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**THEORETICAL FOUNDATIONS FOR RESEARCH ON COGNITIVE
FACTORS IN THE DEVELOPMENT OF THE PERSONALITY'S VALUE
DOMAIN**

Olena Medyanova, PhD in Psychology, Associate Professor

<https://orcid.org/0000-0002-8681-4835>

e-mail: al.medyanova@gmail.com

Odessa I. I. Mechnikov National University, Odesa, Ukraine

This article presents a theoretical analysis of contemporary psychological approaches to the study of cognitive factors in the development of the value domain of the personality. It substantiates the relevance of studying the mechanisms of the cognitive domain's functioning as one of the determinants of the formation and development of an individual's value orientations in the context of contemporary sociocultural transformations. The article summarizes contemporary psychological approaches to understanding the value domain of the personality as a complex integrative system that determines the direction of behavior, regulates life activities, and facilitates processes of self-determination and self-development. The content of the cognitive domain of the individual as a system of cognitive processes and properties is revealed. The structural components and functional role of the cognitive domain of the individual in the perception, processing, and interpretation of information — which ensures the formation of personal meanings and value orientations — are characterized. An analysis is conducted of cognitive styles as relatively stable individual-psychological characteristics of the organization of cognitive activity and methods of processing information, which determine the uniqueness of an individual's cognitive functioning. The psychological

content of the cognitive styles "field-dependence–field-independence" and "reflectiveness–impulsiveness" is revealed, and their role in the processes of decision-making, cognitive control, information processing, and the formation of individual strategies for interacting with the surrounding reality is determined. The role of cognitive mechanisms in the development of the personality's value domain — particularly in the processes of forming personal meanings, beliefs, and value orientations — has been substantiated. The findings demonstrate that the development of the personality's value domain is determined by the characteristics of the cognitive domain's functioning, the level of cognitive control, and individual characteristics of the organization of cognitive activity.

Key words: *cognitive domain of the personality, value domain of the personality, cognitive factors, cognitive styles, field-dependent–field-independent, reflectiveness–impulsiveness, cognitive activity, value orientations.*

Introduction. The current stage of development of Ukrainian society is characterized by complex socio-economic, cultural, and informational transformations that determine changes in the structure of personality, the mechanisms of its self-regulation, the modes of cognitive activity, and the processes of forming value orientations. The dynamics of social transformation, the digitalization of the educational environment, the intensification of information processes, the expansion of communicative space, and the growing demands for professional self-realization of the individual necessitate an in-depth theoretical analysis of the psychological factors underlying the development of one's value domain.

In contemporary psychological science, the value domain of the personality is regarded as a complex structural-functional system that integrates personal meanings, beliefs, and value orientations, and ensures

the regulation of behavior, the determination of life direction, and the processes of self-determination, decision-making, and professional development. The formation of the value domain is the result of the individual's active mental activity, which involves the processes of perception, cognitive processing, comprehension, evaluation, and internalization of socially significant experience.

The theoretical and methodological foundations for studying the value domain of the personality and the regularities of its formation and development are presented in the scholarly works of I. Bekh [1], M. Boryshevskiy [2], H. Kostyuk [3], S. Maksymenko [4], V. Romenets [5], and T. Tytarenko, O. Kochubeinyk, and K. Cheremnykh [6], in which the value domain is defined as a system-forming component of personality that ensures its integrity, activity, direction, and capacity for self-development.

At the same time, an analysis of contemporary psychological research reveals an insufficient theoretical and empirical elaboration of the problem of the role of cognitive factors in the processes of formation and development of the personality's value domain. Particular significance is attached to studying the regularities of the cognitive domain's functioning and its role as a psychological factor in the development of the personality's value domain, as well as to identifying the psychological mechanisms through which cognitive processes ensure the perception, processing, comprehension, and internalization of social experience and its integration into the system of personal meanings, beliefs, and value orientations.

Further research into the cognitive factors of the development of the personality's value domain requires the application of modern methodological foundations, in particular the post-non-classical approach to studying the psyche, according to which the personality is regarded as a complex open system capable of self-development, self-organization, and self-regulation. The theoretical and methodological grounding of this

approach is presented in the works of S. Maksymenko [4], while the specifics of applying synergetic methodology in psychological research are discussed in the works of O. Vozniuk [8], H. Chaika [9], M.-L. Chepa [10], and others.

The psychosynergetic approach of I. Yershova-Babenko, in particular the concept of "the whole within the whole," is of significant methodological importance for understanding the regularities of the functioning of the mental system; according to this concept, the cognitive and value domains of the personality are regarded as interrelated components of a unified self-regulating mental system [11].

An analysis of scholarly sources shows that the development of the personality's value domain is a complex multifactorial process in which sociocultural, professional, and individual-psychological determinants interact with the cognitive organization of the personality. Cognitive mechanisms ensure the processes of perceiving, comprehending, and interpreting the surrounding reality, forming personal meanings and beliefs, identifying significant life guidelines, and transforming acquired experience into a system of personal values.

Thus, the study of the cognitive factors in the development of the personality's value domain is a relevant direction of contemporary psychological science, as it contributes to a deeper understanding of the psychological mechanisms underlying the formation of the personality's value structures, to clarifying the role of cognitive processes in its professional development, and to revealing the regularities of its self-development.

The purpose of the article is to provide a theoretical grounding for the role of cognitive factors in the development of the personality's value domain and to identify the psychological mechanisms of their interrelationship.

The objectives of the article are: to conduct a theoretical analysis of contemporary psychological approaches to studying the value domain of the

personality; to reveal the psychological content of the concept of the personality's cognitive domain and to characterize its structural components; to examine cognitive styles as determinants of the organization and regulation of the personality's cognitive activity; and to provide a theoretical grounding for the role of cognitive factors in the process of developing the personality's value domain.

Main Body. The term "cognitive" derives from the Latin *cognitio* — "cognition," "knowledge" — and is used in psychology to characterize the mental processes of obtaining, processing, storing, and using information that ensure a person's cognition of the surrounding world and of themselves.

Thus, S. Maksymenko regards the cognitive domain of the personality as a complex structural-functional system of mental processes, mechanisms, and properties that ensures the cognitive reflection of reality, the formation of knowledge, the construction of ideas about the surrounding world and one's own "self," the regulation of behavior, and the adaptation of the personality to changing life conditions [12]. According to the scholar, the structure of the cognitive domain includes basic cognitive processes and cognitive formations, in particular perception, pattern recognition, attention, memory, imagination, speech, thinking, intelligence, and creativity. The functional purpose of the cognitive domain lies in ensuring the processes of obtaining, processing, storing, and using information, which determines the features of the personality's cognitive activity, its mental self-regulation, and its interaction with the surrounding environment [4; 12].

According to M. Savchyn, cognitive processes function as the functional mechanisms of the personality's cognitive activity, ensuring not only the perception, storage, processing, and reproduction of information, but also its comprehension and use in the processes of regulating activity and behavior [13].

The historical origins of research into the personality's cognitive domain are linked to the study of basic cognitive processes, in particular perception and attention. One of the first to experimentally investigate these processes was W. Wundt, who analyzed, among other things, the dependence of the speed of auditory perception on the direction of attention [14].

The findings indicate that research into cognitive processes and the personality's cognitive domain developed in stages. At the initial stage of the development of scientific psychology (late 19th – early 20th century), the study of mental processes was carried out mainly within the framework of the atomistic approach, according to which individual mental phenomena were regarded as relatively autonomous and independent components of the psyche. The further development of the systemic approach to studying the psyche contributed to forming an understanding of cognitive processes as interrelated components of the personality's holistic mental organization, ensuring the integration of different levels and forms of cognitive activity into a unified system of mental functioning. In the mid-20th century, with the development of cognitive psychology as a separate scientific field, the main theoretical approaches to studying the cognitive domain took shape — structural, functional, activity-based, procedural, and socio-cognitive — which were aimed at studying cognitive structures, methods of information processing, mental representations, and the mechanisms regulating the personality's cognitive activity. The current stage of scientific understanding of the personality's cognitive domain is characterized by the integration of different scientific fields within the interdisciplinary domain of cognitive science, which involves combining psychological, neuroscientific, linguistic, and informational approaches to studying the regularities of cognition, information processing, and the functioning of cognitive systems [15].

At the current stage of the development of psychological science, the research focus has gradually shifted from studying individual cognitive processes to a comprehensive analysis of the personality's cognitive domain as a holistic system. The development of systemic, activity-based, cognitive, and interdisciplinary approaches has contributed to the integration of theoretical and empirical achievements of cognitive psychology, consciousness studies, the psychology of thinking, intelligence, neuropsychology, and neuroscience, aimed at a holistic understanding of the regularities of the functioning of the personality's cognitive domain. Within this approach, contemporary scholarly discourse increasingly employs the concepts of "cognitive domain," "cognitive system," and "cognitive architecture," which reflect the integrative character of cognitive processes, their interdependence, and their systemic organization [16].

Representatives of cognitive psychology — J. Piaget [17], J. Bruner [18], U. Neisser [19], and R. Sternberg [20] — regard the personality's cognitive domain as a system of interrelated mental processes and structures that ensure the formation of knowledge and the development of thinking, intelligence, memory, attention, speech, and problem-solving activity.

In the psycholinguistic and cognitive-linguistic approaches, cognition is regarded as the process of forming, representing, and interpreting knowledge, which is realized in speech activity and ensures the conceptualization and comprehension of the surrounding reality.

Within J. Piaget's cognitive-genetic concept, cognitive development is interpreted as the process of forming and restructuring cognitive structures that ensure the subject's cognitive interaction with the surrounding environment on the basis of the mechanisms of assimilation, accommodation, and the personality's adaptation to environmental conditions [17].

According to J. S. Beck's cognitive model, the mental functioning of the personality is based on information-processing processes that determine the features of perception, the interpretation of events, and the formation of behavioral responses. Cognitive mechanisms are regarded as important regulators of the personality's interaction with the surrounding environment, and the specifics of their functioning depend on the content and level of development of cognitive structures. A key element of this model is the system of cognitive schemas — stable, organized structures of knowledge and beliefs that determine the processes of selecting, evaluating, and interpreting information. The features of the functioning of cognitive systems determine the nature of the cognitive processing of experience: adaptive cognitive structures contribute to a realistic evaluation of situations and effective behavioral regulation, whereas dysfunctional schemas can lead to cognitive distortions, maladaptive ways of perceiving reality, and corresponding behavioral responses [21].

One of the leading directions of contemporary cognitive psychology is the study of the personality's cognitive styles as individual-psychological characteristics of the organization and regulation of cognitive activity. The founder of research into cognitive styles is considered to be the American psychologist H. Witkin, who defined cognitive style as a distinctive way of perceiving, processing, structuring, and organizing information that reflects the individual features of a person's cognitive activity [22].

In contemporary psychology, cognitive style is regarded as a relatively stable individual-psychological characteristic of the organization of cognitive activity, which determines the features of the perception, processing, and interpretation of information, decision-making, and the ways the personality interacts with the surrounding reality. Cognitive style is an important component of the individual distinctiveness of the personality's cognitive activity and one of the psychological factors influencing the features of its

cognitive functioning, the formation of personal meanings, and the ways of comprehending experience.

The most widely studied cognitive styles include "field-dependence–field-independence" (FD/FI) and "reflectiveness–impulsiveness" (R/I).

The cognitive style "reflectiveness–impulsiveness" is interpreted as an individual-psychological characteristic of the regulation of cognitive activity that determines the specifics of decision-making under conditions of uncertainty and time constraints.

The cognitive style "field-dependence–field-independence" reflects individual differences in the ways of perceiving, analyzing, and processing information, in particular a person's ability to use internal reference points when interpreting complex or contradictory stimuli and to resist the influence of external context. The theoretical grounding of this style was provided by the American psychologist H. Witkin in the course of studying the features of perceptual organization and the regularities of extracting a figure from a perceptual field [22].

The field-independent cognitive style is characterized by a greater capacity for the cognitive restructuring of information, the identification of an object's essential features, and the use of internal reference points when solving cognitive tasks, whereas the field-dependent style is characterized by a greater orientation toward external stimuli, situational context, and the social environment. Within the cognitive style "reflectiveness–impulsiveness," two main characteristics of cognitive activity are analyzed: the time parameters of decision-making and the accuracy of task performance. Based on the ratio of these indicators, four types of cognitive response are distinguished: the impulsive type, characterized by rapid decision-making and relatively low task-performance accuracy; the reflective type, characterized by a slower pace of decision-making, detailed analysis of information, and high response accuracy; the fast-and-accurate type,

characterized by an optimal combination of the temporal and productive characteristics of cognitive activity; and the slow-and-inaccurate type, manifested in prolonged decision-making combined with insufficient task-performance accuracy [23].

Thus, cognitive styles reflect the individual ways in which a personality organizes, processes, and regulates cognitive activity; they determine the features of perceiving and analyzing information, making decisions, and comprehending acquired experience, which accounts for the distinctiveness of each individual's cognitive functioning; and they are regarded as important factors influencing the processes of interpreting life experience and forming personal meanings and value orientations.

Conclusions and Prospects for Further Research. Thus, the results of the theoretical analysis have shown that cognitive styles are significant individual-psychological factors in the organization and regulation of the personality's cognitive activity. The findings demonstrate that the cognitive styles "field-dependence–field-independence" and "reflectiveness–impulsiveness" reflect individual features of the perception, processing, and interpretation of information, the exercise of cognitive control, decision-making, and the comprehension of acquired experience. The findings indicate that the specific functioning of these cognitive mechanisms mediates the processes of internalizing social experience and forming personal meanings, beliefs, and value orientations, which provides grounds for regarding cognitive factors as one of the psychological determinants of the development of the personality's value domain. The features of cognitive organization determine the ways of evaluating social reality, choosing significant guidelines, and forming an individual system of values. The prospect for further research lies in the theoretical and empirical grounding of the psychological mechanisms of interaction between the personality's

cognitive and value domains, as well as in determining the role of cognitive factors in the formation of the system of personal values.

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