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INTELLECTUAL CONTROL AS INTEGRAL PART IN THE SYSTEM OF PERSON'S MENTAL RESOURCES

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Abstract

The article deals with basic approaches in the theoretical research of such unexplored topic as intellectual control. The sources of explored topic and basic theoretical approaches to the named phenomenology are examined. On the base of author's methodic is held the research of the intellectual control and in particular the interrelation between the intellectual control scale and the psychological regulation index by the Rorschach test. The role of intellectual control is defined as an important psychological characteristic, which determines the efficacy of the psychological regulation in the situation of social interaction.

Keywords: *Metacognitive experience, intellectual control, compensation, motivation of controlling, Rorschach test.*

1. Statement of the problem

The development of theoretical and methodological approaches to understanding the psychological nature of an individual's intellectual resource capabilities is characterized by the search for new explanatory models in understanding the complex nature of intelligence, the usage of motivation concepts and regulation in explaining the nature of intellectual processes. The trend towards updating the research paradigm, due to the emerging crisis in methodological directions in this area of research, determines the search for new models and explanatory schemes (Sternberg et al., 2000) The study of metacognitive experience is a current trend in modern psychology and creates a need for practical applicability in various areas of activity and turn to the study of various aspects of experience. This can be seen quite clearly in the approaches of different researchers: metacognitive monitoring of activity by R. J. Sternberg, the development of various aspects of control in the direction of cognitive controls (Witkin, 1974). Aspects of subjective regulation of intellectual activity come to the fore in this context.

2. Theoretical foundations for studying the nature of intellectual control

The topic of control has acquired particular significance in the study of metacognitive aspects of experience in recent studies. The beginning of scientific ideas development in this area relates to metacognitive concept of J. Flavell (reference from S. Folkman, 1984, procedural characteristics of cognitive processes – 1970th) and the problem of locus of control and attribution theories. J. B. Rotter identified the characteristics of the locus of control as an independent unit of analysis (Rotter, 1966).

Contemporary control research is undergoing a shift in research direction toward the study of self-efficacy expectations. One of the main differences between recent trends in the study of the problem of control compared with previous approaches (the theory of cognitive attribution, locus of control) is that "perceived control" is considered not as a motive or a need, but as a cognitive assessment.

It is also extremely important that in modern developments the term "control" is used to denote both subjective perception and the object of self-regulation (Skinner, 1995).

Subsequent development of this topic is aimed at finding explanatory models of how the experience of control ensures the effectiveness of individual interaction in the surrounding social environment. Theories focus around two main functions of control:

1) regulation of the quality of actions during execution;

2) interpretation of the quality of the performed action after its implementation.

The noted theories are also associated with the study of the experience of mastery - helplessness (success - failure).

Further development of scientific ideas was fulfilled in the works of Flammer (90s - reference from Folkman, 1984). The works of this author represent one of the first formulations of metacognitive theory, although in most modern publications the beginning of the problem's development, as already indicated. The special significance of the author's developments on this topic is associated with the distinction between two important concepts:

• control of the objective conditions of the present (the aspect of controlling active actions carried out by the subject);

• control beliefs (aspect of regulation of subjective ideas and execution strategies).

The author considers the second of the mentioned aspects as more significant in the regulation of behavior, as well as a more dynamic cognitive formation. The author identified the term *control-believe*, defined as subjective representations of one's own ability to influence ongoing events. From the very beginning, the development of the perceived control problem included empirical models for studying this quality in real life circumstances, which significantly distinguished from traditional studies in laboratory conditions. Subjective controllability significantly influences various behavioral characteristics, and, accordingly, the effectiveness of activity in general. In particular:

• choice of activity type (indirectly influences the level of aspirations);

• persistence and diligence in achieving goals, more successful planning for achieving goals;

• type of emotional response (individual differences in perceived self-efficacy are associated with manifestations of anxiety during the performance of activities);

• initiation of activity;

• development of strategies and step-by-step structuring of activities;

• regulation of efforts to overcome obstacles during implementation.

3. Methodology and methods of empiric research

For the purpose of empirical study of the phenomenology control was developed the author's own research methodology based on the principle of repertory grid technique (Vinogradova, 2009). The implementation involved two stages: first one – selection of an emotionally difficult situation and its specification; second is their assessment according to statements reflecting the characteristics of intellectual control. Based on the results, the repertoire grid matrix was filled in. Descriptions of such situations related to the following areas of life: professional and business interaction, intimate and personal relationship, self-knowledge.

These descriptions were general in nature and covered a whole range of specific situations of an emotionally difficult nature. The subject was required to select from the proposed list descriptions of those situations that seemed significant or interesting for assessment to him or her (at least five). The results of working with the technique were subjected to statistical processing.

Let us move on to presenting the main results of the empirical research conducted, which aims to study the substantive specificity of this phenomenology. The sample of subjects with developed compensatory motivation consisted of 47 individuals with a stable motivation to compensate for undesirable psychological qualities with others that are more acceptable from the standpoint of the individual. If there is a stable motivation for personal change, self-monitoring is actively involved, this allows for a more in-depth study of control processes. All those studied showed good adaptation in conditions of constant social interaction. Individuals who successfully coped with the task of compensating for the desired qualities were selected for the study.

The empirical research program included: working with the author's methodology described above and conducting G. Rorschach's projective test (2003), followed by statistical processing and in-depth analysis of the study results. We have turned to phenomenology of compensation of some psychological characteristics by others. Successful compensatory activity presupposes the development of effectively functioning self-monitoring, since during the formation of the desired qualities of behavior activity and more flexible adaptation. Let us move on to the interpretation: thus, indicators of intellectual control give direct correlations with the following indicators of the Rorschach test:

• realistic index ($r = 0.76$ $p < 0.01$);

• the subject's ability to carefully use his or her own psychological resources ($r = 0.75$ $p < 0.01$);

• sum F (form) the ability to consciously control the thinking processes ($r = 0.45$ $p < 0.05$);

• ability to independently initiate activity ($r = 0.69$ $p < 0.01$);

• negative correlation with the degree of control over the objective conditions of what is happening during social interaction: F+% indicator ($r = - 0.37$ $p < 0.005$).

• sum C - ($r = 0.26$ $p < 0.005$) - the degree of control a person has over open emotional reactivity.

As we can see, higher rates of intellectual control are associated with the economical use of one's own psychological resources, more successful regulation of emotional states and with the initiation of activity in the mental plane. The negative correlation of intellectual control with the indicator of the degree of control over the objective conditions (Rorschach test), namely the control of a behavioral act, demonstrates its specificity precisely as a mental strategy of analysis and self-monitoring. Optimal indicators of intellectual control make it possible to build adaptive mental models and build different behavioral strategies, help a person to cope better with these tasks and are generally associated with the success of the operational activation of cognitive resources.

4. Conclusion

The results provide a deeper understanding of the substantive specificity of intellectual control and, in our opinion, allow us to conclude about the commonality of intellectual control and the mechanisms of subject's metacognitive regulation. This research is showing the significance of this characteristic as the most important parameter of the psychological regulation and operational activation of the subject's cognitive resources.

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