



## Basic Model of the Psychological Well-Being of VIPE FSIN Cadets and Penitentiary Staff

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### Abstract

*Introduction:* in the present paper, we establish a connection between psychological well-being and occupational orientation of an individual and build a complete, ordered and comprehensive picture to measure the profiles of psychological well-being of an individual. *Aim:* to build a three-factor basic model and optimize the corresponding basic measurement technique for psychological well-being of an individual. *Methods:* system-based modeling of information about the psychological well-being of an individual. The hypothesis of the study: the psychological well-being of an individual is associated with their occupational orientation. The study pursues the following research tasks: 1) to build a three-factor basic model for psychological well-being and establish its connection with the occupational orientation of an individual; 2) to use a basic approach when designing a technique to measure the psychological well-being of an individual and to optimize the appropriate procedure for its application in psychodiagnostic practice; 3) to build a complete, ordered and comprehensive picture to assess the profiles of psychological well-being of an individual; 4) to determine the dominant profile of the psychological well-being of VIPE FSIN Russia cadets and penitentiary staff. *Results:* the results of our study help to optimize the measurement of psychological well-being of an individual so as to "simplify" its diagnostic procedure. The article describes the concept of "occupational well-being" and provides a complete picture consisting of 64 hexagram profiles of the psychological well-being of an individual. *Conclusions:* the psychodiagnostic research has shown that the hexagram profiles of psychological well-being in cadets and penitentiary staff are different. VIPE FSIN cadets have four dominant types (at a high and very high level), these are "Positive relations with others", "Personal growth", "Purpose in life" and "Autonomy" with appropriate internal self-esteem. "Self-acceptance" and "Environmental mastery" were not observed in cadets at all (or were observed at a low level). There are four dominant types (at a high and very high level) among penitentiary staff, these are "Positive relations with others", "Self-acceptance", "Environmental mastery", and "Purpose in life"; "Personal growth" and "Autonomy" were manifested at a low level.

**Key words:** psychological well-being; occupational orientation; typological profile; basis; three-factor basic model; hexagram.

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We understand psychological well-being as subjective self-perception of the integrity and meaningfulness of one's life. This concept belongs to the category of concepts of exis-

tential-humanistic psychology. Psychological well-being is a system-wide quality of a person, it is acquired in the process of life activity on the basis of psychophysiological preservation

of functions, manifests itself in the experience of the content orientation and value of life as a whole as a means of achieving internal, socially oriented goals and is a condition for the realization of one's potential capabilities and abilities [20].

This concept began to spread since the 1960s. The works of N.M. Bradburn, E. Diener, C. Ryff, B.S. Bratus', I.V. Dubrovina and others are devoted to this problem. Among the authors who have been engaged in the theoretical development of the question of the main "contours" of psychological well-being we can name J. Bugental, A. Maslow, K. Rogers, E. Fromm, G. Allport [7; 10]. From the point of view of this approach, psychological well-being is considered as "the fullness of a person's self-realization in specific life conditions and circumstances, finding a "creative synthesis" between the correspondence of the request of the social environment and the development of their own individuality" [15; 17].

C. Ryff developed a multidimensional model of psychological well-being. It includes six main factors – types of psychological well-being:

- 1) purpose in life,
- 2) positive relations with others,
- 3) personal growth,
- 4) environmental mastery,

5) self-acceptance,

6) autonomy [20].

Currently, C. Ryff's multidimensional model is accepted by many researchers, and the methodology she developed for measuring psychological well-being, which contains 84 questions, is actively used in the research practice of many countries. The six types of psychological well-being in the multidimensional model of C. Ryff can be compared with J. Holland's six occupational personality types, using the principle of "semantic proximity" [14; 18].

J. Holland's typology of personality is a three-factor basic typological model with a single dichotomy "social (+) – individual (–)", Factor F is a pair of opposite types T (+) – T (–):

- Conventional type (+) – Artistic type (–), factor F(1) "Affect";
- Social type (+) – Realistic type (–), factor F (2) "Will";
- Enterprising type (+) – Investigative type (–), factor F(3) "Thinking" [9].

When constructing the typological structures of the tests, we used the principle of conformity to natural laws. In nature, there exist six-element structural formations, which, when perceived, are stable basic three-factor structures: cells of the honeycomb, snowflakes (Fig. 1 and 2) [1; 3; 13].

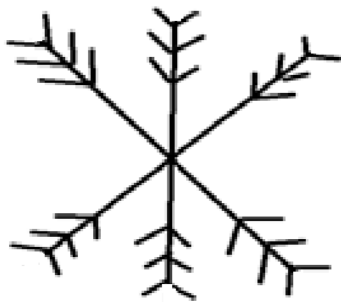


Fig. 1. Representation of the three-factor basis in the form of a snowflake (each of the six typological directions has six dashes corresponding to six diagnostic judgments)

Using the principle of semantic proximity, we project the composing characteristics and types of psychological well-being into occupational types according to J. Holland [8].

As a result of this comparison of types, their one-to-one correspondence is established (Tab.1) [16; 19].

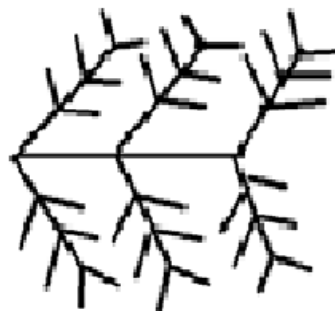


Fig. 2. Each of the six dashes-directions corresponding to six diagnostic judgments has three pairs of dichotomous opposite evaluative numbers: (–3) – (+3), (–2) – (+2), (–1) – (+1)

The keys for our two modified techniques are given in Table 2 [5; 12]. Evaluation words will be translated into evaluation numbers as follows: completely disagree (–3), disagree (–2), disagree rather than agree (–1), completely agree (+3), agree (+2), agree rather than disagree (+1) [8].

Table 1

Comparative analysis of occupational personality types and types of psychological well-being

Characteristics of occupational personality types according to J. Holland with question numbers in our modified test (18 questions)	Characteristics of psychological well-being (N.M. Bradburn, E. Diener, B.S. Bratus', I.V. Dubrovina, and others)	C. Ryff's psychological well-being types with numbers of questions in our test (36 questions)
1	2	3
<p><i>Social (social) (1, 2, 3).</i> Establishes good, friendly, trusting, and positive interpersonal relationships with people. Oriented toward the common good. Spirituality. Has a positive outlook on the world and on life situations. Is open to communication, sociable, positively assesses oneself and one's life. Knows how to build child-parent relationships in the family. Aspires to spiritual comfort, an optimist, has no addictions. Positive-emotional. Strives for good social conditions of life, and for reflection. Minimizes needs. Is satisfied with work and personal life. Has a good status in a microsocial environment. Is psychologically healthy. Effectively solves the tasks set, defends one's own boundaries and values, accepts themselves and another person, is socially well-off, satisfied with the social status, the state of society, builds interpersonal relationships well. Psychological well-being. Cheerful, happy in the family, friendly relations with colleagues, provides assistance, good relations with management, is able to express their own opinion, empathic, sociable, able to take care of loved ones, a good sense of humor, is not afraid to oppose their opinion to the opinion of the majority, open to communication, satisfied with oneself, one's own life, social status, is often in a good mood. Strives for self-realization, has psychological health, concern for the well-being of others, satisfaction with interaction), competence, family and close friends. Confidence in close people, can give a critical self-assessment and assessment of the surrounding circumstances, a sense of attachment and responsibility toward close people, altruism, focus on socially useful work, harmony, cheerfulness. Good at building relationships with people; shows concern for them; empathic; often uses a strategy of mutual concessions in communication.</p> <ol style="list-style-type: none"> <li>1. I educate and take care of people.</li> <li>2. I give advice and help people.</li> <li>3. Sympathy and empathy for people are traits of my character.</li> </ol>	<p>Friendly, trusting, and good interpersonal relationships with people. Strives for the common good. Spiritual. A positive view of life situations, the world, sociable, sociable, can give a positive assessment of oneself and one's life. A good family teacher. Mentally-comfortable, optimistic, no addictions. Emotional. Is set up for good social conditions of life, reflexive. Minimizes needs. Satisfied with work and personal life. Has a good social status and mental health. Solves problems well, defends own boundaries and values, accepts themselves and another person, is socially well-off, satisfied with the state of society, interpersonal relations. Spiritually and psychologically well-off. Cheerful, happy in the family, friendly relations with colleagues, provides assistance, good relations with management, knows how to express own opinion, has empathy, cares for loved ones, has a sense of humor, always has an opinion, is sociable, satisfied with oneself, own life, social status, often stays in a good mood. Strives for self-realization, has psychological health, cares about the well-being of others, is competent, a good family man, many friends. Is able to give a critical self-assessment and assessment of the surrounding circumstances, is responsible toward people, is an altruist, a good social activist, strives for harmony, is a life lover.</p>	<p><i>"Positive Relations with Others" (1, 2, 3, 4, 5, 6)</i> A satisfactory, trusting relationship with others. Cares about the well-being of others; is able to empathize, allows attachments and close relationships; understands that human relationships are built on mutual concessions.</p> <ol style="list-style-type: none"> <li>1. Most of my friends consider me a loving and devoted person.</li> <li>2. I love intimate conversations with family or friends.</li> <li>3. I think it's important to be a good listener when close friends share their problems with me.</li> <li>4. Maintaining a close relationship has been difficult and frustrating for me.</li> <li>5. I often feel lonely because I don't have many friends to share my problems with.</li> <li>6. I don't have many friends who are willing to listen to me when I need to talk.</li> </ol>
<p><i>Realistic (individual) (4, 5, 6).</i> Is good at dealing with objects and things in the surrounding world. Strives to control the environment, a high degree of self-management. Physically energetic and active. Bodily comfort, a sense of bodily health and comfort. Shows concern for one's own health. Pragmatism. Strong-willed type of behavior. Competence and self-confidence. Work energizes them and inspires success. Physically and mentally healthy. Strives for material benefits in life. Believes in oneself. Realizes one's own potential at work well. In life, likes to rely on personal preferences. A great personal resource for achieving one's goals. High performance. Life is based on the principle of obtaining pleasure. Self-acceptance and self-worth. Copes well with household chores and is able to meet one's own needs. Good psychosomatic data of their body. Emotionally stable behavior in society.</p>	<p>A sense of mastery in the environment (a sense of competence in managing things in the environment). Control over the environment, the ability to effectively manage one's life. Good physical activity. High reserve capacity of the body. Physical (bodily) well-being (bodily comfort, feeling of health). Takes care of own health, listens to own feelings. Maximizing utility. Strong-willed ability to achieve what they want. Competence in a particular type of activity. Self-confidence. Job satisfaction. Good physical and mental health. Satisfaction with the material side of their existence.</p>	<p><i>"Self-Acceptance" (7, 8, 9, 10, 11, 12)</i> Has a positive attitude toward oneself, knows and accepts one's own various sides, including good and bad qualities, and positively evaluates one's own past.</p> <ol style="list-style-type: none"> <li>7. When I look back, I like the way my life has turned out.</li> <li>8. In general, I am confident in myself.</li> <li>9. In general, I like myself.</li> <li>10. It seems to me that many of my friends have succeeded in life more than I have.</li> </ol>

1	2	3
<p>Lack of fear and reactive and personal anxiety. Material values dominate in life. Self-sufficiency and satisfaction with one's life. Treats oneself positively, adequately accepts both good and bad qualities in their behavior, gives a satisfactory assessment of their past.</p> <p>4. I like to control and criticize the actions or behavior of other people, being demanding and principled.</p> <p>5. In relation to people, I often show an authoritarian position.</p> <p>6. My views are unwavering, and everyone should fulfill their duties and comply with regulatory guidelines.</p>	<p>Self-confidence. The ability to be realized in the activity. Evaluates oneself based on own preferences. A large and conscious amount of resources to achieve one's goals. Efficiency. Getting pleasure from life. Positive attitude toward oneself (self-acceptance and self-worth). The ability to cope with everyday affairs, to change the living conditions in accordance with own needs. Good psychosomatics. Balanced behavior. Lack of fear and anxiety. The desire for material well-being. Self-satisfaction and life satisfaction.</p>	<p>11. If I had the opportunity, I would change a lot about myself.</p> <p>12. In many ways, I am disappointed with my achievements in life.</p>
<p><i>Enterprising (social) (7, 8, 9).</i></p> <p>Interest in public and political information. An effective, knowledgeable and capable manager with good operational leadership skills. Managerial and organizational confidence. High level of claims and high motivation in terms of achieving the goal. Strives for social status. Inflated self-esteem. A determined, efficient, confident personality. Achieves great success in the field of self-government. Asserts themselves as a person. Dedication in making and implementing management decisions. Can use external resources well in the environment. Aspires to power, has managerial competence, is often in the ego-state of the "controlling parent" in organizing activities, using all the opportunities for this, seeks to meet personal needs and implements one's own goals.</p> <p>7. I like to be involved in organizing and leading other people.</p> <p>8. In my behavior, I show enterprise, expressiveness, authority, emotionality, and sometimes aggressiveness.</p> <p>9. I often dominate relationships, seeking public recognition.</p>	<p>Interest in what is happening in the world around. Selflessness. Competent management. Self-confidence. Self-confidence. High motivation to achieve the goal. Satisfaction with own social status. High self-esteem. Determination. Self-confidence. The ability to manage own life effectively. High self-esteem. Determination. Interest in what is happening in the world. Selflessness. The ability to manage one's life. The ability to effectively use external resources. The ability to be a good manager.</p>	<p><i>"Environmental Mastery" (13, 14, 15, 16, 17, 18)</i></p> <p>Has the power and competence to manage the environment, and controls all external activities. Effectively uses the opportunities presented. Is able to capture or create conditions and circumstances suitable for meeting personal needs and achieving goals.</p> <p>13. As a rule, I consider myself responsible for the way I live.</p> <p>14. I am quite able to cope with my daily worries.</p> <p>15. If I were unhappy in life, I would take effective measures to change the situation.</p> <p>16. The demands of everyday life often depress me.</p> <p>17. I don't really fit into the community of people around me.</p> <p>18. I often feel that my responsibilities are oppressing me.</p>
<p><i>Investigative (individual) (10, 11, 12).</i></p> <p>A good combination of soul and mind. Striving for personal development. Intellectual orientation in behavior, self-realization and self-development. Excellent mental performance. The desire for intellectual self-improvement. The ability to comprehend life. Maximize own mental abilities. The presence of a sense of meaningfulness of life. Strives to learn, perceive new information and solve intellectual problems. The ability to follow own beliefs. Cognitive orientation in behavior. Constantly strives for personal development, for self-realization, for new experiences, has a high intellectual potential; finds satisfaction from cognitive activity.</p> <p>10. I like to solve problems that require abstract thinking.</p> <p>11. I always like to learn something.</p> <p>12. I am attracted to the work of a researcher.</p>	<p>The ability to exist in harmony of the soul with the mind. Focus on personal growth. Personal growth as a sense of continuous development and self-realization. Adequate self-esteem. Excellent mental performance. The desire for self-improvement. The ability to comprehend life. The presence of personal growth. Maximizes own abilities. The presence of a sense of meaningfulness of existence. Strives to develop, learn and perceive new things. Meaningfulness of life. The ability to follow own beliefs. Personal growth. The cognitive component in behavior. Personal intellectual developing self-realization. Focus on continuous self-development.</p>	<p><i>"Personal Growth" (19, 20, 21, 22, 23, 24)</i></p> <p>Has a sense of continuous development. Perceives oneself as "growing" and self-fulfilling. Open to new experiences, feels a sense of realizing one's potential, observes improvements in oneself and one's actions over time; changes in accordance with own knowledge and achievements.</p> <p>19. Basically, I believe that I will learn more and more about myself over time.</p> <p>20. I am one of those people who like to try new things.</p>

1	2	3
		<p>21. It seems to me that a new experience that can change my ideas about myself and the world around me is very important.</p> <p>22. I am not interested in lessons that will bring results in the distant future.</p> <p>23. I don't want to try new activities – my life suits me anyway.</p> <p>24. I haven't gotten much better over the years.</p>
<p><i>Conventional (social) (13, 14, 15).</i></p> <p>Building a targeted life program. Socially-normative and socially-approved. Adequate self-esteem. Emotional stability in behavior. Meaningful, purposeful life. Professional competence. Adequate response to external stimuli. Satisfaction with own life. Minimizing complexity. Ability to adapt quickly to changes in the surrounding world. Personal adaptability. Stress resistance, low level of conflict. A respectful, attentive, sparing attitude toward yourself. A sense of wholeness, inner balance. Gets satisfaction from achieving meaningful goals. Low level of conflict. Taking care of own health. Listens to own feelings. Internal control. Life satisfaction. Life prospects, goals that give life direction and meaning to life. A sense of purpose in life. A positive attitude toward oneself. Mental, harmonious, adaptive balance. Adequate perception of reflected objects, phenomena, and circumstances. The ability to organize and to change behavior in accordance with changes in adequately the environment. The ability to make and implement life plans. Conflict-free communication skills. Purposeful in life and has a clear semantic orientation in behavior; convinced of the correctness of own life goals and implements own intentions in life.</p> <p>13. In my behavior, I observe the rules, norms and requirements of society.</p> <p>14. I can adapt, change my behavior under the influence of society, or I can show "mature independence".</p> <p>15. I like to reason, but in an argument I show "cold" calmness, restraint.</p>	<p>Has certain goals in life. Adequate self-esteem. Emotional stability. Purposefulness, the presence of goals and life prospects that give direction and meaning. Competence. Adequate response to external stimuli. Life satisfaction. Minimization of complexity. The ability to quickly adapt to changes in the surrounding world. Stress resistance. Conflict-free communication skills and a low level of conflict. Attitude toward oneself: respectful, attentive, sparing. A sense of wholeness, of inner balance. Gets satisfaction from achieving meaningful goals. Personal adaptability. Takes care of own health. Listen to own feelings. Internal control. A sense of purpose in life. Mental balance, harmony. The ability to create and implement own target life plan.</p>	<p><i>"Purpose in Life" (25, 26, 27, 28, 29, 30)</i></p> <p>Has a purpose in life and a sense of direction; believes that past and present life has meaning; holds beliefs that are sources of purpose in life; has intentions and goals for life.</p> <p>25. I like to think about what I have done in the past and hope to do in the future.</p> <p>26. My life has meaning.</p> <p>27. I enjoy making plans for the future and putting them into practice.</p> <p>28. I live for the present and don't think much about the future.</p> <p>29. I try to focus on the present, because the future almost always brings some problems.</p> <p>30. My daily activities often seem trivial and insignificant to me.</p>
<p><i>Artistic (individual) (16, 17, 18).</i></p> <p>Independent behavior. Acts as considers appropriate according to internal beliefs. In decision-making, shows independence, often follows own emotions and feelings. Openness to experience. The desire for self-actualization, high self-esteem. Can afford non-standard thinking and behavior. Independence from the opinions and assessments of society. A keen sense of humor. Freedom in actions and actions. The emotional sphere dominates over the intellectual one. Tries not to adhere to any social norms. Has a rich creative imagination. Strives for music, poetry, and art. Shows independence and strives for independence, tries to move away from social norms and stereotypes in behavior; aimed at self-regulation and builds behavior based on own personal criteria.</p> <p>16. I like to express my desires without any censorship, references to the rules and requirements of society.</p>	<p>Independence. Autonomy (the ability to follow one's own beliefs). The presence of feelings. Autonomy in behavior. Emotional comfort. Openness to experience. High level of self-actualization, self-esteem, and autonomy. Adheres to non-standard thinking and behavior. Emotional comfort. Independence from the opinions and assessments of society. Has a good sense of humor. Free behavior.</p>	<p><i>"Autonomy" (31, 32, 33, 34, 35, 36)</i></p> <p>Independent, able to resist the attempts of society to force them to think and act in a certain way; independently regulates their own behavior; evaluates themselves in accordance with personal criteria.</p> <p>31. I am not afraid to express my opinion, even if it contradicts the opinion of the majority.</p> <p>32. My decisions are usually not affected by what others do.</p> <p>33. It is more important for me to be in agreement with myself than to receive the approval of others.</p>



1	2	3
17. I often manifest myself in spontaneous behavior, disobedience, and sometimes in rebellion. 18. I have a vivid imagination, which manifests itself in my work.		34. Sometimes I change my behavior or way of thinking in order not to stand out. 35. I worry about what others think of me. 36. I am influenced by strong people.

The rule for converting dichotomous numerical answers to positive numbers is given in Table 2:

Table 2

	Scale for answers					
Conversion	-3	-2	-1	+1	+2	+3
	1	2	3	4	5	6

This numerical evaluation scale represents a three-factor numerical basis:  $(-1) - (+1)$ ;  $(-2) - (+2)$ ;  $(-3) - (+3)$ . These are the numerical dichotomous factors F(1), F(2), F(3). After the transition from the dichotomous numerical scale (from -3 to +3) to the scale of positive numbers (from +1 to +6), the levels of expression of basic personality types are obtained [8].

In the methodology "Occupational orientation of the individual", which contains 18 statements, the following levels are distinguished: 3–6 (low), 7–11 (medium), 12–15 (high), 16–18 (very high) [9].

In the methodology "Psychological well-being of an individual", which contains 36 statements, the following levels are distinguished: 6–13 (low), 14–22 (medium), 23–29 (high), 30–36 (very high) [8].

The presence or absence of the type of psychological well-being of an individual in the hexagram is indicated by a solid or broken line (Fig. 3).

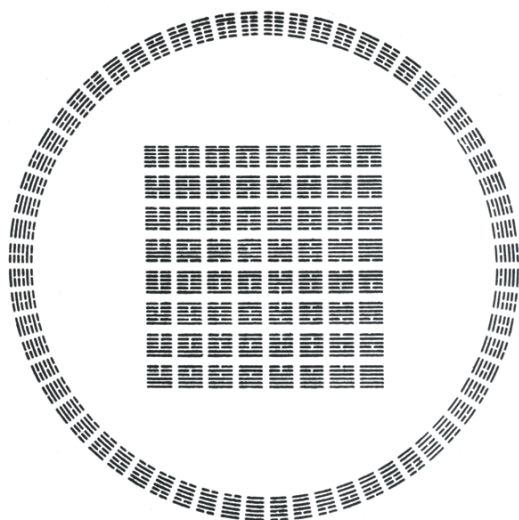


Fig. 3. Typological profiles of psychological well-being of an individual, consisting of 64 hexagrams

Rechecking for the property of being a basis, i.e. for completeness, orderliness and measurability of a set of types of psychological well-being was carried out by comparison with the reference semantic typological occupational basis (according to J. Holland) [2; 4; 6; 11]. As a result, we constructed a three-factor basic typology of psychological well-being [9]. We should note that a certain type of psychological well-being will be clearly manifested in a certain dominant type of occupational orientation of an individual [9]. Validation of our new modified methodology for measuring the psychological well-being of an individual was carried out in the direction of constructive validity. This type of validity reflects the degree of representation of the psychological construct under consideration in the test results. The types of psychological well-being of an individual act as a psychological construct [8; 9].

The results of testing VIPE FSIN cadets and penitentiary staff, obtained with the help of a new modified method for determining psychological well-being, correlate with the diagnostic results according to our technique for determining the occupational orientation of an individual as follows: "Purpose in life" (1) – Conventional type (7), "Autonomy" (2) – Artistic type (8), "Positive relations with others" (3) – Social type (9), "Self-acceptance" (4) – Realistic type (10), "Environmental mastery" (5) – Enterprising type (11), "Personal growth" (6) – Investigative type (12), where (1), (2), (3), (4), (5), (6), (7), (8), (9), (10), (11), (12) are the numbers of the types of psychological well-being and occupational personality types (Tab. 3). The range of correlation coefficients from 0.42 to 0.71 between the types of the test for determining the psychological well-being of an individual and a similar typological construct test that measures

the types of occupational orientation of an individual and is valid, confirms that the developed new modified test measures the same charac-

teristics of an individual as the three-factor basic standard test for determining the occupational orientation of an individual (Tab. 3) [8].

Table 3

*Correlations between types of psychological well-being and occupational personality types*

		Psychological well-being types						Occupational personality types					
		1	2	3	4	5	6	7	8	9	10	11	12
Psychological well-being types	1	1.00	0.03	0.29	-0.04	0.05	0.15	<b>0.71</b>	0.21	-0.12	0.04	0.19	0.35
	2		1.00	-0.17	0.15	-0.04	0.14	0.05	<b>0.59</b>	-0.20	0.21	0.14	-0.18
	3			1.00	0.03	-0.07	0.16	0.21	0.30	<b>0.42</b>	-0.12	-0.06	0.21
	4				1.00	0.17	-0.06	0.13	-0.07	0.21	<b>0.52</b>	-0.13	0.17
	5					1.00	0.16	0.18	-0.05	0.13	-0.11	<b>0.57</b>	-0.05
	6						1.00	0.18	0.21	-0.01	0.14	0.18	<b>0.65</b>
Occupational personality types	7							1.00	-0.23	0.15	-0.06	0.28	0.14
	8								1.00	0.19	0.13	-0.08	0.13
	9									1.00	0.05	-0.06	0.19
	10										1.00	0.31	0.21
	11											1.00	-0.27
	12												1.00

The reference valid test is an independent criterion, and it helps to check the criterion-based validity of the newly created test [8]. The conducted psychodiagnostic study showed that the hexagram profiles of psychological well-being in VIPE FSIN cadets and correctional staff differ from each other. VIPE FSIN cadets have four dominant types (at a high and very high level), these are "Positive relations with others", "Personal growth", "Purpose in life" and "Autonomy" under an appropriate internal self-esteem. "Self-acceptance" and "Environmental mastery" did not show up in the cadets at all (or showed up at a low level). Penitentiary staff have four dominant types (at a high and

very high level): "Positive relations with others", "Self-acceptance", "Environmental mastery", "Purpose in life"; "Personal growth" and "Autonomy" were manifested at a low level.

The superposition of two three-factor typological bases of personality (occupational orientation and psychological well-being) based on the use of the principle of semantic proximity has a great semantic similarity and generates a new substratum concept of "occupational well-being", which requires additional research in the future; and this was not the task of our present work. The research goal was achieved, the tasks were solved, and the hypothesis was confirmed.

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