter in forming their own assessments from the perspective of the research problem. This, despite the high rates of reception, testified to the low influence of parental attitudes on the formation of rational ideas of Ukrainian students regarding the quality of life and its structure. As a result, 45.9% of respondents noted that they did not burden themselves with the formation of evaluative judgments regarding the course of socio-economic, cultural and recreational processes in Ukraine in the pre-war period.

At this stage of interpretation of empirically obtained data, the following conclusion can be made: parents who are satisfied with life raise children who are mostly optimistic about their future. This, of course, is a completely natural phenomenon. Another thing deserves attention - the importance of the "underestimation" factor causes the indifference of influence and the uncertainty of the nature of the future behavior of young people: labor, reproductive, state-building in general. The course of events revealed by the results of a socio-psychological study can be considered the reason that largely called into question the achieved quality of life in Ukraine, prompting the student youth to adopt irrational, sometimes unjustifiably radical decisions. The latter, first of all, concerns the unpredictability of behavioral components of personal choice regarding one's future, and therefore the future of Ukraine. Thus, in the context of the behavioral component, 38.8% of the respondents noted that, not knowing about future military operations, they dreamed of studying, living and working abroad, because this would guarantee a more interesting and meaningful life. Currently, the influence of parental attitudes on the perception of student youth regarding the quality of life and ways to improve it will only increase, and the prospects for the implementation of strategic plans for state building in the post-war reconstruction period will depend on its nature.

At the same time, we note that the issue of the influence of psychological attitudes on the formation of ideas about the quality of life is more complex and complicated than it may seem at first glance, because it also covers other categories of families: those where, due to parental influence, the alternative of educational migration abroad is chosen, and those where young people give priority to the acquisition of working professions, which are highly in demand not only by the national, but also by foreign economies. However, this angle of analysis significantly

goes beyond the subject limits of this work and forms the basis for conducting a larger-scale, longitudinal study, the period of which should cover a period of time that corresponds to all stages of the formation of professional identity: starting with studies in the final forms of secondary schools and ending with the inclusion of young specialists to the system of social, in particular, social and labor relations.

**Conclusions.** As a result of studying scientific sources on the problem of the quality of life, its structure and components, as well as based on the results of the analysis of theoretical approaches regarding the phenomenon of psychological attitudes and the influence of the latter on the sphere of the formation of personal ideas, a number of conclusions and generalizations can be made.

It is undeniable that improving the quality of life is an urgent priority for the development of modern society and the development of a social state. Among other things, the success of implementing relevant ideas will depend on the participation of youth, who are carriers of cultural, labor and reproductive potential, in state-building processes. At the same time, a unique role in the implementation of strategic plans for the development of Ukraine should be assigned to student youth, whose prospects and results of involvement in the field of state construction will largely be determined by the objectivity and rationality of ideas about life and its quality.

It has been analytically confirmed that, even taking into account the multi-component psychological influence on the formation of ideas, it is undeniable that at the ontogenetic stages of late youth and early adulthood, parental attitudes regarding the quality of life, despite their significant critical reflection and re-interpretation by student youth, have a determining influence.

The future of the country will depend on the content of ideas that Ukrainian students will operate and rely on when making crucial decisions, and therefore the problem of their formation under the influence of a wide range of factors deserves careful attention and is of high practical importance. The most significant influencing factors regarding the establishment of ideas of student youth regarding the quality of life and ways to improve it are concentrated in the plane of family education, and parents are the referent environment whose psychological attitudes play the most significant role in the formation of ideas in the studied segment.

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