Youth Notion About Social Space: Interactive, Reflective, and Receptive Components

Zlokazov K.V.[1,*], Tagiltseva Yu.R.[2]

[1]*Senior Lecturer, Department of Pedagogy and Psychology, St. Petersburg University of the Ministry of Internal Affairs
of Russia, St. Petersburg, 198206 Russia.*
[2] *Senior Lecturer, Ural State Pedagogical University, Ekaterinburg, 620017, Russia*
Corresponding author. E-mail: zkirvit@yandex.ru.ru

ABSTRACT

The article discusses the theoretical foundations, provides a model of the person's notion of the social space, describes the organization, methods, and procedure of empirical research. It is shown that the idea of social space can be considered on the basis of the provisions of the subject-activity approach. In particular, his organization can be characterized as a complex, multi-component education, generalizing images, private notions, categories, and concepts that reflect the system of actual personality interactions. The components of the presentation are determined taking into account the subject-activity and intersubject approaches. The presentation model consists of three components: interactive, reflective, and receptive. The formulated model is subjected to empirical research. The research method is a survey of a sample of university students (212 people, 48.5% are men, average age 19.3 years). The results of measuring a three-component model of social space are presented. The statistical evaluation showed that the receptive and reflective components are interconnected, and the presentation of the personality by the interactive characteristics affects reception and reflection. The results obtained testify to the admissibility of applying the provisions of the subject-activity approach to the study of the person's perception of the social space and revealed the connection between the person's self-esteem and the expectation of social support and assistance.
Keywords: social space, social interaction, presentation structure, reception of relationships, social behavior

1. INTRODUCTION

The concept of social space is the result of a person generalizing his own knowledge, attitude, and experience of perceiving the social world. For all its relevance, a unified concept of the personality's ideas about social space has not yet been formed. At the same time, the grounds for its construction are presented in cognitive and socio-structural studies conducted throughout the XX century. Cognitive studies of notions are based on the ideas of L.S. Vygotsky and J. Piaget who studied the process of education by a child of concepts about the world [1], as well as the mechanisms underlying their development [2]. Since the mid-60s, the cognitive approach has contributed to the development of a new, socially-cognitive direction. On his agenda was the question of the perception of people around. J. Bruner introduced the concept of "implicit personality theory", denoting the ability of people to recognize the psychological state and key personality traits of the interlocutor [3]. The system of notions of the personality about the attitude towards others was studied in the theory of personality constructs [4]. Cognitive and socio-cognitive studies continue to be popular at the present stage of the study of ideas, but in relation to social notions

their methodological capabilities are limited and need to be supplemented. The second major direction in the study of ideas is intersubjective theories. They study the social foundations of the formation of personal notions. Historically, they go back to the works of W. James, who showed how, under the influence of the social environment, the social "self" of an individual is formed. At present, the intersubjective approach offers many explanations of how society constructs a notion of the person about himself. In particular, how the social environment forms social identity, self-esteem, self-efficacy, and other aspects of self-knowledge.

An analysis of the current state of scientific knowledge shows that socially-cognitive and intersubjective explanations about the individual's notions of social space need to be generalized. For its implementation, theoretical foundations are required that reveal the structural organization of the notion and the mechanisms of its formation in the context of the social activity of the individual. As a theoretical basis for solving this issue, this article uses the provisions of the subject-activity approach. Based on its provisions, the concept of social space is conceptualized, which reflects and systematizes the actual interactions of the individual with surrounding people and social groups. The model includes three structural components: the person's notion of relationships with

other people and social groups, the receptive properties of social interaction, and the reflective assessment of relationships.

1.1. Related Work

Following modern approaches to the study of personal notions of the social space, we divide the theoretical foundations of our research into two main groups: subjective-activity and intersubjective. Subjective-activity concepts describe the organization and structure of the presentation, while intersubjective concepts explain what types of social information form the content of the presentation.

1.1.1. Subjective-Activity Approach to the Description of the Concept of Social Space

In Russian psychological science, there are two influential theories that explain the formation of a person's idea of social space. The first, activity-oriented theory considers it as a form of mental reflection in the context of activity [5], and the second, subjective theory describes notion as the result of cognition and reflection of the subject [6]. The differences between them are in their views on the mechanism of the formation of notion. The activity one considers the notion in a number of forms of mental reflection (along with the image and concept) arising in connection with an objective activity. The subjective theory explains the formation of notions with an ontological notion of human subjectivity. The concept not only reflects actions or the world around it, but it is also equally constructed by the personality itself. Notion encourages the transformations that a person brings to the world around him and himself. Despite these differences, theoretical views on the structure and presentation functions do not contradict each other.

Therefore, we use the argumentation of subjective and activity-based approaches to building a model for representing the personality of the social space: firstly, to determine its structure as component one, and secondly, to justify two types of its components - reflective and receptive.

1.1.1.1. Notion as a Complex Form of Mental Reflection

The theoretical position of the activity approach that notion is a form of reflection by the personality of the surrounding space is basic for our study. The idea of activity combines not only the perceived properties of objects and phenomena, but is supplemented by knowledge about them obtained in practical activities and communication. Surrounding people are an important source of knowledge for the formation of ideas. Under the influence of the social environment, the basic ideas of the child about society, relationships, and interactions are formed. The issue of organizing the presentation remains debatable for the activity approach. The proposed models describe images, notions, and concepts ordered in a special way in the structure of the presentation. The most popular is the level (layer-by-layer) notion model (A.N. Leontyev). According to her, the presentation contains figurative information obtained through perception, categorical-conceptual, obtained through communication and training. These findings find empirical support. As D. Rummelhart shows, a notion organizes images, schematizes them, and generalizes them into a holistic mental notion of social interaction [7]. N. Haslam considers ways of forming personal notions, describes the mechanisms of categorization and schematization of social information [8]. H.R. Markus came to the conclusion that the idea of a person about himself is formed in the same way as any other concepts of the social world [9]. Summarizing the provisions of the activity approach, it can be noted that performance is a complex form of reflection of actual reality. The formation of ideas about the social world, other people and the individual is an integral function of consciousness, and their content and architecture is determined by the psychological characteristics of the individual. On this basis, it should be assumed that the concept of social space can have figuratively-conceptual content, ordered with the help of logical relations between its elements.

1.1.1.2. Notion of the Subject of Life on Social Space

An important theoretical idea of the subjective approach is the connection of the notion of the personality with its activity transforming the surrounding reality. In particular, the idea of a person about social space is structured by various types of activities. In the subjective approach, the relationship between the concept of social space and the individual is given a mutually conditional character. It is assumed that the personality, based on the idea, changes the social space, in turn, the results achieved change the person's self-image. Thus, the idea of social space summarizes and reveals the relationships, attitudes, and beliefs of the individual relative to the world, other people, and himself. K.A. Abulkhanova described four types of relationships that represent the social world in the consciousness of the individual. Among them, she called cognitive and activity relations of the individual to the world, communicative relations to other people and reflective in relation to themselves [10]. The role of reflection seems important, and its functionality is largely beyond the scope of constructing self-esteem of a person. Indeed, the reflection of relationships constructs the self-esteem of the personality, but to the same extent, the reflection of the activity structures the goals and priorities of the personality. Thus, through reflection, the person generalizes and organizes the attitude of the people around him, and the mechanism of reflection is apparently

involved in constructing the personality's idea of social space.

1.1.2 Intersubjective Categories in the Concept of Social Space

The intersubjective approach studies the social contexts of the regulation of human interaction. The idea of an intersubjective approach is that social interaction is determined by the rules, norms, and expectations of other people, social groups, and society. All social activity of an individual is mediated by positions in the social structures of groups of which a person is a participant. Possessing certain roles and statuses, a person gains opportunities and faces restrictions in satisfying his needs.

Due to such a social structured interaction, a person is close to certain people and groups and distanced from others. In the notion of the individual, they are reflected in the form of barriers in social interaction. So, intersubjective concepts allow us to describe the content of the idea of social space in the form of socially constructed categories and concepts, models of socially determined behavior.

1.1.2.1. Perception of Social Structures

The ability of a person to understand and evaluate the social structures of a social group and the whole society is one of the provisions of the theory of social categorization of H. Tajfel. According to it, a person perceives the surrounding people and himself through the prism of social roles, statuses, and positions in social structures [11]. The followers of this theory develop the idea of organizing the interaction of people based on role relationships. In particular, within the framework of the structurally integrative concept of personality proposed by S. Stryker, in the perception of personality, society is reflected as an organized social space, structured by social roles that prescribe certain rules of interaction [Stryker]. Awareness, acceptance, and observance of the role and positional rules is the main condition for social interaction. Its violation entails sanctions or even exclusion of an individual from the group. Accordingly, the ability to determine the social roles of other people, as well as to communicate their role to them, is an important social ability cultivated in society. The study of positions and statuses in the social structures of groups in combination with other elements of the social space seems to be productive. This will allow us to fix the subjective status indicated by the person, to correlate it with the real social situation, thereby revealing the correspondence or discrepancy of claims with reality. In addition, having a certain status determines access to meeting needs (for example, inequality in the distribution between high and low status group members). Status affects the frequency, volume and productivity of social interaction, support, and assistance from others.

1.1.2.2. Influence and Submission

The study of the influence exerted on other people and social groups is one of the relevant areas of modern social psychology. Power and influence are considered one of the attributes inherent in the interaction of people [12]. Studies show that people are sensitive to power, pay attention to its manifestation in communication and behavior. Often, the need for power over other people and the desire to get rid of submission motivates them to search for sources of power [13]. Belonging to a certain social group, status in the group hierarchy is a social resource of power, justifying the ability to influence other people and avoid such influence from others. The psychological effects of influence or submission have been studied regarding various aspects of social behavior, professional activity, well-being, and self-esteem of a person [14]. However, in relation to the concept of social space, they were not considered. Thus, a person's assessment of the possibilities of social influence turned out to be separate from self-esteem and social well-being. Studying the personality's idea of the influence or exposure to it from others, in combination with other receptive elements of the social space, will expand knowledge about goal setting, claims, and ambitions, the style of interaction, etc.

1.1.2.3. Interaction Barriers

From a socio-psychological perspective, barriers are subjectively perceived obstacles to interacting with other people. Barriers interfere with establishing relationships, asking for, and receiving help from others. In most cases, barriers are based on an internal belief that such actions are impossible, or on expectations of rejection, aggression or hostility from another person [15]. Studies of interaction barriers describe them in connection with group processes (lowering the status of a group member, exclusion from the group). Perception of barriers, according to R.F. Baumeister, M.R. Leary encourages negative experiences, perceived as the impossibility of cooperation and communication [16]. The effect of the interaction barrier has been studied in relation to social identity, I-concept and self-esteem of a person. The importance of studying barriers in the content of a person's perception of social space is determined not only by scientific interest but also by the social significance of the effects of subjective perceptions of barriers to social behavior and interaction in society.

1.2. Our Contribution

We assume that the idea of social space is an orderly person's notion of interaction with others. Based on a generalization of theoretical knowledge about the organization of the notion and its content, we have constructed a model of the concept of social space. It is based on the person's perception of the system of relevant

interactions mediated by the social structures of groups and society. The model includes three components:

1) an interactive component that reflects the actual interaction of the individual with other people and social groups;

2) a reflective component that characterizes the idea of the attitude of people and social groups around the person, expressing, in fact, the opinion of the person about social assessment;

3) a receptive component that describes subjectively assessed opportunities and limitations, barriers to interaction when achieving personally significant goals that arise in interaction with others.

1.3. Paper Structure

Further content of the article is organized as follows. Section 2 describes the organization and procedure of empirical research. In Section 2.2. main results are presented. Conclusions and descriptions of promising areas of research are presented in Section 3.

2. EMPIRICAL RESEARCH

2.1. Purpose of the Research

The purpose of the empirical research is the study of youth's perception of the social space formed by a combination of interactive, reflective, and receptive components.

2.2. Research Selection

Research selection: 212 young people who voluntarily participated in an online survey. The selection was randomly generated based on the social status of the subjects. The study involved only students from universities and technical schools. Before the survey, information was provided on the objectives and procedure of the research. No personal data was collected. Avg. age: 19.3 years, SD = 1.2 years, 48.5% are men.

2.3. Methodology and Research Methods

Data collection method: self-report. To study the idea of social space, a special questionnaire was developed. The structure of the questionnaire corresponds to the presentation model and consists of three blocks of questions: interaction, reflection, and reception.

The interactive component of social space was studied by five indicators: (1) The intensity of interaction with others (*"Usually during the day I interact with ..."*); (2). Influence on other people (*"Are there people whose actions and deeds you influence ..."); (3).*Submission to other people

("How many people direct your actions throughout the day?").

For all questions, a scale with a metric of social distance was used. Four gradations were applied: (1) loneliness (2) close environment (one social group); (3) several social groups; (4) the whole community.

The receptive part of the presentation was studied through the following statements: (1) "T*he sincere or false attitude of others around you*"? (2) "*Are the surrounding people fair to you*"; (3) "*Do people around you support you*?" (4) "*Are your relationships with people good or hostile?*" (5) "*Are your relationships with others difficult or simple?*" An assessment of the consistency of the items showed satisfactory results (n = 212, Cronbach α = 0.78, interpoint. corr. = 0.44). These statements were generalized into a single indicator of the perceived personality characteristics of social space, the psychological significance of which is reflected by the personality of the possibilities and resources of interaction. A study of statistics indicates a deviation from the normal distribution (Shapiro-Wilk W $_{(212)}$ = 0.97, p < 0.03; Avg value = 18.37 SD = 3.17; SE = 0.25).

The reflective part of the presentation was studied using the following statements: (1) "How are your actions perceived by other people?"; (2) "How do you see your actions?" (3) "How do you feel in relationships with other people?" (4) "How do you perceive yourself in relationships with other people"? An assessment of the consistency of the items showed satisfactory results (n = 212, Cronbach α = 0.76, interpoint. corr. = 0.45). On this basis, all the statements of the reflexive block were summarized in the form of a total indicator, reflecting the idea of the social assessment of personality. Its statistics indicate a deviation from the normal distribution (Shapiro-Wilk W $_{(212)}$ = 0.81, p < 0.01; Avg. value = 18.74, SD = 3.77; SE = 0.26).

Method of Processing the Results. Nonparametric methods of analysis were used: pairing tables and $\chi 2$ statistics to describe the relationship between the interaction indicators and other characteristics of the social space, the Kruskal-Wallis H-test to assess the impact of social space indicators on the interaction. The calculations were performed using the statistical program JASP (version 0.11.1).

2.4. Hypotheses and Study Indicators

The main hypothesis of the study is to determine the relationship between the parameters of the social space and the person's idea of it. Two particular hypotheses are put forward for this:

1. The hypothesis of the influence of (1) social interaction of a person (represented by indicators 1.1. The volume of social interaction; 1.2. Level of social influence; 1.3. Level of subordination) on indicators: (2) the reception by the person of the properties of the social space and (3) the reflection of the personality of the social relationship.

2. The hypothesis about the relationship between the components of the model of the person's representation of the social space: reception and reflection.

2.5. Key Findings

The main results of the research are presented in Table 1. The parameters of social space are defined:
- the average amount of social interaction in the selection is "several social groups" (M = 3, SD = 1.12, SE = 0.08);
- the influence of young people on other people is limited by several social groups (M = 3.16, SD = 1.09, SE = 0.07);
- submission to other people is limited by the boundaries of one social group (M = 2.53; SD = 1.16, SE = 0.08);
- hostility to other people is limited by the boundaries of one social group (M = 2.15, SD = 1.12, SE = 0.08).
Hypothesis are tested. The influence of social interaction on the individual components of a person's idea of social space is established. In particular:
1. Personality reflection of social relations is statistically different in individuals with low and high levels of social interaction (Kruskal-Wallis test: H (4, N = 176) = 18.9 p = 0.001);
2. Personality reflection of social relations is statistically different in individuals with low and high potential for influence on others Kruskal-Wallis test: H (4, N = 200) = 19.1 p = 0.001);
3. The reception of the properties of social space is statistically different in individuals with low and high subordination to others (Kruskal-Wallis test: H (4, N = 199) = 9.81 p = 0.04);
4. The reception of the properties of the social space is statistically different in persons with a low and high degree of avoidance of other people (Kruskal-Wallis test: H (4, N = 200) = 13.6 p = 0.001).
The hypothesis about the relationship between the receptive and reflective components of the person's notion of the social space is confirmed (Spearman's correlation analysis, R = 0.61, for p < 0.01).

Table 1 Descriptive Characteristics of Social Space

1. Interaction characteristics	The extent of social interaction		Reception of the properties of social space		Social Relation Reflection	
			Average	*SD*	*Average*	*SD*
1.1. The volume of social interaction (M=3, SD=1.12)	1. One or two people	n=45	18.0	3.55	17.3	3.35
	2. One social group	n=65	18.2	3.13	18.5	3.18
	3. Several social groups	n=39	19.0	4.07	19.7	3.86
	4. Many groups (community)	n=27	19.2	3.82	19.8	4.23
1.2. Influence on other people (M=2.3, SD=1.01)	1. One or two people	n=43	18.6	3.00	18.5	2.91
	2. One social group	n=68	17.5	3.15	17.4	4.41
	3. Several social groups	n=53	19.2	3.34	19.6	2.92
	4. Many groups (community)	n=23	18.7	3.56	21.1	3.81
1.3. Submission to other people (M=2.5, SD=1.16)	1. One or two people	n=34	19.6	3.57	20.0	3.19
	2. One social group	n=76	18.5	3.41	17.9	3.59
	3. Several social groups	n=53	18.4	3.29	19.1	4.16
	4. Many groups (community)	n=23	17.0	3.83	19.0	3.40
1.4. Avoiding other people	1. One or two people	n=28	18.8	3.15	18.8	2.90
	2. One social group	n=57	18.2	3.66	18.6	4.51
	3. Several social groups	n=66	17.9	3.70	18.5	3.47
	4. Many groups (community)	n=38	15.5	3.83	16.9	3.86

2.6. Interpretation of Results

The study is based on theoretical ideas about the impact of social interaction on a person's perception of social space - other people and social groups, as well as themselves in interaction with them. Based on the analysis of theoretical knowledge about the reception by a person of social interaction, we formulated a conceptual model of representing a person about social space, including interactive, reflective, and receptive components. The structure of the model was tested on empirical material. As a result, information was obtained on the parameters of social space in the notion of youth. It has been established that young people value their social space in terms of interaction with several social groups. Accordingly, the ability to influence other people in their presentation is attributed to several social groups. At the same time, exposure to others is limited by the size of one social group. The imbalance between influence and submission is, in our opinion, explained by the configuration of the social life of the subjects. As students, they lead a socially active life, meeting and interacting with many different people. At the same time, they do not perceive significant control over their actions by others.
The results of the study became the definition of the relationship between the characteristics of social interaction: the volume of social contacts, social influence

on others, and their subordination, on the one hand, and the perception of the properties of social space, the construction of self-image on the other.

An empirical test showed the validity of the hypothesis put forward on the organization of notion. The reflective and receptive components of the presentation are interconnected, which indicates the generalization of the reflection of the social space by the individual and himself in it. Based on the results of static measurement, we can talk about the connectedness of the person's self-image

3. CONCLUSIONS

A model of the concept of social space is described and tested, including interactive, reflective, and receptive components. They were evaluated through empirical research. The result was a description of the youth's perception of social space in terms of volume, social influence, and subordination, the relationship between reflective and receptive components was revealed, and the influence of social interaction on the perception of the properties of social space and the relationships of others was determined. The results obtained need further empirical reinforcement. A promising direction is the study of ideas formed in relation to critical levels of parameters of social interaction. For example, the minimum volume, the presence of boundaries of relationships, external regulation, and social subordination. An important direction is the study of the influence of personality traits on the formation of ideas about social space. Thus, an assessment of extraversion and introversion, neuroticism, and psychoticism will allow us to determine the dependence of personality notions on individual typological characteristics. Finally, the actual direction of research that continues the line set in this work is the study of the notion of the individual as self-reflective, constructed through social interaction characteristics.

ACKNOWLEDGMENT

REFERENCES

[1] L.S. Vygotsky, Mind in society. Cambridge: Harvard University Press, 1978.

[2] J.Piaget, The origins of intelligence in children (Margaret Cook, Trans). New York: International Universities Press, 1952.

with the perceived attitude of other people and groups. Thus, a person constructing a holistic and positive self-image is mediated by supportive relationships, the help of surrounding people and social groups. On the contrary, the deterioration of self-image, its inconsistency, and ambiguity are a reaction to the hostility of others, depreciation, unfair attitude, and obstacles on their part.

[3] J. Bruner, R. Tagiuri The perception of people, in: G. Lindzey (Eds.) The Handbook of social psychology. Cambridge, MA, 1954. pp. 634-654. DOI: : https://doi.org/10.21236/ad0024982

[4] L. Sechrest The psychology of personal constructs: George Kelly. Concepts of personality. 1963. pp. 206–233.
DOI: https://doi.org/10.1037/11175-008

[5] A. N. Leont'ev Activity, consciousness and personality. Englewood Cliffs, NJ, Prentice Hall, 1978.

[6] K.A. Abulkhanova The subject of psychological activity. Moscow: Nauka. (l984) pp. 288.

[7] D.E. Rumelhart Schemata: The Building Blocks of Cognition. Theoretical Issues in Reading Comprehension. Routledge; (2017) pp. 33–58.

DOI: http://dx.doi.org/10.4324/9781315107493-4

[8] N. Haslam Mental representation of social relationships: Dimensions, laws, or categories? Journal of Personality and Social Psychology, 67(4) (1994) pp. 575–584.

DOI: http://dx.doi.org/10.1037/0022-3514.67.4.575.

[9] H.Markus,. Self-schemata and processing information about the self. Journal of Personality and Social Psychology 35(2) (1977) pp. 63–78. DOI: http://dx.doi.org/10.1037/0022-3514.35.2.63

[10] A.Kozulin, The concept of activity in Soviet psychology: Vygotsky, his disciples and critics. American Psychologist 41 (1986) pp. 264–274. DOI: http://dx.doi.org/10.1037/0003-066x.41.3.264

[11] H. Tajfel, J. C. Turner (1986). The social identity theory of intergroup behavior, in S. Worschel & W. Austin (Eds.), The psychology of intergroup relations, Chicago, IL: Nelson-Hall, 1986 pp. 7-24. DOI: http://dx.doi.org/10.4324/9780203505984-16

[12] É. Gosselin, Studies in Social Power. Dorwin Cartwright, éditeur, Research Center for Group Dynamics, Institute for Social Research, The University

of Michigan, Ann Arbor, 1959, pp. 225.," Relations industrielles, vol. 17, p. 355. DOI: http://dx.doi.org/10.7202/1021588ar

[13] S.T. Fiske, E.Dépret, Control, Interdependence and Power: Understanding Social Cognition in Its Social Context. European Review of Social Psychology 7(1) (1996) pp. 31–61. DOI: http://dx.doi.org/10.1080/14792779443000094

[14] M.Schaerer, A.J. Lee, A.D. Galinsky, S.Thau, Contextualizing Social Power Research within Organizational Behavior. The Self at Work, (2017) pp. 194–221. DOI: http://dx.doi.org/10.4324/9781315626543-9

[15] E.L. Deci, R.M. Ryan, The "What" and "Why" of Goal Pursuits: Human Needs and the Self-Determination of Behavior. Psychological Inquiry, 11(4), (2000). pp.227–268. DOI: http://dx.doi.org/10.1207/s15327965pli1104_01

[16] R.F. Baumeister, M. R. Leary The need to belong: Desire for interpersonal attachments as a fundamental human motivation. Psychological Bulletin, 117(3) (1995). pp. 497–529. DOI: http://dx.doi.org/110.1037/0033-2909.117.3.497