

Ключевые слова: личность, подросток, дезадаптивное поведение, развитие, приют, дети-сироты, социальное сиротство, беспризорность, несовершеннолетние, социометрия, социальный статус, социум, интернатное учебное заведение, агрессия, самооценка.

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Analysis of the socio-psychological characteristics of maladjusted behavior of adolescents in residential educational institutions

The article deals with the peculiarities of maladaptive behavior among adolescents who are raised in boarding schools. Done scientific clarification of the concepts of "social orphans", "homelessness", "pet shelter for minors." The main components of the social competence of individual pupil asylum set to affect the social status of the teenager on his development and his analyzes dezadaptyvnist in society. The effectiveness of implementing the conditions of the process of education in temporary shelters. The influence of education in boarding schools on the development of personality, his socialization and development, seeing ourselves in society. Disadaptation teenagers in today's world to overcome ways and means of correction. Sources – 9.

Key words: person, teenager, maladaptive behavior, development, home, children, orphans, social orphans, homelessness, juvenile, Sociometry, social status, society, boarding school, aggression, self-esteem.

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EFFECT OF CONFIDENCE ON THE SOCIO-PSYCHOLOGICAL ADAPTATION OF STUDENTS

This article presents the theoretical and methodological analysis of the research level of confidence in domestic and foreign literature, are considered especially students. The research results influence the level of confidence on the socio-psychological adaptation of students, provided practical advice on the development of self-confidence. Sources - 5.

Key words: socio-psychological adaptation, confident behavior, self-confidence, students.

Statement of the problem. The problem of confidence has long occupied a prominent place in the scientific psychological literature. This is quite natural, because society can not exist without confident individuals. Confidence is one of the most important basic features of the personality. It's begin to form in the early childhood, at a senior same school age confidence is of great importance for the disclosure of a person's abilities and further definition of its place in life.

Now many aspects of human life lost its usual unambiguity and more demanding activity, courage, personal initiative and self-confidence. Today the most successful and perspective in life there are those people who are not afraid of situations race, able to act independently, active, energetic, purposeful, while other people experience a feeling of uncertainty in communication, the establishment of interpersonal contacts, they are passive in the activities of the overly concerned with the assessment of other people, are more dependent on the other, sensitive, prone to suggestions, are subjected to pressure from the environment.

The correlations of confidence of the subject with its activities become a great scientific and practical significance. Mechanisms of confidence included in decision-making processes, the study of which occupies the leading place in the foreign and domestic science. (D. Kahneman, A. Karpov, A. Tversky, A. Slovik and many others).

The background to the development of measurement procedures for estimating confidence constitute a theory A. Salter, which explained the confidence dominance of arousal

over the processes of braking, J. Volpe, which explained the uncertainty of the influence of social fear, and A. Lazarus, who saw the cause of it in the «deficit of conduct», not enshrined in the necessary skills of the confident behavior.

Summing up the data of different authors, we can say that self-confidence is the property of the individual, the core of which is the positive assessment of the individual's own skills and abilities, sufficient to achieve meaningful goals for him and meet his needs. Confidence is the property of the individual, which reflects a reasonable self-esteem, sense of purpose, that is in self-control and a clear expression of their feelings, needs and attitudes, based on objective knowledge and experience.

In every society is a certain culture of relations and interaction between the children and the younger generation, there are social stereotypes, it is therefore necessary to implement a more comprehensive approach to the study of age-related characteristics of confidence and the various options influence on the development of confidence of senior schoolchildren and students. Especially important studies of this phenomenon in the youth age, because this age is the bridge with adult life [2; 3; 5].

The analysis of last researches and publications. In the modern scientific studies have examined the various aspects of the problem of the formation of self-confidence, namely: the psychological mechanisms of the formation of this process (I.V. Vainer, V. B. Vysotsky); specifics of the emergence and development of confidence in the conditions of various kinds of activity: public (T. V. Matolina), training (V. V. Butovs'ka, Je. A. Serebrjakova); examines the impact of assurance on achievement of success in the activities of the (F. I. Ivashhenko, O. P. Nikitina, F. Devis, D. Manuel', M. Smit and others); confidence is studied as a socio-psychological characteristics of a person, his mental condition (O. Papir, V. G. Romek, Je. Smaglij).

The intensification of research confidence caused in Ukraine in recent decades, primarily the emergence of works of foreign authors in this field. In the West the interest to this problem increases, starting from the mid-twentieth century.

Both in native and foreign science, there are two main directions in the study of confidence: first of all, self-confidence as a personality trait, which is studied with the help of questionnaires; secondly, confidence in the correctness of his judgment, which is studied on the material of the implementation of the cognitive tasks of different level of complexity.

Such different directions in the study of this concept is close to the regulation on the availability of situational and derivative from her personal confidence, generalized to the whole experience of the subject [5].

Among the works of native scientists, devoted to the definition of this concept and review of the reasons for which is formed confidence or uncertainty, it may be noted the works K. A. Abul'hanovoi'-Slavs'koi', V. B. Vysoc'kogo, F. I. Ivashhenko, V. G. Romeka, Je. A. Serebrjakovoi' and others.

From the point of view of V. G. Romeka, a representative of cognitive-behavioral approach in the national psychology, the structure of the confidence it is possible to allocate the cognitive, emotional and behavioral components. He believes that confidence is the property of the individual, the core of which is the positive assessment of the individual's own skills and abilities as sufficient to achieve significant goals and needs. Assertive behavior is repertoire of skills that provides self-realization of man in the social environment. V.G. Romeka, investigating the causes of insecurity, believes that the low degree of confidence is the result of many negative evaluations on the part of parents, relatives and teachers [2].

The aim of the article: to reveal the peculiarity of the impact of the level of confidence on the socio-psychological adaptation of students.

Presentation of the main material and research results. Methodological and theoretical basis of the research are: the basic principles of systemic and holistic approach to the study of personality and individuality (K. A. Abul'hanova-Slavs'ka, V. G. Asjejev, T. F. Bazylevich, V. A. Barabanshykiv, E. A. Golubjeva, V. D. Nebylicyn, N. I. Rejnval'd); the concept of

multivariate -functional organization of features of the personality and individuality (A. I. Krupnov), which was implemented in a number of studies (O. B. Barabash, M. I. Vovk, T. V. Voroncova, G. N. Kamenjeva, N. V. Kartyna, S. I. Kudinov, I. A. Ponomar'ova, O. Ju. Pol's'ka); work in the field of psychology of confidence, in which the phenomenon of confidence is studied comprehensively and as personal characteristics (A. Bandura, A. Sal'ter, Dzh. Vol'pe, V. G. Romek,), and as a significant determinant of the decision (P. Dzhuslin, V. Ferrel, I. V. Vajner, I. G. Skotnykova) [3; 4].

As is known, a person in its development passes through several age periods, each of which corresponds to the flowering of certain mental functions and features of the personality. The main feature of youth age is the awareness of their own individuality, identity and otherness of the other.

A student as a person of a certain age and as a person can be characterized by the three sides: from a psychological, which represents the unity of psychological processes, States and personality traits; and social, in which are embodied public relations, quality, stemming from the membership of the student of a particular social group, nationality and so forth, from the biological, which includes the type of higher nervous activity, structure analyzers, unconditional reflexes, instincts, physical strength, body type, facial features, skin color, eyes, height and so on. The party mainly due to heredity and the equipment born, but to a certain extent changed under the influence of the conditions of life [1].

Confident student behavior - this expression without harming others. The main characteristics of assertive behavior are: optimism and self-efficacy, openness, spontaneity, emotional language that meets the open, spontaneous and genuine expression in the language of his expressed feelings, expressiveness and congruence of behavior and language, direct and honest expression of opinion, without regard on others, the ability to improvise that is until the spontaneous expression of feelings and needs.

Based on these and many other studies, we can assume that confidence is a property of the individual, the core of which is the positive assessment of the individual's own skills and abilities that will be sufficient to achieve significant goals for him and meet his needs. For the formation of self-confidence is an important positive subjective evaluation of the results of their own actions and estimates of significant people. Positive assessment of availability, "quality" and the effectiveness of their own skills and abilities define social courage in setting new goals and defining objectives and initiatives with which the student is taken for their implementation [5].

To study the impact of a level of confidence on the socio-psychological adaptation of students used the following method: the test V. G. Romeka «Self-confidence», test of Rajdas «Self-confidence», the method of diagnostics of social-psychological adaptation K. Rodzhersa and R. Dajmonda. The survey was conducted among the students of the psychology Department of the East-Ukraine national University named after Volodymyr Dahl.

The questionnaire V. G. Romeka «Self-confidence» - gives an idea of self-confidence as a socio-psychological characteristic of human. Evaluation is presented in the form of three scales: the scale of total self-confidence, the scale of social courage and scale of the initiative. For the formation of self-confidence is important not so much the objective success, status, money, etc., how many subjective positive assessment of the results of their own actions and evaluation, which follow from the important people. The positive assessment of the availability, quality and effectiveness of their own skills and abilities will determine the social courage in the formulation of new objectives and identifying the challenges, as well as the initiative from which the person is taken for their implementation. However, the positive assessments of their own behavioral repertoire presuppose the presence of some behavioral «foundation» of these assessments.

Methods "Self -confidence" of Raydas designed to assess the degree of confidence. Self-confidence is the property of the individual, the core of which is the positive assessment of the individual's own skills and abilities that will be sufficient to achieve significant goals for him

and meet his needs. Formed under the influence of upbringing, education and social experience gained in the process of socialization and professional development.

Can be used with individual counseling, to evaluate the effectiveness of social and psychological training, the selection of personnel for communication profession.

Self-confident man, as a rule, to a greater extent than the uncertain people who possess such qualities, which are manifested in the activities of, the manner of behavior and speech:

- purposefulness, perseverance, willingness to take risks;
- awareness of himself master of his own destiny, the responsibility for everything that happens to him, independence in making decisions;
- active and impartial perception of reality, a good orientation in it;
- acceptance of oneself and of others as they are;
- openness and friendly attitude in terms of their thoughts and feelings;
- emotional well-balanced, tactful in dealing with people in combination with firmness in the case;
- flexibility of conduct taking into account the changed circumstances, an individual approach to people;
- an operational and effective organization of collective discussions of problems;
- stimulation of other persons by means of the encouragement, support, sincere admiration of their achievements (not insults, not demean other people);
- promotion and maintenance of a favorable psychological climate in the collective.

Is held in the form of an oral test. The Respondent is invited 30 of the allegations, describing the various types of behavior. The task of the Respondent assessed these statements on a 5-point scale, depending on how the described behavior is characteristic of him: «it is Very typical for me» to «not at all typical for me».

The method of diagnostics of social-psychological adaptation K. Rodzhers and R. Dajmond is the analysis of how well a student is experiencing and is aware of the critical moments of their personality and of their states, because of the accuracy of such display in many respects depends on the success of its mastering with the new requirements, adaptation to it (under the adaptation understand the process of transformation of the objective social forms and conditions of life of individuals in productive individual qualitatively unique methods of its organization).

In the questionnaire contained statements about the man, his way of life: experiences, thoughts, habits and styles of behavior. They can always be identified with our own way of life.

All statements have been grouped to 6 factors, which meet the criteria suitability and disadapted: 1) acceptance - rejection of themselves; 2) the adoption of other - the conflict with others; 3) emotional comfort - emotional discomfort; 4) expectations of internal control - the expectations of external control; 5) domination - statement; 6) escapism (a « backtrack » from the problems).

The study showed on the method V. G. Romeka "Self-confidence", we have the following results. The high score for the scale "confidence" with 24% of respondents, 46% of respondents have a mean value of self-confidence and 30% of respondents - low self-confidence. On a scale of social courage good results with only 20% of respondents, 43% - average and 37% - low, they are timid and shy. Scale "initiative in social contacts" showed that high levels of 30% of the respondents, the average - 33% and the lowest rates are 37%.

The overall level of confidence demonstrates technique of Raydas "Self-confidence." According to this method, it was found that self-confident only 27% of respondents (high), 40% - with the average confidence and 33% - unconfident of himself.

According to the method of diagnostics of social-psychological adaptation K. Rogers and R. Diamond has identified the following results. Since this technique has six factors, let us consider each of them. For the first factor, it was found that fully perceive themselves - 70% of the respondents, while 30% - partially, that is, they do not satisfy in itself. The second factor is

«The adoption of other» showed that 54% of the respondents have high rates, the average indicators are 33% and 13% of the respondents - the low level of acceptance of others. The high level of emotional comfort is 56% of the respondents, and it shows that they are optimistic way of life and balanced. In 30% of the respondents expressed the average level of emotional comfort and only in 13% of respondents found emotional discomfort. Such people are usually anxious or worried and apathetic. The fourth factor expresses internality person, that is a person focuses on internal control or by external control. High values for these factors have a 63%. These respondents are guided to the fact that the achievement of life goals depends on themselves, but also they emphasized personal responsibility and competence. The average levels have 13% of respondents. Low rates are expressed in 24% of the respondents indicate that the person is focused on external control. Such a person relies on the momentum and support from the outside, it is passive in addressing the challenges of life. According to the results of the fifth factor, it turned out that 40% of respondents have a high level of striving for domination; 20% - medium level; low level have 40% of the respondents and this shows that they are dependent on others. The sixth factor showed 60% of the respondents have a high level of escapism, that is, they do not deviate from the problems. The low levels have 30% of the respondents. Such people shy away from a challenge. And 10% of the respondents were in the zone of uncertainty. This is also the method was determined by the level of socio-psychological suitability students. The high levels of socio-psychological suitability have 26% of students; the average level of development have 50% of the respondents; the low level of 24% have students.

On the basis of the results of the research have been developed practical recommendations on the identification in the course of investigations of the influence of the level of confidence on the socio-psychological adaptation of students.

Conclusions. As a result of establishing research has shown that one of the components of the success of socio-psychological adaptation of students to teaching in a higher education institution is the high level of their self-confidence. For its increase in the student group, you need to create a favorable atmosphere of solidarity and trust, to reveal the creative potential of students, to form a tolerant attitude to all members of the group. Set benchmarks, assuage the hunger for information and remove affordable voltage. To awaken in the students of the group of curiosity. When the group created a comfortable microclimate, her students become confident, eager to learn and create. The creation of self-confidence on the socio-psychological adaptation in the group will contribute to the game forms of training and socio-psychological training. Game forms of training can significantly strengthen the motivation of the students, they contribute to the understanding of the complex linkages that help socialization and personal development of students and provide an opportunity to verify in practice, develop and integrate different beliefs, skills, and abilities. Joint group activities, with the participation of all the students, improve interpersonal relations, which significantly affects the increase of the level of confidence in himself. As numerous researches show, the effective regulation of social-psychological adaptation of students is a group training. Already after the first session of the social-psychological training in group behavior changes: decrease categorical assessments, increasing friendliness, born mutual responsibility, expanding mutual assistance, goodwill.

Thus, all the educational activities should be aimed at formation of a healthy level of self-confidence as an important indicator of the quality of socio-psychological adaptation of students. But to secure a high level of self-confidence, it is necessary to work above itself.

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Завацька Н.С., Боровська В.С.

ВПЛИВ РІВНЯ ВПЕВНЕНОСТІ У СОБІ НА СОЦІАЛЬНО-ПСИХОЛОГІЧНУ АДАПТАЦІЮ СТУДЕНТІВ ДО УМОВ ВИЩОГО НАВЧАЛЬНОГО ЗАКЛАДУ

У статті проведено теоретико-методологічний аналіз проблеми дослідження рівня впевненості в собі у вітчизняній та зарубіжній літературі; розглядаються особливості студентської молоді. Наведено результати дослідження особливості впливу рівня впевненості в собі на соціально-психологічну адаптацію студентів до умов вищого навчального закладу; надано практичні рекомендації щодо розвитку впевненості в собі. Джерел – 5.

Ключові слова: соціально-психологічна адаптація, впевнена поведінка, впевненість у собі, студентська молодь, вищий навчальний заклад.

Завацкая Н.Е., Боровская В.С.

Влияние уровня уверенности в себе на социально-психологическую адаптацию студентов у условиях высшего учебного заведения

В статье проведен теоретико-методологический анализ по проблеме исследования уровня уверенности в себе в отечественной и зарубежной литературе; рассматриваются особенности студенческой молодежи. Приведены результаты исследования влияния уровня уверенности в себе на социально-психологическую адаптацию студентов к условиям высшего учебного заведения; даны практические рекомендации по развитию уверенности в себе. Источников - 5.

Ключевые слова: социально-психологическая адаптация, уверенность, уверенное поведение, уверенность в себе, студенческая молодежь, высшее учебное заведение.

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