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The development of adequate self-esteem of deprived teens with psychophysical weaknesses of boarding schools

Problem.

The problem of the development of self-esteem of deprived teens with psychophysical weaknesses in boarding schools is caused by high demands of the state and society for its citizens. In the modern educational documents ("The Constitution of Ukraine" [6] The concept of national education" [7] and others) it is emphasized on the transition to personal-value model of education whereby a child is the purpose and value, the center of attention for all of the methods and means of influencing the personality.

N. Lavrychenko, in particular, having analyzed numerous studies of foreign and domestic scientists concluded that the pedagogy of education and training obviously begins to turn into a pedagogy of socialization, as social and economic contradictions that emerged in modern society adversely affect the system of values, outlook and priorities in life as adults as the young generation [9, p. 65].

I. Pechenko [11, p. 19], I. Bekh [1, p. 20] R. Popeliushko [12, p. 72] and many others agree with N. Lavrychenko. In particular, I. Pechenko and I. Bekh directly connect the main goal of socialization with the development of adequate self-esteem as its component in the formation of an independent person, able to assume the moral responsibility for society, for themselves, for others, able to work, to perceive adequate fleeting changes in society, show conscious activity aimed at bringing inner reserves in accordance with the external conditions.

R. Popeliushko proves that self-esteem, being a part of a person's behavior, has potential impact on the formation of an image of social reality, and determines the nature of contacts with it, foresees a level of trust various sources of information, provides the organization of feedback in all types and forms of interaction. In addition, the importance of adequate self-esteem is defined by the fact that market relations had revealed a number of contradictions in society and in the educational process, particularly one of them, between the declared desire to "reach everyone" in education, to form an intelligent personality and educational failure to solve these very challenges in today's social and economic conditions.

This causes the social disputes between the needs of society in competent, active and independent citizens and the severe shortage of them in all sectors of the economy in the state, as noted, for instance, A. Boyko [3, p. 47]. These problems are especially difficult in terms of boarding schools, where social contacts are limited and there are no direct interaction between children and their parents due to the specific conditions of life and availability of mental and physical defects. However, studies of domestic and foreign scholars show that even under these conditions it is possible to form adequate self-esteem of pupils with positive attitude to themselves as individuals, despite all the defects, the lack of daily parental care and limited social space.

Adequate self-esteem of adolescents is becoming more important as they grow older and try to understand themselves, but are unaware of ways to do this so they require skilled care in this period of life. During this period, they should be taught to recognize "I am real", to understand themselves as individuals, their importance among others, their capabilities and available capacity for something. On this background the level of self-esteem, self-worth is formed, the need for self-emotions, behavior, relationships, interactions with others appears.

Analysis of latest investigations and publications.

Different aspects of teenagers' self-esteem forming and its importance for children of this age attract the attention of many researchers:

influence on self-esteem of risks, typical for mentioned category of teenagers (H. Kumarina, I. Tokar [8]); importance of formation of skills of self-understanding in relations with other people, organization of cooperation (L. Sapozhnykova [14]); dependence of teenagers' self-esteem from parental deprivation (O. Nasonova [10]); formation of self-respect as the result of adequate self-esteem (I. Bekh [2]); importance of group-work for adequate self-esteem training (H. Buchkivska [4]); value of possibility to operate by wide range of emotions and feelings (T. Riepnova [13]); personal-value model of educational process as the basis for adequate self-esteem training (N. Lavrichenko [9]); impact of adequate self-esteem on independent personality formation (I. Bekh [1], I. Pecenko [11]); importance of adequate self-esteem for the process of formation of an active and independent citizen (A. Boiko [3]); influence of self-esteem on organization of feedback in all forms of relations (P. Popeliushko [12]); influence of adequate self-esteem on the process of training of personal responsibility of a teenager (T. Hurleva [5]) and etc.

Object of the article: formation of positive and adequate self-esteem of teenagers of investigated category towards themselves, characterization of one's own capabilities and abilities, towards positive relations and cooperation with other people, self-respect and respect of other people by providing the program of formation of adequate self-appraisal of teenagers as a necessary part of their successful life-statement.

Results.

According to the results of ascertaining experiment, were discovered such the most important reasons of inadequate self-esteem of deprived teens with psychophysical weaknesses of boarding schools as: insufficient state of comfort among persons they daily communicate and cooperate with in the boarding school (teachers, educators, coevals); subjective feeling of loneliness of some teenagers among a large number of people around them; insufficient knowledge of own peculiarities, capabilities and possibilities because of poor involvement into social important activities, in the course of which they understand their real inner potential and means of its using for further success in life.

Abovementioned reasons of inadequate self-esteem of investigated category of teenagers conditioned by presence of some risks. H. Kumarina and I. Tokar [8, p. 7-28] name such main risks as: risk of social non-adaptation; risk of gradually wastage of health; combined risk, which is the causes of inadequate self-esteem formation.

In connection with the above matter, the program of formation of

adequate self-esteem of teenagers of investigated category has been developed. The aim of the program is to form the sense of comfort of self among the people around them and that will minimize above mentioned risks and the subjective feeling of loneliness, will promote the process of self-knowing of personal qualities, capabilities, abilities, successful life-making.

The program has been formed according to the aspirations declared by us in the boarding school:

1. Early recognition of deviations in self-esteem of teens.
2. Formation of psycho and pedagogical environment, according to the needs of deprived teens with psychophysical weaknesses.
3. Ensuring each teenager has:
 - a) individual approach;
 - b) continual psycho and pedagogical support;
 - c) coordination of efforts of teachers, psychologists, healthcare personnel.

In the course of program realization, psycho-medical and pedagogical personnel has complied generally accepted and special concepts of work with mentioned category of teens:

- concept of clear perspectives of adequate self-esteem;
- concept of life-creation atmosphere, motivation for analysis of own actions, progresses and failures;
- concept of teens' psychological balance saving, in spite of weaknesses and social restraints;
- concept of personal approach and principle of priority attention to those personal qualities of teens, which can provoke inadequate self-esteem;
- concept of educational and non-educational success;
- concept of optimism and focus on the crucial role of teenager's internal resources activation;
- concept of prevention of violence of adequate self-esteem.

At the same time teenagers have been informed about evaluative indicators for their activities:

- 1) activity and initiative;
- 2) attention to and respect for others;
- 3) tendency to changes for the better;
- 4) tendency for collaboration;
- 5) finding of enjoyment from successes (individual and group);
- 6) sense of necessity and effectiveness of the results of own work (educational and cognitive), emotional comfort.

The advices of L. Sapozhnykova were used in the course of program development. At the first stage, she purposes to form skills in self-perception in relations with other people and to organize the act of collaboration when teenagers can demonstrate the results to show the real activity [13, p. 80-81].

The warning of O. Nasonova is considered. She, based on her own investigations, determines direct relation between parental deprivation and attitude of a teenager to himself, specifically self-esteem lowering depends on lack of emotional contact with parents [10, p. 10]. I. Bekh recommends to pay special attention to the value of social-important group-work, in the course of which senses of self-respect and self-pride are training [2, p. 19].

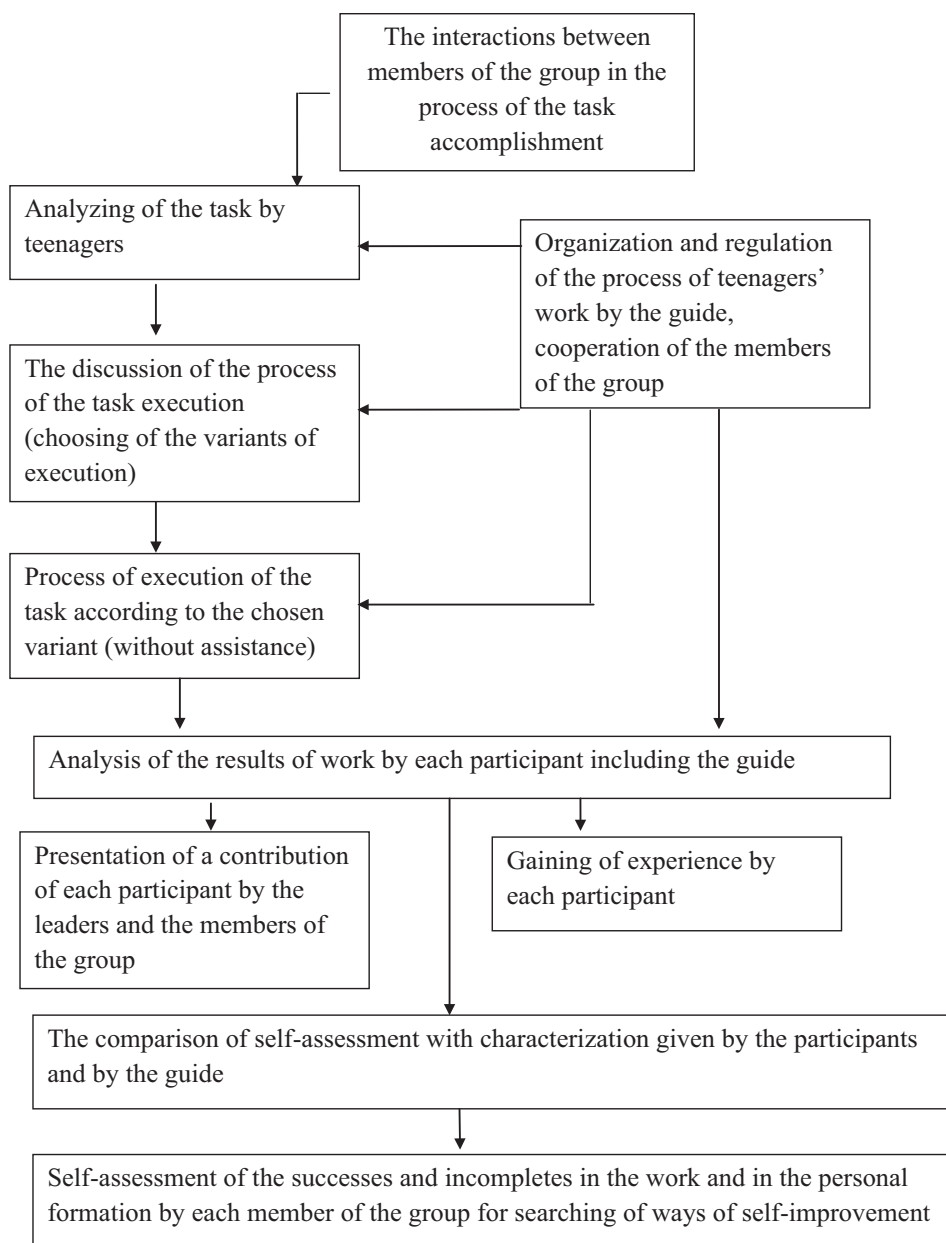
The advice of H. Buchkovska is used. She appeals to experience of V.Sukhomlynski and confirms that group-work helps teenager to understand something new about oneself and gives an opportunity to compare already gained and newly acquired personal qualities. And this promotes the adequate self-esteem formation.

At determining the concept of concrete types of activity, were considered such psychoemotional peculiarities of deprived teens with psychophysical weaknesses as: self-adjustment of emotions, expressiveness, empathy. The demonstration of abovementioned peculiarities can be immediated and not always adequate. On this subject T. Repnova, in particular, notes that teenagers should be taught to manage a variety of emotions and feelings, because they have an influence to an academic progress and to the process of communication and relations with adults and agemates [13, p. 20].

The program contains different forms of group work (from group to creative work), difficulty of which increases according to the manner of cognitive work (reproductive, reconstructive, part-search, creative) and different social roles (executive, participant, organizer, executive officer) represented by teenagers during the process of program realization.

The detailed study of valuable experience of native and foreign researchers, drew the conclusion that the majority of them offer the course of social lessons, psychological trainings etc., that are oriented to the development of different psychological aspects and help teenagers to understand their capabilities, possibilities, personal skills, make self-examination and form self-esteem.

The problem of development of adequate self-esteem of teenagers of investigated category has been solved by us not only by separate forms of lessons and special trainings, but in the course of educational process by the terms of their natural life: from the moment of awakening to the moment of falling asleep. This gave the opportunity to analyze own actions, make the

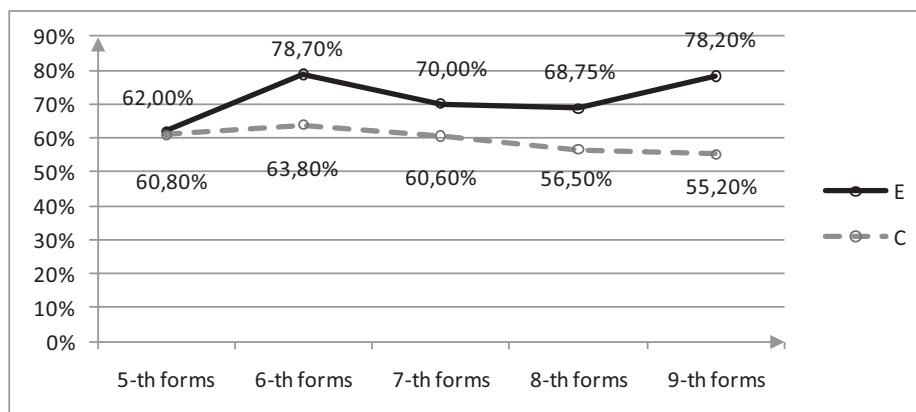


Picture 1. General technology of correction and development of teens' self-esteem, by means of social important activities

conclusions, predict the consequences and to accept the decisions excluding negative effects.

The content of the research is achieved by activity approach and system approach to any action, considering teenagers' aspirations for adulthood, independence, reverence for their thoughts and ideas. On this basis, as T. Hurlieva affirms, the creator of one's own future is formed and this expressed in the process of doings, independence and individuality expressing, self-criticism, in possibility to choose different variants of behavior and forms of self-esteem and self-actualization [5, p. 8].

General technology of adequate self-esteem development of teens of investigated category is illustrated on picture 1.



Picture 2. The dynamic of increasing characteristics of adequate self-esteem of deprived teens with psychophysical weaknesses at the boarding school in the experimental (E) and control (C) groups after the forming experiment

Conclusions.

1. The value of conducted work resides in:
2. The positive influence on the teens' understanding of value of own actions and successes is made.
3. The aspiration to achieve the success basing on teens' own positive experience is formed.
4. Teens realized that they have own abilities and persuasion of necessity of their further development.
5. Teenagers are educated to evaluate own actions according to the

real situations and aspirations of educational and out educational activities.

6. Under the guidance of adults, teens were included in different types of activities and demonstrated wider and deeper discovered individual peculiarities, internals and capabilities, received positive evaluation and advices as to self-developing.
7. As a result of significantly increasing of adequate self-esteem of teens, relations with teachers, educators and coevals became closer and more friendly, the feeling of loneliness has been minimized, increased the level of self-cognition, accumulated the experience of analysis of own actions and the capability to make weighed conclusions upgraded.
8. For effective development of adequate self-esteem of teens it is useful to begin its growth from the elementary school and this can become the theme of social research work.

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Abstracts

КОСТЯНТИН НЕЧИПОРЕНКО. Розвиток адекватної самооцінки депривованих підлітків з психофізичними вадами інтернатних закладів. У статті обґрунтовується актуальність проблеми розвитку адекватної самооцінки депривованих підлітків з психофізичними вадами інтернатних закладів з урахуванням вимог держави і суспільства до своїх громадян, які відображені в освітніх документах Міністерства освіти і науки України, Конституції України. У статті за результатами діагностування виявлено причини неадекватної самооцінки, які обумовлені деприваційними процесами. У зв'язку з цим у статті розкривається технологія розробки програми розвитку адекватної самооцінки в процесі їх життєдіяльності в інтернатному закладі. При складанні програми враховані результати діагностування; розроблені вимоги до учасників реалізації програми; розроблені спеціальні принципи, яких слід дотримуватися в процесі реалізації програми. У статті представлена загальна технологія корек-

ції і розвитку адекватної самооцінки досліджуваної категорії підлітків засобами їх групової соціально значущої діяльності, показана динаміка росту показників адекватної самооцінки підлітків від 5-го до 9-го класів у контрольних та експериментальних групах після формувального експерименту.

Ключові слова: самооцінка, адекватна самооцінка, депривовані підлітки, підлітки з психофізичними вадами, інтернатний заклад.

KONSTANTIN NECZYPORENKO. **Rozwój adekwatnej samooceny nastolatków ze środowisk patologicznych z wadami psychofizycznymi w placówkach opiekuńczo-wychowawczych.** Niniejszy artykuł uzasadnia aktualność problemu rozwoju adekwatnej samooceny nastolatków ze środowisk patologicznych z wadami psychofizycznymi w placówkach opiekuńczo-wychowawczych z uwzględnieniem wymogów państwa i społeczeństwa wobec swoich obywateli, które są zawarte w dokumentach oświatowych Ministerstwa Oświaty i Nauki Ukrainy oraz w konstytucji Ukrainy. W artykule przedstawiono wyniki diagnozowania przyczyn niedostatecznego poczucia własnej wartości, które są spowodowane procesami depriwacyjnymi. W związku z tym ukazana została technologia wypracowania programu rozwoju adekwatnej samooceny podczas ich pobytu w placówce opiekuńczo-wychowawczej. Podczas sporządzania programu uwzględniono wyniki diagnozowania; opracowano wymagania wobec uczestników realizacji programu; sformułowano szczegółowe zasady, których należy przestrzegać w trakcie realizacji programu. W artykule zaprezentowano również ogólne techniki korekcji i rozwoju adekwatnej samooceny badanej grupy nastolatków przy użyciu środków ich społecznie pożytecznej działalności w grupach oraz pokazano dynamikę wzrostu wskaźników adekwatnej samooceny nastolatków od 5 do 9 klasy w grupach kontrolnych i doświadczalnych po przeprowadzeniu eksperymentu formującego.

Słowa kluczowe: samoocena, adekwatna samoocena, nastolatki ze środowisk patologicznych, nastolatki z wadami psychofizycznymi, placówka opiekuńczo-wychowawcza.

KONSTANTIN НЕЧИПОРЕНКО. **Развитие адекватной самооценки депривированных подростков с психофизическими недостатками интернатных заведений.** В статье обосновывается актуальность проблемы развития адекватной самооценки депривированных подростков с психофизическими недостатками интернатных заведений с учетом требований государства и общества к своим гражданам, которые отражены в образовательных документах Министер-

ства образования и науки Украины, Конституции Украины. В статье по результатам диагностирования выявлены причины неадекватной самооценки, которые обусловлены депривированными процессами. В связи с этим в статье раскрывается технология разработки программы развития адекватной самооценки в процессе их жизнедеятельности в интернатном заведении. При составлении программы учтены результаты диагностирования; разработаны требования к участникам реализации программы; разработаны специальные принципы, которых следует придерживаться в процессе реализации программы. В статье представлена общая технология коррекции и развития адекватной самооценки исследуемой категории подростков средствами их групповой социально значимой деятельности, показана динамика роста показателей адекватной самооценки подростков от 5-го до 9-го классов в контрольных и экспериментальных группах после формирующего эксперимента.

Ключевые слова: самооценка, адекватная самооценка, депривированные подростки, подростки с психофизическими недостатками, интернатное заведение.

KOSTIANTYN S. NECHYPORENKO. Development of adequate self-esteem of deprived teens with psychophysical weaknesses of boarding schools. *The development of self-esteem deprived adolescents with mental and physical disabilities in residential institutions. The article explains the importance of the problem of self-esteem deprived adolescents with mental and physical disabilities in residential institutions, taking into account the requirements of the state and society to its citizens, which are reflected in the educational documents of the Ministry of Education and Science of Ukraine, the Constitution of Ukraine. The article shows the results of diagnosing the causes of inadequate self-esteem, which are caused by depriving processes. In this regard, the article deals with the development of the program of development of adequate technology in the process of self-assessment of their ability to live in boarding schools. In drawing up the program takes into account the results of the diagnosis; developed requirements for the participants of the program; developed specific guidelines to be followed in implementing the program. The article presents a general correction technology and the development of the adequate self-studied category of teenagers by means of group social activities, shows the trend growth rates of adequate self-esteem of adolescents from 5 th to 9 th grades in the control and experimental groups, after forming experiment.*

Key words: self-esteem, self-esteem, deprived adolescents, adolescents with mental and physical disabilities, boarding schools.