

Psychological and pedagogical strategies for the development of the subjectivity of a modern adolescent.

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ABSTRACT

In domestic psychology, a rich experience was accumulated on the study of the problem of a person as a subject of activity and vital activity. Consideration of a person as a subject is a fundamental problem of human psychology. The subject in the philosophical and psychological literature is defined as the bearer of object-oriented practical activity and cognition, a source of activity aimed at the object. In this regard, the tasks of forming adolescents' self-awareness, critical self-esteem and a positive attitude towards the possibilities of their development, the ability to independently determine the goals of their lives, as well as the ability to self-project into the future acquire particular relevance.

Keywords: personality development, oriented upbringing, subjectivity, educational component, psychological component, social component

The socio-economic changes taking place in society impose new requirements on the school: the development of the student's personality in the process of its active self-determination, the formation of skills for an active life position of schoolchildren, the need for independent decision-making and the willingness to take personal responsibility for them, as well as the ability to manage their actions, transform the environment. reality, plan ways of action, control the course and evaluate the results of their actions.

The school is slowly but steadily reorienting from purely educational (teaching) technologies to a deeper, personality-oriented upbringing, which allows the student to understand the characteristics of his personality.

The foundations of the subjective approach in psychology were laid by S.L. Rubinstein. He considered the relationship between man and being as a single inseparable system and assigned

the most important role to man in identifying new fragments of the existence of the Universe, thereby emphasizing the active transforming nature of the relationship between man and the world. This problem found its continuation and concretization in the works of K.A. Abulkhanova-Slavskaya, B.G. Ananyeva, I.F. Antsyferova, A.B. Brushlinsky and others.

The theoretical prerequisites for the development of the subjective approach in science are associated with the introduction of the category "subject" into the field of psychological research.

The category of the subject is one of the central in philosophy, especially in ontology and anthropology. A person is considered as a part of being, simultaneously acting as a subject and an object of transformations. Aristotle, R. Descartes, I. Kant, G. Hegel, H.A. Berdyaev represented man as an active and free subject of the cognizable supersensible world, emphasized the creative role of the subject and the active influence of theoretical premises on empirical material, saw the ultimate task in the domination of man over the forces of nature, in the discovery and invention of technical means, in the knowledge and improvement of nature.

An analysis of works on philosophical anthropology and human psychology confirms the main postulate of the subject-activity concept of man and reveals its essential characteristic - the

ability to change the surrounding reality and oneself in it, planning one's actions, deeds and presenting the ideal result as the goal of the changes being made.

The hypothesis of the research is to assert the statement that the general strategy for the development of subjectivity of the modern adolescent presupposes the organization of the study of this property, which provides for the determination of the content of the object under study; determination of the structure of subjectivity; development of a specific development program and implementation of correctional work.

The effectiveness of the strategy for the development of subjectivity of a modern adolescent depends on:

1) from the definition of the structural components of subjectivity, including at least:

- qualities of a teenager as a subject of educational activity,
- qualities of a teenager as a subject of communication,
- qualities of a teenager that characterize a special level of his self-awareness;

2) on the level of development of each component, as well as the nature of their relationship to each other;

3) from identifying the diversity of the existing features of the adolescent's subjectivity, which have developed both under the influence of the logic of age-related development, and under the influence of the social conditions in which a modern adolescent develops. These conditions may include the type of educational institution, socio-economic conditions, the state of science and culture of the region.

The scientific novelty and theoretical significance of the research lies in the fact that:

- the essence and specificity of the subjectivity of the modern teenager are revealed;

- the dynamic structure of the subjectivity of the modern adolescent is proposed;

- the content components of the subjectivity of the modern adolescent are determined;

- the levels of the formation of the subjectivity of the modern adolescent are highlighted and described;

- the subjectivity of the modern adolescent has been experimentally studied and the psychological and pedagogical strategies of its development have been determined;

- the necessity has been substantiated and the possibilities for the development of the subjectivity of a teenager in the context of school psychological service have been determined.

The practical significance of the study is that:

- the study and development of the subjectivity of adolescents is a new direction of the school psychological service;

- the theoretical provisions contained in the work and the dynamic structure of the adolescent's subjectivity developed on their basis make it possible to ensure the formation and development of this personal property in modern schoolchildren;

- the analysis of the subjectivity of a teenager acquires particular importance in solving practical problems in helping students in learning, self-determination, self-knowledge and overcoming obstacles in their development;

- the developed methodological recommendations, as well as the author's programs for the diagnosis and development of the subjectivity of the modern adolescent can be used in the practical work of school psychologists.

Program objectives.

1. *Creation of conditions for open confidential communication, perception of information, creative work atmosphere.*

2. *Awareness of the available personal resources that contribute to the formation of the adolescent's subjectivity:*

- I - concepts (self-esteem, attitude towards oneself, one's capabilities and shortcomings);

- own system of values, goals and attitudes, the ability to make an independent choice, control their behavior, solve simple and complex life problems, the ability to assess a particular situation and their capabilities;

- the ability to communicate with others, understand their behavior and prospects, empathize and provide psychological and social support;

- needs to receive and provide support to others.

3. *Formation of skills of an active life position, creative attitude to activity; training of independence and readiness to take personal responsibility for the decisions made.*

4. *Development of personal resources contributing to the formation of adolescent subjectivity:*

- self-acceptance, a positive attitude towards oneself, critical self-esteem and a positive attitude towards the possibilities of one's development, the possibilities to make mistakes and correct them;

- the ability to adequately assess problem situations and resolve life problems, manage oneself and change oneself;

- the ability to set short-term and long-term goals and achieve them;

- the ability to be aware of what is happening to me and why, to analyze my own state;

- the ability to empathize with others and understand them, understand the motives and

prospects of their behavior (the formation of skills of empathy, listening, dialogue, resolving conflict situations, expressing feelings, decision-making).

According to these tasks, the developmental program includes three components:

1. *Educational component - knowing about yourself, understanding your feelings, emotions, possible ways of working with them, taking care of yourself; the concept of activity and its structural components.*

Objectives: the formation of a developed concept of self-awareness in a teenager; mastering the concept of "activity" in the unity of its structural components, the ability to isolate them, as well as to perform and control their work.

2. *The psychological component is the correction of certain psychological characteristics of the personality, the creation of a favorable climate of trust in the team, work with a feeling of self-doubt, problems of responsibility, decision-making, and a sense of personal security. Working with a personal growth plan.*

Objectives: psychological support for a teenager, the formation of adequate self-esteem, the formation of decision-making skills, the ability to say "no", stand up for oneself, determine and take responsibility for oneself, one's actions and one's choices, the ability to ask for help if necessary.

3. *The social component is assistance in the social adaptation of a teenager, mastering communication skills.*

Objectives: the formation of social skills necessary for an active life position of a teenager and an active attitude towards oneself.

Forms of work.

In working with adolescents, the group form is the most effective, since from the point of view of correctional and developmental results,

this choice is due to great potential opportunities. Group work allows students to acquire a number of essential qualities:

- the ability to come up with a joint decision;
- tolerance for other opinions and positions;
- the need to find compromises;
- the ability to defend one's point of view with arguments;
- the desire to dialogue;
- the ability to build communication, taking into account the emotional state, the general atmosphere.

Nevertheless, the importance of group forms of work does not exclude the possibility, and in many cases the need for individual work with individual participants. The work on the program is structured taking into account the principle of an individual approach to each teenager in the process of group work.

Conclusion.

Socio-psychological adaptation of a personality is a process, the result of which is the achievement of a high level of personality activity in interaction with the micro-society, which is realized against the background of emotional comfort. At the same time, the personality is the subject of the leading activity, performing it productively and creatively; a subject of communication, fully satisfying his social and psychological needs, and a subject of self-awareness, experiencing a state of free expression of creative possibilities, self-affirmation and self-realization.

The subject is an integral characteristic of the personality, providing activity and independence, the ability to achieve subjectively accepted goals, specific ways of existence in the

form of consciousness and reflection, activity and communication.

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