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EXISTENTIAL CONTEXT OF PERSONALITY FORMATION IN EARLY YOUTH

Abstract. The article deals with the problem of personality during adolescence, including the investigation of the prerequisites of features and experiences existential situation. The basic research on the personality and life of meaning lad, the basic approaches to the study of the causes of existential anxiety, frustration and reactions crisis of spirituality. Actuality making systematic scientific and psychological approach to the problem.

In 2016-2020, a comprehensive empirical study (1067 participants, in 17-19 age) was conducted at higher educational institutions of Ukraine (Kyiv, Lviv, Odessa, Kharkiv, Nizhyn). For a detailed study, techniques were used: "Determination of vital values", "Scale of loneliness", "Scale of existences", "Test the meaning of life orientations".

The main content of the article reveals the essence of the phenomenon of existential experiences in adolescence. The specifics and structure of existential experience as an important phenomenon in the development of the inner world of the individual and the main prerequisite for the formation of individual values of the individual are revealed. The role and place of existential experiences in the philosophical and psychological context and as a subject of age and pedagogical psychology are determined. The phenomenological and theoretical-methodological aspects of existential experiences are highlighted, the urgency of studying existential experiences is substantiated.

The characteristics and psychological regularities of the existential experiences of the personality in the early youth are defined: unformed feelings of responsibility, life position and intrapersonal value dispositions; the resistance to confrontation and the adequate perception of life situations with the existential context is rather low. Situations with an existential context, stimulating existential experiences, contribute to the formation of existential values in adolescence and play an important role in the process of maturing.
Keywords: social anxiety, loneliness, personality, existential experiences, experiences of frustration.

Introduction. The social, political, economic, international and psychological situation of the present, the formation of new systems of relations between different segments of the population create a fundamentally new socio-psychological situation of young person's development, influencing the process of acquiring important social experience, moral values and behavioral norms. The younger generation with a high impulsivity, moral instability and youthful maximalist inherent in this age period was in a difficult social condition of dissatisfaction with the important socio-psychological needs of the individual. The criteria for assessing a young person in a modern society and its demands over the last decade have changed tremendously. A social environment with a high level of competition in all directions leads to a frequent hit of a young person in a situation of deep and mostly negative internal emotions. This is most often the case during such important processes as self-affirmation and professional self-realization of the personality in adolescence.

Such an important period of personality development is characterized by important processes: self-determination, self-identification, awareness and the time perspectives development, the theoretical thinking processes formation, the deep introspection reflection relevance. Scientists come to the agreement that the period of youth requires a detailed study, especially due to the specific features of the formation of core values of the individual, the inner world as a whole, the relationship with others, self-realization and self-identification and finding its own meaning of existence. As a result, this period is characterized by frequent and deep emotional stresses.

This age period was in the conditions of the emergence of a new social consciousness today, when the ideals of the past become ineffective, but new landmarks that would correspond to modern changes in the country and society have not been found. The modern period of development of society has brought significant shifts in the limit of all age stages of personality development in relation to the need for early social and psychological maturity. That is why the importance of the youth period is increasing not only as the age-old period of development and formation of the individual, but also as an important component of the process of the socio-psychological genesis of society as a whole. Summarizing the above-mentioned aspects of the problem under study, it can be argued that the actual study of deep experiences in the early youth, the study of the situation of the formation of the value context of the life path of youth, the perception of the environment and itself in it, the disclosure of specific psychological peculiarities of existential experiences of the transition period of the individual to adult life.

Research Problem
The life meaning existence is undoubtedly important to the individual and is the key to its progressive development, productivity and well-being, adaptation and
health. It does not matter what the meaning of its content characteristics. The individual meaningful activity complicates the surplus socio-cultural values fragmentation that give rise to the meanings plurality that compete to each other for the ability to master the consciousness of man and subjugate his life.

Every personal value acts as a value-stimulus or value-barrier in relation to others and in relation to life in the early youth. Increasing the values number in the individual necessarily leads to a struggle between them and the emergence of internal conflict personality. The experience of life satisfaction is "deeply subjective characteristic of a young person, a reflection of interest in life, a sequence of realization of her plans, coherence between the goals set and achieved, and the possibility of formulating further life perspectives" [1, 28]. The living space of the individual becomes less differentiated in a frustration situation, therefore, the emotional background is impoverished, the state of apathy in youth impedes the need for self-improvement.

Early youth is associated with moral-personal, existential and professional elections, which are interconnected and carried out simultaneously [2]). A young person perceives his experiences and emotions not as a reflection of external events, but as a state of his inner self, realizing his uniqueness, the inactivity of others. Consequently, the problems of moral-personal, existential, professional content, the establishment of a stable hierarchical system of values, the development of reflection significantly affect the emergence, course and experience of the personality of critical situations, life crises and even internal conflicts.

Research Focus

It is known that the meaning of life is undoubtedly important for the individual and is the key to its progressive development, productivity and well-being, adaptation and health, and it does not matter what the meaning of its semantic characteristics. Today, the meaning-forming activity of the individual is complicated by the excess and fragmentation of socio-cultural values, which generate a plurality of meanings that compete with each other for the ability to master human consciousness and conquer his life.

Early adolescence is associated with moral and personal, existential and professional choices that are interrelated and carried out simultaneously [3]. The young person perceives his experiences and emotions not as a reflection of external events, but as a state of his inner "I", realizing his uniqueness, unlike others. Thus, the problems of moral and personal, existential, professional content, the establishment of a stable hierarchical system of values, the development of reflection significantly affect the emergence, course and experience of critical situations, life crises and even internal conflicts.

Thus, the concept of life crisis as a phenomenon of non-normative nature can be considered as a deep and multifaceted category, where contradictory trends in its
study, along with the primary role of the individual in experiencing and mastering it, actualize this problem. Thus, experiencing and mastering a life crisis, which is aimed at ensuring and maintaining a certain level of mental and physical health, can be considered as a process caused by social influences on the individual, accompanied by self-knowledge, attitude to themselves and others [4], a person chooses the way of mastering that best meets the requirements of the situation and its individual characteristics, experience, emotional state.

In a crisis of 17 years the priority is a negative symptom complex, where individualism prevails, negativism, cunning, irritability, laziness, adaptability, arrogance. Although there is a positive side of this process, characterized by the desire for independence, the ability to empathize, responsibility, organization, self-control, diligence and frankness.

The attempt of theoretical substantiation of the main problems concerning the definition of youth as age features of psychological, cognitive, behavioral, emotional and motivational problems of youth is widely covered in the writings of well-known foreign psychologists such as G.Olport, A.Maslove, E.Erikson, G.Tome, E.Fromm and many others. It is advisable to generalize that S. Hall considers youth as a period of great disappointments in his own aspirations, which increases the level of frustration, the crisis of self-consciousness, K.Levin is the period of expansion of the living space, E.Erikson - the formation of his own identity, J. Piazhe - complication of mental operations, etc.

It is obvious that modern psychological science does not show the specifics of the experience of life satisfaction as the manifestation of the affective sphere in the early youth, the psychological factors of his experience and interrelations with other manifestations of personality are not defined. At the same time, the need to understand psychological mechanisms for the formation of affective culture through the optimization of life satisfaction is particularly acute in the early youth, since this period is most conducive to transferring the responsibility of young people to their own becoming and improvement.

**Material and Methods**

The aim of the empirical part of our study was to generalize and analyze the features of existential experiences in the period of early youth, to highlight the essential features of the experiences of this age. Previously, we found that life situations filled with an existential context, make adjustments to the life-plan of the individual, make it possible to experience emotion as a value, integrating it into a project of life, making the person unique in relation to the experience, and therefore, lonely relative to the environment.

Actual methods in diagnostic tools must be enable to investigate the relevance and priority of life values of respondents of early youth, the nature and depth of the experience of the state of loneliness as a result of experiencing existential experience.
Such techniques are the method of "Determining Living Values" (Must-Test) [5, 69], the technique of "Scale of Existence" by A. Langlie, K. Orgler [6] and "The Scale of Solitude" by S.G. Korchagina [7].

The research was conducted among the students of the I-III courses (267 persons) of the Nizhyn State University named after Mykola Gogol, Vasyl Stefanyk Precarpathian National University and the Crimea Humanitarian University of Evpatoria Institute of Social Sciences of the Republican Higher Educational Institution.

We obtained the following results due to the pilot study on the method of "Determining Living Values":

- 25.6% (273 students) of the respondents value the personal growth in the first place, which testifies to the desire for self-realization and personal responsibility, raising the professional competence in the early youth;
- 24% (256) respondents value the interpersonal contacts and communication in the first place, indicating the desire to belong to the social group and the high dependence of the individual from public opinion and the environment;
- 20.8% (222) respondents put the values of love and family in the first place, indicating the desire to establish family relationships, harmonize, establish their own love and family relationships, values of their own and future families for boys and girls;
- 20% (214) of respondents called the current ones the value of security and autonomy, which indicates a low satisfaction of the sense of security in adolescence, the relevance of the possibility of personal choice of the developing person;
- only 8% (85) respondents chose the actual value of health and personal satisfaction, and 1.6% (17) respondents put the value of a law-based society and help another, which indicates the low relevance of these values for the youth.

After conducting a preliminary study and testing the methodology "Determining Living Values" among the students of I - III courses, we have the following rating of vital for this age of life values:

1. Personal growth (25.6%).
2. Interpersonal contacts and communication (24%).
3. Love and family (20.8%).
4. Security and autonomy (20%).
5. Health and personal satisfaction (8%).
6. Legal Society and Assistance to Others (1.6%).

The questionnaire "Scale of Loneliness" was used to study the situation of perception and attitude towards loneliness among students of I - III courses (attended by 198 students). The experience of loneliness is divided into distinctive types according to the methodology: dissociated, alienated, not defined (literally "without a definite species"), diffused and within the norm.

According to the results of the anonymous poll:
- 38.8% (415) of respondents are experiencing a dissociated sense of loneliness;
- 16.11% (172) of respondents are experiencing an undefined sense of loneliness;
- 12.65% (135) respondents experience an alienated feeling of loneliness;
- 6.56% (70) of respondents are experiencing a diffused sense of loneliness;
- 5.07% (54) respondents simultaneously experience 3 types of loneliness;
- 17.71% (189) respondents simultaneously experience 2 types of loneliness;
- 3.1% (32) of respondents have experience of loneliness within the norm, that is, which is evaluated as subjectively positive.

The loneliness experience dissociated form is considered by the author in the method S.G.Korchagina as the most dangerous. It characterizes the personality as having a high level of anxiety, a sharp change in the processes identification and alienation in relation to others.

It is dangerous that 17.67% of respondents simultaneously experience two types of loneliness, which greatly complicates the process of self-realization and personal self-determination. Such a person "breaks" contradictions in relation to oneself and the environment. The person directs all personal resources to master these negative and threatening experiences for inner world, leaving no room for self-development and future movement.

The third method - "The Scale of Existence" by A. Langlie, K. Orgler - was conducted among the students of I-III courses (993 respondents).

Authors of the method distinguish the following indicators of the manifestation of existence as an experience of personality:
- self-distancing - SD, shows the ability of the individual to keep distance to themselves, to separate their experiences, feelings and intentions, observing for themselves from a certain distance, not to be oriented solely on oneself, being "blind" in relation to the surrounding reality, answering reflexively on occasional stimuli, and to perceive the reality dialogically, realizing and analyzing it, not getting entangled in their own affects and experiences;
- Self-transcendence - ST, which measures free emotionality, which manifests itself in the experience of empathy and compassion for another, the meaning of one's own life, the experience of values and the deep existential value of the surrounding world, the ability to "move away from oneself, to be open to others";
- freedom - F, characterized by the ability to find the real possibilities of action, to create their hierarchy in accordance with their value and, in this way, go to a personally grounded decision that gives the opportunity to experience the feeling of inner personal freedom;
- responsibility - V, measures the manifestation of the ability to bring to the end of the decision taken on the basis of their own values, with the awareness of the
need for this action for themselves or a commitment to someone, which is formed on the basis of a sense of confidence in their actions and beliefs, preparedness for responsibility, which, in turn, creates the basis for forming a sense of stable personal self-worth;

- Personality - P, which is formed from the sum of indicators of self-transcendence and self-stylization, describing the important characteristic of the personality - cognitive and emotional accessibility for themselves and the world;

- Existence -E - consists of the sum of the indicators of freedom and responsibility and describes such an essential characteristic of the individual as the ability to navigate the world, find a solution and responsibly implement them, changing the latter for the better; in contrast to personality, this indicator indicates the ability to constructively cooperate with the outside world, resolutely and responsibly to cope with the surrounding reality;

- the general indicator of the existence - G - is formed from the sum of personal characteristics and actual existences, indicating the ability to deal with both the outside world at the same time, to reconcile internal needs and external requirements, harmonize their own values with social requirements, that is, to become in a position of dialogical cooperation with external the world, realizing its own "existential meaning", which, according to the authors of the technique, means fullness of life meaning and is felt as "fullness of life", "true" and conscious life.

Each indicator can have three expression levels: low, medium, and high. In general, a low expression indicates a low particular indicator characteristics expression and can lead to fears, independence, neuroses and anxieties, the impossibility of harmonious development and maintenance of interpersonal relationships.

Each indicator average expression degree can testify to the individual potential to self-development and self-realization, which indicates the correct personal development path, harmonious, filled with existence and readiness for self-awareness, dialogue with the world. Average indicators are not indicators of harmony, they indicate the individual potency, the capabilities availability, the ability to harmonious development, and not the development itself.

The high degree indicators show the personality respondent’s maturity, constructive coexistence with the outside world, harmonious "residence" of their own lives, a conscious and responsible attitude towards themselves and others. Although overestimated indicators may indicate the individual detachment from themselves, neglecting their own needs for others, preventing the actual individual self-realization, finding the meaning of their own lives.

The respondents' response data showed us the following picture of the distribution of the rates of expression among the respondents in the adolescents' age group: Table “Percentage ratio of expression levels of existential indices in early adolescence”.

| Percentage ratio of expression levels of existential indices in early adolescence |
Most of the respondents have average values for the "Scale of Existence". A particularly pronounced average of respondents has an indicator of the actual existence (E), which indicates that 94% of respondents tend to be responsible for their own lives, independently organize their inner world and build their lives. In turn, their lives become more authentic, open and full of value.

The low expression of indicators is found in a small number of respondents, which gives us an opportunity to conclude that the low percentage of anxiety and neuroticism in early adolescence is associated with the experience of existential values.

High rates are also expressed to a large extent. It testifies to readiness for a mature life, openness, responsibility, dialogue in relation to the environment in the majority of respondents of the chosen age category. The highest percentage of high expressions (67%) is observed in self-transgression (ST), which indicates a high degree of openness to other people, willingness to empathy, free emotionality, openness to new experiences, encounters with unknown and self-transcendence as an oversteer personality for development and change.

In order to determine the degree of satisfaction with one's own life, the existence of one's own vital meaning and sense-orientation, I used the method "The Test of Sampling of Life Orientations" (SLO) [8]. It is widely used not only in psychology, but also in socio-pedagogical practice to determine the values and goals of the individual, the satisfaction of their own lives. 1067 respondents participated in the study of ways of life satisfaction and comprehension.

In the conception of semantic reality, created by D. A. Leontiev [9], the position on the semantic regulation of life as the main characteristic of the human way of existence and the one constructing the functions of the person is substantiated. This concept is important to me because it defends conclusions about the special role of meaning in every person's life, and the meaning of life is the notion of existential. In the process of discovering the meaning of life, the person has an experience of existential nature. SLO test is aimed at assessing such a characteristic of the semantic sphere as the general level of meaning of life. Here the meaning of life is seen as the energy characteristic of the semantic sphere, as a quantitative measure of the degree and stability of the direction of life of the subject in a certain sense.

Indicators on subscales allow us to determine the following:

**Subclass 1. Goals in life.** The balls characterize the presence or absence of the life-scientifically explored goals in the future, which give meaning to life, orientation and time perspective.

**Subclass 2.** The process of life or interest and the emotional richness of life. The content of this scale tells about whether the process of one's own life is perceived as interesting, emotionally rich and full of meaning.

**Subclass 3.** Effectiveness of life or satisfaction with self-realization. Bales reflect the evaluation of past lives, performance and comprehension of the past.
Subclass 4. Locus of control - "I" (I am the owner of life). Characterizes the will of the personality, faith in their strength, efficiency and readiness to implement their life plans.

Subclass 5. Locus of control - life or controllability of life. The balls show the degree of control and responsibility of the respondent for his life.

The results for all subclasses:
- 939 people or 88% have vital plans, goals and try to be purposeful and moderate;
- 907 people or 85% perceive the process of their own lives as meaningful, interesting, full of meaning and emotionally rich;
- 939 persons or 88% prevails the assessment of their own past as a meaningful, important part of life, lived productively;
- 875 people or 82% conceive of themselves as a strong person, who has sufficient freedom of choice and builds their own lives in accordance with their goals and perceptions;
- 907 people or 85% have high levels of self-management, therefore, they believe that a person is given control over his or her own life and is free to make decisions;
- general indicators of meaningfulness of life (ML) in most respondents (982 people or 92%) are also at a high level, which indicates a high level of intelligence in life among young people, their belief in themselves and the desire to find out the meaning of their own lives.

Early adolescence is the critical period during which a person faces many problems relating to sexuality, love, friendship, morals, the choice of profession, and determines the nature of their entire life.

Results
It is the vital situations of the so-called crisis that fills the emotions of young people with their own existential context. In other words, the existential experiences themselves produce a unique experience of discovering the phenomena of the inner world of the individual, form valuing dispositions in relation to themselves and the outside world, give the inner experience of the young person at the same time intimate its own unique character and lay readiness for dialogue and openness in relation to the outside world. The results of the study of existential experiences of the personality in early youth testified:

1) the respondents identified two of the most relevant vital values for the youth. This is "personal growth" (25,6% of respondents), where the respondents referred material success, spiritual enrichment and professional formation, self-determination and self-realization; and "interpersonal contacts and communication" (24% of respondents), indicating the desire to establish contacts and build relationships with others, dependence on the environment;
2) the results of the questionnaire "The Scale of Solitude" showed that a high percentage of respondents (38.8%) are in a state of dissociated form of loneliness - the most dangerous person for self-realization. This points to the proliferation of such characterological features as excitability, anxiety, demonstration of character, selfishness, tendency to be subordinates, conflict in interpersonal relationships. Particular attention will be paid to the fact that 17.67% of the respondents simultaneously experience 2 states of solitude, which selects the internal resources of the individual, does not allow to focus on self-development and self-actualization, direct all forces to master the acute sense of loneliness and alienation;

3) the majority of respondents have indicators of self-distancing, self-transcendence, responsibility, freedom, existential, personality, and overall level of existential at the average, indicating readiness for self-development, the desire to develop a dialogical position with respect to the environment, build and maintain mature relations with other people. That is, there is the potential to master the sense of loneliness, as discussed above, the potential for self-development and the successful mastery of existential anxieties. It should be emphasized the high percentage of manifestation of existential at the average level (94%), indicating readiness for responsibility towards oneself and others, openness to the new, to change and self-development;

4) after discussing the results of the pilot study, we decided to add to the battery of the methods of the test of sensory-life orientations (S.D. Leontiev) and carry it out, since this technique is an adapted version of the Purpose-in-Life Test (PIL) J. Krambo and L. Mahonik. After conducting the methodology, it was found that among the representatives of the early adolescence, a positive and meaningful view of life prevails, the belief that it is possible to create their own lives by themselves, control it and it is important to find the meaning of it.

The above-mentioned techniques allow us to fully investigate an important aspect of personality development-existential experiences, the intensity of their expression and existential values in conjunction with the attitude of the individual towards themselves and the environment.

Discussion
Researchers have found that boys in a life difficulties situation often choose strategies for work on themselves and meaning and goal-formation, and girls are strategies for helping other people. In addition, one can say that the life crisis is not always determined by external factors and arises from the real circumstances of life - to a greater extent, it is due to personal perception, appreciation and experience of the individual, requiring it to manifest certain subjective qualities.
A well-known researcher, Doctor of psychological sciences V. M. Polischuk thoroughly studies the socio-psychological situation of a young person's development. In its turn, the existential crisis situation features are widely covered in the writings of researcher A.A.Simak.

Simak A.A. puts in the study the correlating: the individual axiopsychological constructs in the spectrum of both normative and existential crisis, emphasizing on the existential crisis, in solving which a person can and must work on the own life realities situation from the angle of view in its relation to one's being, providing value-semantic constructs.

Analyzing different views on the individual value-sense domain, crisis situations and the personality development existential context, the researcher concludes that the existential crisis situation modeling, its overcoming obligatory contributes to the development of the individual value-semantic sphere, the experience existentially act and gives the opportunity to initiate changes in the individual axiological sphere consciousness the individual.

If we associate the above-mentioned transforming situation peculiarities in a person's life, which causes the change in the individual values system, then one can see a lot in common with the socio-psychological succession in the development of a young person. Valery Polischuk describes in detail the 17 years’ crisis, highlighting the specific symptoms the young person's experiences as a cognitive reference point for the given crisis [10].

Conclusions. Early youth age is characterized by the conscious balanced emotional and value attitude development towards oneself. Growing person’s "I-concept", actively developing, becomes a man adaptation to the social environment process determinant, in particular, in the individual value structure formation.

It is the individual values becoming the basis for constructing their own individual surrounding image, which determines the main and constant attitude to people and to themselves, a mental pledge and psychological health of the person in the early youth.

The life crisis concept as a non-normative nature phenomenon can be considered as a deep and multifaceted category, where there are conflicting trends in its study. Simultaneously with the individual primary role in experiencing and mastering it, these trends actualize the problem. Thus, the life crisis experience and capture, aimed at providing and maintaining a certain mental and physical health level, can be regarded as a process due to social influences on the personality, which is accompanied by knowledge of itself.

Experience is not only cognitive structures product, but also value-semantic entities of the individual, inextricably linked with emotionally difficult for verbalization experiences. Existential experience is always the experience of "living" existential problems. Understanding or "living" their own experiences leads to a
person's deep understanding: what is achieved through serious creative efforts, deep intuition, insight.

As a result of content-oriented analysis, came to the following conclusions:

1) the situation with the existential context, inducing existential experiences, contributes to the existential values formation in the early youth and play an important role in the maturing process;

2) the situation and phenomena existential characteristics in the early youth, which are assessed as critical and decisive in shaping the individual attitudes towards themselves and the environment, are in the first place. The existential experience situational component, which we have determined, is now characterized not only by circumstances and participants, but also by the subjective occurrence causes, which indicates the situation relevance analysis to the respondent even after the end of the event;

3) in providing the situation with the existential characteristics and assessing it as critical, dangerous for own "Self", but which gives an opportunity for self-development, changes in internal dispositions and future prospects determining role belongs to the person`s environment;

4) the personality characteristics and psychological existential experiences regularities in the early youth are defined: unformed feelings of responsibility, life position and intrapersonal value dispositions; the resistance to confrontation and the adequate perception of life situations with the existential context is rather low. Situations with an existential context, stimulating existential experiences, contribute to the formation of existential values in adolescence and play an important role in the process of maturing.

Existential experience is an emotional and affective person`s state, accompanied by mental activity, has an expanded time perspective, prompts the person to adopt atypical decisions and creative actions, is characterized by a value-generating feature and elevates the person to the rank of his own destiny creator through the realization the death` data, loneliness, the life meaning and freedom.

The main existential experiences psychological peculiarities in the early youth period are described and characterized. The greatest influence on the personality at this age is experienced with the "personal growth" and "interpersonal communication" values, that is, those relating to the individual spiritual enrichment, his material and professional success, self-determination and self-realization. The most common existential experience type in early adolescents is the loneliness sense dissociated experience, which indicates the character`s manifestations as anxiety, anxiety, demonstrative, selfishness, tendency to be subordinates, conflict in interpersonal relationships.

The average existence prevails indicator, indicating readiness for self-development, readiness for responsibility towards oneself and others, openness to
new experience; Existential experiences are relevant for the early adolescence representatives - as evidenced by the results - the subjects studied knowledge in this issue and the current opinion about them indicates that the existential experiences is a prerequisite for the adulthood acquisition.

The high level of social anxiety indicates the depressive tendencies presence in the experiences and shows the high dependence the individual on the society, that its development and feelings are determined by belonging to the environment and the reference group attitude to it.

The existential values definition as life points natural properties to respondents' awareness of the existential situations inevitability, their necessity in the individual’s life and society as a whole. Consequently, in the early youth, existential experiences, values, and anxieties should be considered as having an important place in the maturation process, which at this age represent a transition from existential orientation to existential integration, and were discovered, detected by us through the existential nature experiences` study and generalizations by creating an existential experience dynamic model.

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