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COMPETENT APPROACH IN THE DEVELOPMENT OF THE PERSONALITY OF A MODERN TEENAGER

ABSTRACT. The problems of youth have always attracted the attention of researchers, but they have become particularly relevant in recent times.

Consequently, adolescence, on the one hand, is a difficult transition from childhood to maturity, and on the other hand, sometimes the most complete development of personality abilities and opportunities of a young person.

The orientation on revealing of own models of development the potential of the child, inherent precisely for its methods of cognitive and creative activity is provided. This is achieved in the process of reorienting the educational process to active methods of teaching and education, involving senior mentors and children in search and research activities, diagnosis and psychological prognostication by means of predicting the results of psychological and pedagogical influence, designing the development of the child's personality.

The previous features of adolescence, the requirements for constructing educational and educational environment and modern works of scientists on the competence approach formed the basis of our "Alternative" personal development training program developed by us. The "Alternative" training program for personal development consists of four blocks of six classes each, aimed at both knowledge of oneself and the acquisition of the necessary knowledge, skills and abilities.

Each of them performed diagnostic techniques in order to obtain information about their own psychological peculiarities and to diagnose work dynamics.

The indicators were normalized in 53 participants (60.9%). The indicators have significantly improved in terms of efficiency and personal growth in 30 children (34.4%). The results were stabilized in the direction of the unequivocal choice of the profession in 84 participants (96.5%). The fact of the dynamics of individual growth within the framework of targeted socio-psychological impact through cyclic training in the "Alternative" program is evident.

Key words: adolescence; individual growth; the competence approach; personal development; positive experience; certain skills; communication.

Introduction

Adolescence is a new turning point in the development of a young person and can be considered as a "transitional age", "puberty period", "crisis period", "critical period", "period of puberty", etc.. The emergence of such specific neoplasms as the sense of adolescence, the desire to make a decision independently, the need for self-affirmation and self-actualization are very important for this age period.

The problems of youth have always attracted the attention of researchers, but they have become particularly relevant in recent times. Increasing the level of education and material conditions of members of our society has expanded the possibilities of development and satisfaction of the spiritual and material needs of the younger generation, but made more complex formation of reasonable desires and aspirations.

Problems of adolescence are studied by such domestic scientists as I. Bulakh, T. Goncharenko, T. Gurlaeva, A. Natochiy, T. Nechitailo, A. Podenko, N. Khamska, V. Tsvirkun and others. The age-old features of older teens are studied by Ukrainian scientists T.Galenko, N.Glushko, O.Zhiznomirska, N.Romaniv, N.Tymchyk, I.Shkilna and others.

We agree with the opinion of I. Bulakh, who argues that the teenage age is "the time of achievements, and sometimes certain losses" (Bulakh I.S., 2004, p.32). After all, the achievements of the individual in this period are associated with a rapid increase in the amount of knowledge, skills, knowledge of his "Self", the mastery of a new social position and the formation of morality. The losses of this age are considered from the standpoint of the disappearance of the child's attitude, a carefree and irresponsible way of life. The typical features of a modern teenager, which marks off scholar, attract our attention. Including:

- increased sensuality in relationships with others;
- instability of self-esteem;
- selectivity in assessing the qualities of another person;
- manifestation of straightforward and critical judgments;
- strictness for adolescents and adults;
- the importance of the opinions of the reference group about their own personality;
- emergence of such neoplasms as role self-determination (awareness of their place in society);
- the desire to be meaningful among peers;
- need for intimate-personal communication with significant peers;
- the desire for independence and independence of behavior from the advice of adults;
- the desire to take a new social position, be and be considered as an adult;
- ability to self-development, etc. (Abramova G.S., 2001, p.129).

Ye. Yemelyanova suggests to take into account the following basic needs of this age when organizing work with adolescents:

- the need for attention and support without unnecessary condemnation and evaluation;
- the need for clear rules to be set by adults in order to keep adolescents from destructive behaviors;
- the need for development and training through life practices;
- the need for interesting life events;
- the need for satisfaction;

- the need for respect and recognition;
- the need for the ability to confidently defend his point of view;
- the need for creative self-expression and self-realization;
- the need for the formulation of life goals (Emelyanova E.V., 2008, pp. 31-33).

Discussion

Consequently, adolescence, on the one hand, is a difficult transition from childhood to maturity, and on the other hand, sometimes the most complete development of personality abilities and opportunities of a young person. Prospects for our further research are the creation and implementation of technologies for the personal self-realization of adolescents.

The peculiarities of adolescence require to keep up a number of requirements in the construction of both educational and educational environments. The implementation of a person-centered approach in the work is one of the most important of these requirements. The personally oriented educational and educational environment is constructed in the form of co-operation of senior mentors with children when they fall into equal conditions: a person can identify independence of thought, independence of himself, ability to choose their own position. The orientation on revealing of own models of development the potential of the child, inherent precisely for its methods of cognitive and creative activity is provided. This is achieved in the process of reorienting the educational process to active methods of teaching and education, involving senior mentors and children in search and research activities, diagnosis and psychological prognostication by means of predicting the results of psychological and pedagogical influence, designing the development of the child's personality:

1) the senior mentor creates a variety of situations for children (choice, empathy, guaranteed success, advancement, creativity, etc.). These situations must be consistent with certain age-specific features of the child, for example, the need for informal, friendly communication. They are raising clear and demanding requirements for the child from the outset. This necessitates the multivariateness, flexibility of forms, organization of various activities: individual, pair, group, collective;

2) person-oriented communication (contact with a senior mentor, affirmation of human dignity, maintaining the desire of the person to join the world of human culture, harmonization of "want" and "I can") is actively being implemented;

3) conditions for the realization of their humanity, individuality and uniqueness are created;

4) orientation on revealing of own models of development of the child, that is, the most effective ways for him to know the activity is directed. This implies the variability of the content, methods and forms of interaction of the child with the team and mentor;

5) dialogical forms of teaching-educational interaction of the mentor with children as the dominant form of educational and teaching communication, which prompt for the exchange of ideas, impressions are cultivated.

Every person as a person in his uniqueness is in the center of attention – not some kind of child. The approach itself is changing: not from pedagogical influences on the child, but from the child himself, who has the right to express his attitude to everything, selectively treat these influences and adjust them.

Methodology of the research

The previous features of adolescence, the requirements for constructing educational and educational environment and modern works of scientists on the competence approach formed the basis of our "Alternative" personal development training program developed by us. This study involves the interaction of all participants in the group with the aim of acquiring positive experience, forming of certain skills and solving problem situations. Due to the updating of adaptation processes, self-development, acquisition of important social skills during the trainings adolescents develop important competencies, such as: cultural awareness and expression, language and literacy, entrepreneurial, civic, personal, social and educational; in the lesson of time management and planning of the life path the basics of digital competence are placed.

The "Alternative" training program for personal development consists of four blocks of six classes each, aimed at both knowledge of oneself and the acquisition of the necessary knowledge, skills and abilities. In particular:

1. Self-knowledge and professional self-determination

A clear awareness of the strengths and weaknesses of one's own personality, its advantages and disadvantages lays the foundation for successful human activity. It becomes the basis for successful professional self-determination and reveals opportunities for self-improvement. This block is aimed at the knowledge of the participants themselves – the properties of the nervous system, temperamental features, psychological qualities and features of character, features of memory, thinking, etc. It allows each participant not only to understand who he is now, but also to clearly imagine who he wants to be in the future and how to do it.

This block includes six themes:

- 1) "Who am I?" And "How do others see me?" (variety of socio-psychological roles and their significance in the life of the individual);
- 2) "Self-consciousness" (I-image, I-concept);
- 3) Models for imitation "Why am I?" (familiarization with the known techniques of identification and imitation, their correction);
- 4) "Self-assessment" (definition of the components of self-esteem, familiarization with the practice of increasing and self-assessment correction);
- 5) "Tasks, abilities, creativity" (diagnostics of the manifestation of abilities and abilities of the child, recommendations and practical exercises to develop abilities);
- 6) "My Alter-Ego" (Fighting Personal Fears).

2. Communication and self-presentation

Teen activities cover all aspects of the communication process – communication (the process of information exchange), perception (the process of embranchment and knowledge) and interaction. That is why the participants master the knowledge, skills and skills in establishing interpersonal contact, finding mutual understanding, overcoming barriers to communication, conflicts and ways to solve them, and so on. Participants learn techniques of self-presentation in various social communities and groups, skills of public speaking at classes.

This block includes six themes:

- 1) "Listen and hear" (mastering the skills of active listening, techniques for recognizing verbal and nonverbal information of the interlocutor);
- 2) "Secrets of communication" (learn and practicing the skills of correct expression of own feelings, thoughts, wishes);
- 3) "Conflicts" (familiarization with strategies to exit conflict situations, working out practical skills in combating conflict behavior of others);
- 4) "Public speaking. Negotiations "(practice of constructing public speeches and successfully negotiating);
- 5) "Discussion club" (development and introduction of discussion techniques in everyday life);
- 6) "To speak, to listen, to hear" (strengthening skills of productive communication with representatives of various age and social groups, teaching of social and psychological adaptability).

3. Leadership and organizational abilities

Participants learn the knowledge of the functions of the leader, his personality traits, learn about the features of the creation and dynamics of the group, the basis for the establishment of interaction in the group, the development of group decisions; analyze fears and obstacles on the way to leadership within this unit. Besides, the participants determine the current level of organizational skills, plan and partially implement the program for their development within the third bloc.

This block includes six topics, namely:

- 1) Being a leader (familiarizing yourself with leadership and choosing your own leadership position);
- 2) "To lead by itself" (working out of role constructs of responsibility and resolve);
- 3) "Charisma and responsibility" (search and development of personal charisma and responsibility for their own life position);
- 4) "Guidance and inspiration" (mastering the skills of leadership in accordance with the situation, the search for resources to inspire others);
- 5) "Management of the group" (awareness of the role of the group in the life of the individual, learning the management skills of the group in certain life situations);
- 6) "Mutual understanding and synergy" (finding and staging of common goals, achieving the goal and forming a group community).

4. Time and transpersonal perspectives of life path

This block of studies is devoted to the development of personal safe behavior, familiarity with the peculiarities of gender roles and the harmony of family relationships. Classes teach you to take responsibility for your own actions and words, think positively, structure your free time, plan your life and engage in self-development.

This block includes six topics, namely:

- 1) "My choice is I am " (to improve the skills of informed safe behavior);
- 2) "Is it true that men are from Mars, and women are from Venus?" (ethics of gender behavior);
- 3) "I build a monument to myself" (development of authenticity and individual lifestyle);
- 4) "Fateful interview" (vocational guidance);
- 5) "Family + Career = ???" (peculiarities of family relationships);

6) "Secrets of time management" (mastering the skills of time management and efficient organization of their own time resources).

Benefits of the program:

Systematism, consistency and effectiveness. The program lasts for a year. It allows you to design changes and create the basis for qualitative changes. Each second thematic block ends with the outgoing training session. It provides not only a complete immersion in work, but also an assessment of the positive changes of each participant.

Homework. The acquired material, skills and abilities are worked out by children in the course of performing individual and collective creative tasks, projects, etc. It performed between classes.

Practice. Each participant will have the opportunity to apply the acquired knowledge, skills and abilities in practice while being assistant to the leader at the children's camp.

The program has passed 87 children during three years of work with adolescents 12-17 years. Of these, 47 girls and 40 boys. At the beginning of the program, in September, and at its completion, the children performed a number of psycho-diagnostic techniques. Each of them performed diagnostic techniques in order to obtain information about their own psychological peculiarities and to diagnose work dynamics. Such techniques were used in the work:

1. Wiesbaden inventory for positive psychotherapy and family therapy, WIPPF (actual and basic abilities of personality N.Peseshkian, H.Daidenbach (Hanetska N.V., 2015, p.62).
2. The test of sense-oriented orientations of D. Leontiev (Leontiev D.A., 2000).
3. "Interest Map" O.E. Golomshtok (O.E. Golomshtok).

The aim of the study was to determine the dynamics of the change of instrumental (the ability to analyze and synthesize, information management skills, problem solving, decision making), interpersonal skills (ability to critique and self-critique, interaction, teamwork) and systemic (the ability to adapt to new situations, the ability to produce new ideas, leadership qualities, the desire to succeed) competencies in the children participating in the program (The Bologna Process and the New Paradigm of Higher Education: A Monograph \ Yu.M.Rashkevich, 2014).

Indicators that were tracked were the results of techniques on individual scales. In particular:

1. "Perseverance-activity", "Time", "Contacts", "Trust", "Hope", "Activity" (Wiesbaden questionnaire of personality);
2. "Understanding of life", "Goals in life", "Effectiveness of life or satisfaction with self-realization", "Locus of control – I am", "Locus of control - life or controllability of life" (Dmitriy Leontiev test of semantic life orientations);
3. Focusing on one or several close spheres of interest.

Results

79 children from 87 participants had understated and critical results on the methodology No. 1, 2 at the beginning, it is 90.8%. 72 children had uncertain results according to method number 3, which is 82.7%. These indicators have changed

significantly at the end of the program. The indicators for methodology No. 1, 2 were normalized in 53 participants (60.9%). The indicators have significantly improved in terms of efficiency and personal growth in 30 children (34.4%). The results did not change in 4 participants. The results were stabilized in the direction of the unequivocal choice of the profession in 84 participants (96.5%) according to the method number 3. They remained unchanged in the last 5.

Conclusion

The fact of the dynamics of individual growth within the framework of targeted socio-psychological impact through cyclic training in the "Alternative" program is evident. It is important to note that the specialist of psychological direction and socio-pedagogical took part in drawing up the program and conducting classes. This helped to integrate with the group in a holistic and effective way and shape the current competences. We consider it expedient to continue the implementation of this program among adolescents. The formation of a program for the development of personality competencies for preschool and junior school age will be the next step in the development of our work. It is at this age that it is possible not only to teach, but also to some extent correct the behavior of the child.

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КОМПЕТЕНТІСНИЙ ПІДХІД У РОЗВИТКУ ОСОБИСТОСТІ СУЧАСНОГО ПІДЛІТКА

Олександр Сватенков, кандидат педагогічних наук, доцент, кафедра соціальної педагогіки та соціальної роботи, Ніжинський державний університет імені Миколи Гоголя, м. Ніжин, Україна, oldersvat21@gmail.com

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Анотація. Проблеми молоді завжди привертала увагу дослідників, але останнім часом вони стали особливо актуальними. Отже, підлітковий вік, з одного боку, є важким переходом від дитинства до зрілості, а з іншого боку, інколи найбільш повним розвитком особистісних здібностей та можливостей молодого людини.

Саме у цьому віку притаманна орієнтація на виявлення власних моделей розвитку потенціалу дитини, що керується методам пізнавальної та творчої діяльності. Це досягається в процесі переорієнтації навчального процесу на активні методи навчання та виховання, залучаючи старших наставників та дітей до пошуково-дослідницької діяльності, діагностики та психологічного прогнозування результатів психолого-педагогічного впливу, проектування розвитку особистості дитини.

Характерні риси підліткового віку, вимоги до побудови навчально-виховного середовища та сучасні праці вчених щодо компетентісного підходу лягли в основу розробленої нами навчальної програми особистісного розвитку "Альтернатива". Навчальна програма "Альтернатива" для особистісного розвитку складається з чотирьох блоків по шість занять кожен, спрямованої на пізнання себе і на придбання необхідних знань, навичок та вмінь.

Кожен з учасників програми виконував діагностичні методиками, щоб отримати інформацію про свої власні психологічні особливості та діагностувати динаміку роботи.

Нормалізувалися показники за методиками у 53 учасників (60,9%), істотно підвищилися у бік ефективності та особистісного зростання у 30 дітей (34,4%). Відповідно стабілізувалися результати у бік однозначного вибору напряму професії у 84 учасників (96,5%).

Отже, очевидним є факт динаміки зростання особистості в рамках цілеспрямованого соціально-психологічного впливу шляхом циклічного тренінгового навчання за програмою «Альтернатива».

Ключові слова: юнацький вік, індивідуальне зростання, компетентісний підхід, особистісний розвиток, позитивний досвід, спеціальні навички, спілкування.

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