

CONCEPTUAL GENERALIZATIONS AS FOR THE CONTENT OF INDIVIDUAL SOCIO-PSYCHOLOGICAL CHARACTERISTICS OF PERSONALITY DEVELOPMENT AS A LEADER

The article is devoted to the problems of the leader's personality development in the context of the content of individual socio-psychological aspects of its formation. An attempt on the specification of the objects and the process of development of the individual leader and clarified the nature of the development process within the general content of the interpretation of the relevant category. There were considered several specific age periods of personal development (adolescence) in the context of their compliance with the main periods of human socialization and development of leadership qualities. The place and role of public institutes and institutions in shaping personality traits of new leader. In addition, the article contains the conclusions and generalizations about the content of individual socio-psychological characteristics of the leader's personality development.

Keywords: *personality of a leader; social and psychological characteristics; socialization; institutes and institutions; human "I"; adolescence; development; subjects and objects of development.*

Social and psychological aspects in the development of a personality of a leader got not only a complex and multifaceted structure, but also a multivectoral practices of its manifestation. Almost each of the directions of the leader's personality development can be seen through the prism of social and psychological status of both the object and subjects that affect its development. The question is in the power of the relevant impacts and their significance for the development of the individual leader.

First, you must specify the objects and the process of development of the leader's personality and find out the nature of the development process, ie, to determine which changes of the object we can consider as development. It should be noted that this interpretation of the category of "development" depends ultimately on the content of social and psychological characteristics of the corresponding transformations. According to G.S. Kostiuk, "development is a continuous process, which results in quantitative changes of human beings, that is, increasing and decreasing some of its other features (physical, physiological, mental, etc.). But he is not limiting it to quantitative changes in growth, that are already there, but it includes qualitative changes. Quantitative changes lead to the emergence of new qualities, i.e. signs, features that are formed during the development itself, and the disappearance of the old ones. Development is when there comes something new and at the same time old is dying away" [10, p. 27]. We find it interesting, that the definition mentioned above does not include gain on the direction of development, so it is not clear whether we should consider as development those "changes in human beings", whose content is not associated with improvements in quality (state) of the object or whether the development of regressive changes. It is clear that the development is not only a change (set of changes). Determining the nature of this analysis, it can be based on different types of universal relations expressed in the laws and categories of dialectics. G.S. Kostiuk quite rightly appeals to the "new birth" and the "qualitative change", even though such changes are not always development. For example, cyclic (repetitive) processes are unlikely development. Rather, the basis of the changes imposed aimed at updating the system and affect its structural and functional transformation. In philosophical dictionary concept of "development" is presented as a natural qualitative changes in material and ideal objects, which are characterized as irreversible and directed. [13, p. 492]. Within scientific thought, the dominant point of view is that development is a process of long, irreversible, progressive, and above all, non-linear changes in relatively large intervals (e.g. evolutionary change, social and economic changes transforming the means of production, etc.). According to Gorlach M.I, among the most important characteristics of the development process, there should be pointed out the next ones: non-linearity, multi-variantive (alternative), stochasticity, unpredictability, constructive role of chaos (disorder), randomness in the occurrence of new [4]. So, under development, at least within this publication, we understand "non singular transformations in order to achieve the best (and therefore stable) state of the system and the process that does not stop in time, the flow of which does not happen consistently and continuously, often goes abruptly overcoming various depth and crisis" [3]. In the context of the foregoing, we conclude that the basis of social and psychological aspects of the individual charged with evolutionary change in its quality with regard to the principles of self-organization and synergy in the functioning of complex social systems. One of the conditions for the successful development of an individual as a leader is the principle of coherence, i.e. subject of the development management process must find areas of self-development and ensure the proper object of focus in the context defined trends that change its quality. The given above observation has fundamental substantial load due to the need to develop an individual program of personal development as

a leader. It is clear that such a program can not be universal, as the future leader is first and foremost a person, and therefore has a sufficient level of his own "I". However, it should be understood that the training program for future leaders, given the specificity of the educational process, can be individual for each of the participants in the respective application, because the development of the individual leader is usually within a study group. Interestingly, the study group performs for future leaders as both subject and object of the educational process. This is due to the fact that the future leader of the group can use the group to test some managerial and communication technologies. In turn, the group considers its members in the light of the status in the system. It should draw attention to the existence of a certain contradiction. On the one hand, a member of a group (the future leader) has a play-like leader status in relation to other members of the group, on the other, he is a part of the environment with the playing status of the leader of another member of the study group. Constant change of roles on the one hand promotes communication abilities of the individual, and on the other - affects the dynamics of leadership development. For example, if you compare the time when the subject of the educational process is in the game and has the status of a leader with the time in the status of an element of an interactive environment, while some another party to the curriculum has the playing status of the leader, we can state that the person most of the time to develop their own leadership skills in the status of subsystem element that ensures the development of other participants in the training program. So, returning to the issue of specifying objects and actors in the process of personal development as a leader and clarify the nature of the development process, we can formulate the following preliminary conclusions:

- Interactive environment of formation and development of the personality of a leader has a strong social and psychological context (as an interactive environment is considered a social system, which in itself makes the presence of a specific set of motivational, psychological, communicative conflicts etc.);
- Development of the individuality of a leader is within a constant change in social status and roles of the object (e.g., an object of the leader's personality can be seen through the prism of status as object and subject of the learning process);
- Development of the leader's personality can be seen through the lens of immediate personal development and in the context of the environment within which actually changes the quality characteristics of the object;
- Including social and psychological aspects of the leader's personality, there should be allocated primarily those that are directly related to the personality of the leader of the future, that is natural with respect to his own "I" (the principle of coherence);
- Taking into account the non linear development processes within the new acquisition as a social object management (future leader) should take into account the specific risks, the content of which is due to the uncertainty of the actual results in the context of comparing them with the expected (subject of the leader's personality, despite the fact proven methods of training (development), may get a new quality of an object with properties that do not meet a predetermined standard);
- The most powerful impact on the socio-psychological characteristics of the individual leader, in our opinion, provides immediate environment (interactive environment) object, which actually creates the appropriate requests for certain as a future leader and adjusts the power of manifestation.

Secondly, within the pedagogical scientific thought there are traditionally isolated and distinguished three types of development - physical (development of the body, certain quantitative and qualitative changes based on biological processes), mental (characterized by the development process and the formation of the human psyche) and social (distinguished by the process of mastering human social experience, such as language, moral character, etc.) [11]. Each of these areas in the context of the subject of our attention, deserves special attention of researchers. However, it is clear that it is the latter two areas are critical in the formation of new qualities of future leaders. An interesting feature of the manifestation of the social and psychological aspects of the leader's personality is their binding to the corresponding stage of personal development and becoming her personal "I". Thus, we have rightly question the content of which is related to the definition of the period of life when the formation of leadership skills is most effective. The answer is not simple and straightforward, as a person throughout life can (is able) to change (adjust) their qualitative characteristics. However, the change usually does not happen by itself, but as a response to changes in operating conditions of a facility. According to Kuzmynskyi A.I., the driving force of development is the result of contradictions between the physical, social and psychological needs of man on the one hand and the existing level of physical, mental and social development on the other. The driving force is reflected in increased physical and social and mental activity of the individual, which aims to develop quality systems required to meet the specific needs [11]. So, for this question about the timing of formation of leadership skills may be filed in a plane ascertain period of life when the social and mental

activities have the maximum level of its manifestation. However, regardless of the answer to this question, we must realize that the contradiction between the physical, social and mental human needs exist throughout life, although the power of manifestation, in our opinion, is not the same, and therefore the development of leadership skills personality can be linked to different periods of his person's own "I" development.

R. Burns defines the conception of "I-concept" through a set of ideas and attitudes of the individual aimed at himself, coupled with their assessment [1], and hence the development of the "I" can be seen through the prism of social experience of the individual.

Acquisition of the first social experience of man is in its infancy, which gives rise to the definition of this period as the main leader for identity formation. However, in childhood the human cannot answer the question "Who am I?", "What I have to be?" or even formulate them according to the philosophical context of their contents. Thus, the problem of formation of leadership skills, despite the undisputed fact its manifestation in childhood is likely to be considered within adolescence. It is in adolescence when "there is formation of a human as a personality, when a young man, having a difficult way ontogenetic identification and assimilation to others gained strong social personality, capacity for empathy, active moral attitude to people, to himself and to nature, etc." [12]. Thus, the most powerful leadership development in the individual takes place in adolescence. In a rather simplified way we can say that the initial formation of leadership skills occurs in childhood, while their development - in youth. The above argument should not be considered in contradiction to the fact that the relevant leadership development occurs in adulthood. The question is only in the dynamics and efficiency of such development. Recall that adolescence - the period of life between adolescence and adulthood age. In the scheme of ontogeny age periodization adopted by the VII USSR All-Union Conference on the problems of the aging morphology, physiology and biochemistry, adolescence was defined as 13-16 years for males and 12-15 years for girls and youth - as 17-21 years for boys and 16-20 years - for women [9, p. 8]. However, many researchers drew attention to the need for integrated test, which is based on a person's age is not, and above all the results of its social formation and development [6, p. 7].

So, returning to the issue of social and psychological aspects of the leader's personality development process, we can formulate the following preliminary conclusions:

- Social and psychological development of the individual's personality of the leader are connected with the time period of socialization and the intensity of its passage (here we have to understand the dialectic relationship between the influences of a leader, as a subject of the process of forming the leadership skills of team members, on the socialization of the objects of managerial activities and influences on the process of socialization on the development of a subject and an object of forming leadership skills);

- Psycho-social features of the leader's personality development associated with the process of identifying and implementing competitive advantages of a specific individual (here should be taken into account, that the temperament of man and his psychological type largely determine the presence of a critical mass of skills which under certain conditions can be developed to level of leadership skills: personal skills (the ability to control oneself); relations skills (ability to understand people, to encourage them and interact with them); strategic thinking skills (the ability to formulate goals and objectives with taking into account the state of the object and the business environment) , systems thinking skills (ability to systemic, critical and creative thinking) [5, pp. 25-26]).

- The development of the leader's personality is largely influenced by the beliefs and values of the individual, because it needs a conscious system, that not only determines the direction and nature of its behavior, but also the ability to influence some social objects in the organization of their activities in order to achieve these goals.

Thirdly, the study of the psycho-social aspects of the leader's personality is hard to imagine without finding out the place and role of public institutes and institutions in shaping the quality of the new object of management (the leader's personality), so forming the request of the society on certain transformations (public, social, economic, etc.) and entities able to provide enough significant impact on the development of the individual leader. Within this part of the publication we turn our attention to the influence of social environment on individual aspects of the leader's personality. It should be noted that some aspects of this complex and multifaceted issues were considered by us in the previous lines of research. However, given the significance of the effects of social institutes and institutions on the quality of future developments and their main subjects (leaders), that problem deserves a separate field of scientific research. Taking into account the definition of an institution that has been given by A. Bogdanov as a "system of interconnected individual mental forms that promote socially useful labor actions" [2, p. 158], we can assume that the

social and psychological aspects of the leader's personality are not only the result of the institutions, but also the source of their origin (the leader influences the development of institutions that in turn - lead to the development of quality characteristics of the leader). A definition of more academic content was given by Inshakov O.V., which states that "Institutions are social forms of typing functions of the business entities, that determine their status and role in the production system of social life and relations and form a system of functional structure of society" [7, p. 46]. Institutions may be considered as a source for the formation of the Institute (meaningful basis) or institute a form of specific institutions. The institution itself is rather an abstraction that takes the form of a (value) only in the context of a particular action. In accordance with the foregoing definition, the status of a leader may be submitted in the form of some institutions, and hence there is the possibility to ensure its formation and development. It is logical that the status of the leader is the result of functioning of certain institutions (family, society, state, etc.) and thus have a contradiction, the content of which is fed through the perception of institutions as a source for the emergence of institutions (leader status). However, it should be understood that, depending on the size of their positioning, one and the same phenomena can be submitted both as an institution and as an institute. So, a situation in which the source institution for leadership (leader status) is the institute of leadership. This point of view can be confirmed by researches of U.V. Karpets who noticed that "Leadership Institute is one of the main components of effective management" [8, p. 157]. Quite similar scientific position on the importance of leadership institute towards its institutions can be found in work of Shityuk M.M. According to the scientist "Leadership Institute is closely linked to the principle of leadership and contained in recognizing legitimate hierarchical way of life of the whole society, which is characterized by the presence of power, domination, centralization of autonomy" [14, p. 69]. Thus, the institution of leadership, along with the institutional environment is a direct participant in the formation and development of the institutions of leadership, which in turn is regarded as the quintessence of relevant personality traits.

So, returning to the issue of the place and the role of public institutes and institutions in the forming of social and psychological aspects of the leader's personality, we can formulate the following preliminary conclusions:

- The phenomenon of leadership can be discovered in two planes, which are dialectically connected in meaning but not identical in the direction of display, namely: leadership as an institute; leadership as an institution;
- Public and state institutes and institutions have a direct influence on the formation not only on the environment as the basis for the formation of community needs on the characteristics of leadership skills, but also directly to the institute and the institution of leadership (acquiring the leader status by a person queries in the context of society's request for particular socio-psychological (qualitative) characteristics);
- The institute (institution) of leadership has direct relationship with the phenomenon of freedom, which can be considered as a basis for the development of most of the typical characteristics of a leader, because freedom, under certain circumstances, is the basis for the emergence of inequality (violation of equality).

Taking into account the above, we are able to formulate the following main conclusions.

1. Among the main subjects in the process of leader's personality development, there should be distinguished: immediate environment (just the personality of his own "I", family, friends, training (labor) group, community, society, state organs and local self-government, institutional environment in its unity with institutes and institutions). Each of the above mentioned entities influence the formation and development of the individual leader and has its share within the relevant process, but the most important content in the context of social and psychological aspects of the leader's personality, in our opinion, is the person itself, the family and the direct environment of the individual. The main objects of the development of the individual leader should highlighting the human's personal "I" at the macrolevel and business environment at the mesolevel. In addition, under certain restrictions, at the macro level, the quality of the object can be considered including the institutional environment that shapes corresponding to the individual needs and determines the directions of its development.

2. Social and psychological characteristics of the leader's personality must be considered in the context of the overall development of the human "I" in the principle of coherence and consistency in perception of the content transformation into individual personality characteristics. Personal development as a leader would be effective only when the efforts of personality development will be coordinated with specific areas of self- identity. In addition, the content of the mechanisms of managerial influence must meet the content system of value orientations of the object, as in the case of conflicts between the relevant system (system of value orientations of individual and system management mechanisms influence), the transformation of the individual quality characteristics will not gain signs of development. The above

argument has some limitations, the content of which is due to fundamental differences between areas and to implement power management entity within different form of manifestation of organizational management.

3. The nature and dynamics of social and psychological characteristics of the leader's personality development are closely associated with the content and period of socialization and, consequently, of the ages of person's life. The most dynamic development of the leader's personality and its social and psychological characteristics occurs in adolescence, although initial formation and development of the most common qualities of leadership, of course, begins in childhood. It is in adolescence when happens the formation of conditions for effective development of common social and communicative qualities of identity and leadership development. This is due to the fact that in adolescence personality specifies most conventional social practices, namely the change in status of adolescent youth status (change system values and mechanisms of their popularization and protection); approach to the world of adults and their perception of the world system (formation of a new consciousness and new qualitative characteristics); increase in individual freedom and responsibility (development of mechanisms of deterrence and self-preservation and assimilation practices of basic social rights model positioning in the environment) and so on. Among the main factors that influence the formation process of leadership skills of the individual in adolescence, it is necessary to identify those, content of which is related to the peculiarities of anatomical and physiological, and psychological human development. However, remember that leadership traits are innate, although their development is largely dependent on the level of self-identity and desire for leadership. 4. Institutes and institutions play a significant role in the formation and development of the individual leader. The closest to the personality of a future leader is the institution of the family and therefore its impact is most effective, especially during primary socialization. However, it is understood that the assimilation of individual social practices (practical mastery of social experience) ensures the development of the human "I", usually positioning it independent from the institution of family, and hence its effect over time becomes less noticeable and significant. The growing own "I", as primarily a psychological category is the result of a long process of personal development, namely its individuality and uniqueness. Formation of human understanding of themselves and the world (subjective

understanding of themselves and vision of itself in the social world) is possible only by understanding the results of the place and role of other images (images of the own "I" of other people) in social interaction. It is clear that the institution of the family eventually loses its influence on the development of individual leadership skills while the institution of society and its individual representatives who becomes not so important.

5. In reviewing the content of individual socio-psychological characteristics of the individual leader should pay attention to the secondary public institutions (in the preceding paragraph, we noticed only the primary social institutions, namely the family and socialization practices). In our opinion, folklore, art, principles of social and economic life, mythology, religion, etc. play a significant role in shaping the social and psychological aspects of the individual leader. That tradition and worldview of social and economic life, the formation and development of which is within a certain religious and cultural doctrines largely determine not only vectors of human own "I" of a particular individual, but also the content and practices of the relevant institutional environment as a basis for formation of personal identity.

Among the promising areas of research of this issue, the most promising, in our opinion are those, content of which is related to the peculiarities of formation and manifestation of the content of individual socio-psychological characteristics as an individual leader within the major religious and cultural doctrines of power, taking into account the effect of individual institutions.

© M. Moroz, R.V. Laamanen, 2014

Список літератури: 1. *Берне Р.* Развитие Я-концепции и воспитание / Берне Р.; пер. с англ. - М.: Прогресс, 1986. - 449 с. 2. *Богданов А.А.* Основные элементы исторического взгляда на природу / Богданов А.А. - СПб.: Издатель, 1899. - 261 с. 3. *Василенко В.А.* Организационно-циклическая и структурно-функциональная модели развития организации / В.А. Василенко // Культура народов Причерноморья. -

2011. - №232. - С. 100-107. 4. *Горлач М.Л.* Сучасні теорії всесвіту. Філософія : [підручник] [Електронний ресурс] / М.Л. Горлач. - Режим доступа: <http://ellib.org.ua/books/philosofy/fil4/index.html> 5. *Дилтс Р.* НЛП: навички афективного лідерства / Дилтс Р.; пер. с англ. Н. Мигаловской. - СПб.: Питер, 2003. - 224 с.

6. Закатное Д. О. Технології підготовки учнівської молоді для професійного самовизначення: монографія / Закатнов Д.О. - К.: Педагогічна думка, 2012. - 160 с.
7. Иншаков О.В. Экономические институты и институции: к вопросу о типологии и классификации / О.В. Иншаков // Социологические исследования - 2003. - № 9. - С. 42-51.
8. Карпец Ю.В. Інститут лідерства як механізм впливу в політико-владних відносинах / Ю.В. Карпец // Актуальні проблеми політики. - 2013. - Вип. 49. - С. 149-159.
9. Кон И.С. Психология ранней юности: книга для учителя / И.С. Кон. - М.: Просвещение, 1989. - 225 с.
10. Костюк Г.С. Вікова психологія / Костюк Г.С. - К.: Радянська школа, 1976. - 269 с.
11. Кузьмінський А.І. Педагогіка у запитаннях і відповідях: навч. посіб. / А.І. Кузьмінський, В.Л. Омеляненко. - К., 2006. - 311 с.
12. Михальська С.А. Психологічні особливості розвитку "Я-концепції" майбутнього психолога [Електронний ресурс] / С.А. Михальська // Вісник психології і педагогіки. - Режим доступу: http://www.psyh.kiev.ua/Psichologichni_особливості_розвитку_%22Я-концепції%22_майбутнього_психолога
13. Философский словарь / под ред. И.Т. Фролова. - М.: Полит. издат, 1987. - 592 с.
14. Шитюк М.М. Проблема політичного лідерства в сучасній Україні / М.М. Шитюк, М.Є. Єнтис // Наукові праці: науково-методичний журнал. - 2004. - Т. 34. - Вип. 21: Політичні науки. - С. 69-73.

Bibliography (transliterated): 1. Burns R. The development of self-concept and training / R. Burns.; lane. Translated from English. - M.: Progress, 1986. - 449 p. 2. Bogdanov A.A. The main elements of the historical view of the nature / Bogdanov A.A. - St. Petersburg.: Izdatel, 1899. - 261 p. 3. Vasilenko V.A. Organizational-cyclical and structural-functional models of organization development / V.A. Vasilenko // Culture of the Black Sea region. - 2011. - №232. - P. 100-107. 4. Gorchach M.I. Modern theories of the universe. Philosophy [tutorial] [E-resource] / M.I. Gorchach. - Mode of access: <http://ellib.org.ua/books/philosophy/fil4/index.html> 5. Dilts R. NLP: skills of affective leadership / Dilts R.; lane. Translated from English. N. Migalovskoy. - St. Petersburg, 2003. - 224 p. 6. Zakatnov D.O. Technology of training students for professional selfdefining: monograph / Zakatnov D.O. - K.: Pedagogichna Dumka, 2012. - 160 p. 7. Inshakov O.V. Economic institutes and institutions: on the typology and classification / Inshakov O.V. // Sociological Research - 2003. - № 9. - P. 42-51. 8. Karpets Y.V. Institute of leadership as a mechanism of influence in political and governmental relations / Karpets Y.V. // Actual political issues. - 2013. - Vol. 49 - P. 149-159. 9. Cohn Y.S. Psychology of early youth: Handbook for a teacher / Cohn Y.S. - M.: Prosveshenie, 1989. - 225 p. 10. Kostiuk G.S. Eternal Psychology / Kostiuk G.S. - Kyiv: Soviet School, 1976. - 269 p. 11. Kuzminskyy A.I. Pedagogy in questions and answers: teach, guidances. / A.I. Kuzminskyy, V.L. Omelianenko. - K., 2006. - 311 p. 12. Mykhalska S.A. Psychological characteristics of "self-concept" of the future psychologist [electronic resource] / S. Mykhalska // Journal of Psychology and Pedagogy. - Mode of access: http://www.psyh.kiev.ua/Psichologichni_особливості_розвитку_%22Я-концепції%22_майбутнього_психолога 13. Philosophical Dictionary / ed. Y.T. Frolov. - M.: watered. Izdat, 1987. - 592 p. 14. Shityuk M.M. The problem of political leadership in modern Ukraine / Shityuk M.M, M.E. Yentis // Proceedings: Scientific-methodical journal. - 2004 - Vol 34, Vol. 21: Political science. P. 69-73.

УДК 159.99:371.13

М.В. Мороз, Р.В. Лааманен

КОНЦЕПТУАЛЬНІ УЗАГАЛЬНЕННЯ ЗМІСТУ ОКРЕМИХ СОЦІАЛЬНО-ПСИХОЛОГІЧНИХ ОСОБЛИВОСТЕЙ РОЗВИТКУ ОСОБИСТОСТІ ЛІДЕРА

Статтю присвячено проблематиці розвитку особистості лідера в контексті змісту окремих соціально-психологічних аспектів її формування. Здійснено спробу щодо конкретизації об'єктів та суб'єктів процесу розвитку особистості лідера, а також з'ясовано сутність процесу розвитку у межах загального змісту тлумачення відповідної категорії.

ФОРМУВАННЯ ОСОБИСТОСТІ ЛІДЕРА

Розглянуто окремі вікові періоди розвитку особистості (юнацький вік) в контексті їх відповідності основним періодам соціалізації людини та розвитку її лідерських якостей. Визначено місце та роль суспільних інститутів та інституцій у формуванні нової якості особистості лідера. Крім того, стаття містить висновки та узагальнення щодо змісту окремих соціально-психологічних особливостей розвитку особистості лідера.

Ключові слова: особистість лідера; соціально-психологічні особливості; соціалізація; інститути та інституції; людське "Я"; юнацький вік; процес розвитку; суб'єкти й об'єкти розвитку.

ШС 159.99:371.13

Мороз М.В., Лааманен Р.В.

КОНЦЕПТУАЛЬНЫЕ ОБОБЩЕНИЯ СОДЕРЖАНИЯ ОТДЕЛЬНЫХ СОЦИАЛЬНО-ПСИХОЛОГИЧЕСКИХ ОСОБЕННОСТЕЙ РАЗВИТИЯ ЛИЧНОСТИ ЛИДЕРА

Статья посвящена проблематике развития личности лидера в контексте содержания отдельных социально-психологических аспектов его формирования. Осуществлена попытка конкретизации объектов и субъектов процесса развития личности лидера, а также выяснена сущность процесса развития в рамках общего содержания толкования соответствующей категории. Рассмотрены отдельные возрастные периоды развития личности (юношеский возраст) в контексте их соответствия основным периодам социализации человека и развития его лидерских качеств. Определено место и роль общественных институтов и институций в формировании нового качества личности лидера. Кроме того, статья содержит выводы и обобщения относительно содержания отдельных социально-психологических особенностей развития личности лидера.

Ключевые слова: личность лидера, социально-психологические особенности, социализация, институты и институции, человеческое "Я", юношеский возраст, процесс развития, субъекты и объекты развития.

Стаття надійшла до редакційної колегії 24.10.2014