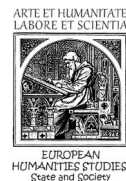




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Assertiveness as a part of adolescents' socialization

The genesis of the concept "assertiveness" in scientific sources. The lack of ability of the individual to put forward and implement their own goals, needs, desires, aspirations, interests and feelings leads to increased levels of dissatisfaction, inability to plan their own future, the emergence of social fear. It is the idea of assertiveness that provides formation of a certain behavior quality of the personality which can control spontaneous reactions, acquire skills of emotion regulation, get the ability to speak directly about their desires and requirements; which is able to express its personal views, as far as to object using the argument, to insist on his views in situations where any argument appears excessive; to acquire tactics of meeting the fair requirements and of refusing the unacceptable desires in a way that is not violate the rights of others.

The concept of "confidence" means a subjective directive on personality, social commitment and ability to adequately realize personal aspirations. Confident behavior does not mean suppression of aggressive feelings; it contributes to the reduction of aggressive behavior and to the disappearance of the reasons for aggression. The main objectives

of assertiveness (confidence) are implemented through specific social situations that are formed in role-playing games or in real conditions.

Thus, assertiveness is a complex entity, characterized by the originality of structure and its content and practical quality characteristics.

The term “assertiveness” comes from the English «to assert» - to affirm the person’s rights or point of view. In the psychological literature, assertiveness is generally regarded as the naturalness and independence from external influences and evaluations, the ability to regulate their own behavior and take responsibility for it. The concept “assertiveness” is most closely associated with such psychological categories as individual responsibility, confidence, independence, stability, non-conformism, self-respect.

In the philosophical sciences, category “assertiveness” (confidence) is considered as a whole in the context of epistemological issues and studied as one of the essential aspects of knowledge, which a man can acquire, i.e. in the context of philosophical knowledge assertiveness is seen as a basic human confidence in the future. In the works of the famous philosopher P. Tillich, who is not appealing directly to the concept of assertiveness, presents opinion which largely explains the state of unconscious anxiety of a modern man. The lack of confidence in his state in the present and in the future is the basis of human uncertainty emergence and as a result the development of ontological anxiety and various forms of neurotic fear. Interestingly, that this idea of P. Tillich soon will be confirmed in psychological theories aimed to explain the nature of various kinds of neurotic personality disorders (A. Adler, Freud, Karl Abraham, G. Sullivan, O. Fenichel, E. Fromm, R. Laing, K. Horney etc.).

In the concept of ancient Greek philosopher B. Spinoza a man gets confidence when he has hope for the realization of life plans and goals. Modern Western philosophers consider the nature of assertiveness in the paradigm of anthropocentrism but national philosophical tradition is based on the understanding of human nature of a person and its confidence in the future in close connection of the latter with something that is above it. The problem of confidence is unthinkable for domestic religious philosophers without bringing in the categories of faith. Thus, the problem of confidence for such authors as V.S. Soloviyev, B.P. Vysheslavtsev, M.A. Berdyaev, G.S. Skovoroda, I.Y. Franco is above all the confidence in God and human responsibility related to him for the committed actions. Within the modern domestic philosophical tradition confidence is seen as the ability to save their moral beliefs and personal attitudes in different conditions as far as

to have some resistance to external influences which are distant from its human nature.

Speaking about such important property of assertiveness as individual stability, we mean after V.E. Chudnovsky that "... the human capacity to keep their personal views and in different conditions and have a certain immunity in respect to acts of strangers with different personal views, attitudes, beliefs" (Chudnovsky, 2006: 95). However, the author notes that the stability of the individual is, in most cases, its moral position; although in psychology it is traditionally understood like resistance to external influences, and even in a certain kind - rigidity. So according to the views of V.E. Chudnovsky an assertive person is a person who can store their personal position and transform situations as far as their own behavior in accordance with the intended goals (Chudnovsky, 2006).

In the socio-psychological studies conducted by domestic authors of the Soviet period, there were several methodological positions that examined the category of assertiveness. So, the socio-psychological interpretation of this category in the works of local representatives of joint activities concept (V.D. Shadrykov, G.S. Sukhodolskiy, V.P. Volkov and others) appeals to assertiveness as one of the most important and most essential issues needed to achieve individual goals in life of the team or a small group.

Psychological mechanisms of confidence and their description as far as analysis of their functions, role and significance are evident from the works of well-known domestic methodologists V. Barabanschykov, V. Zabrodin and others. Such authors as D. Zavalysyna, Yu. Kozeletskyy, A.Karpov and others studied the role of confidence in making critical life decisions. Assertiveness is often interpreted by these authors and other representatives of the social psychology of management as an important professional and managerial quality. Our scientists associate a high level of assertiveness with a sense of self-confidence.

A classic of American psychology, William James noted that in order to become successful and confident, one should behave as if he was really successful and confident man and gather all his will to achieve this goal, and then the attack of uncertainty and failure would give way to impulses of success and confidence.

Authors who consider this issue recognize *cognitive* and *individual* components of confidence as far as indicators of sensory and cognitive performance. The studies of Soviet authors show the results found in a few research of personal confidence mechanisms, acquisition of skills to

be confident. A paradigm of "realism" was the most frequently used in the research of this phenomenon. In these works, confidence is often presented as personal characteristics or condition.

Foreign social psychology, mostly American, is a practical example of the huge number of the research results conducted on issues of non-verbal conduct in the context of assertiveness. Since the 90s in domestic literature the problem of socio-psychological training that goes from works of L.A. Petrovska, V. Bolshakov, Y. Emelyanov, M.E. Melybruda and others are also developed in a number of works devoted to the study of nonverbal communication features in confident and insecure people. In these works the specifics of facial expressions, gestures, pose, posture, gait and other components are described. Subsequently, this subject is widely considered in the literature describing the technology of confidence training and formation of a high level of assertiveness.

This concept is considered in the context of such definitions as confrontation, aggression, manipulation, active social-psychological position, social role, leadership style, behavioral tactics of negotiating and. etc. A number of authors understand the confidence as a mental condition and call it a psychological characteristic of such philosophical and religious phenomena as belief and truth. In the context of importance, the confidence is placed in line with the concept of "... a deep conviction of a man in anything" and is the result of human understanding and reflection of their own inner experience.

As a methodological concept confidence is used in the anti-psychiatry ontological concept of R. Laing, describing the typology of so-called ontologically secure personality and ontologically insecure personality in their own individual existence. Danish psychiatrist considers confidence as one of the most important, fundamental characteristics of the person responsible for the preservation of the mental and psychological health of the individual. In this psychological theory, the assertiveness is given a special status of pivotal integrative methodological personal formation, which plays a crucial role in the existence of the individual. "First, this ontologically secure person will meet all the social, ethical, spiritual and biological changes in life with the sense based on unshakable confidence in his own reality and identity, as well as the reality and the identity of others" (R. Laing, 2002).

Confidence, therefore, appears as a basic feature, through which the individual has the ability to cope with their own problems and generally evolve, claiming its own self. Focusing on the description of different types

of uncertain personality, R. Laing in his work posits the phenomenological principle of non-incarnate, false "I", which eventually leads to severe clinical consequences - psychotic changes and schizophrenia.

Several authors investigated directly the behavioral component of assertiveness within the neo-behavioral paradigm and after its psychological analysis described the outward signs of assertive behavior, highlighting such its components as "the ability to respond without delays," and to speak "loud enough and with a natural tone" and other options.

In a number of works by contemporary domestic authors, it is indicated that the category of assertiveness is similar in meaning with concepts such as assertiveness, adaptability, high levels of self-control, stability, sustainability, establishing themselves in society.

Thus, summarizing the above, it can be argued that the concept of assertiveness is analyzed within different methodological and theoretical dimensions. Actually, there are alternative schools and approaches describing a problem from different scientific outlook and exploring the problem of confidence psychology of an individual, but there is no common understanding of its holistic reflection. There is a number of works, which on the one hand have a complex view on the phenomenon of confidence, but on the other hand, it is analyzed as a personal characteristic and as a significant determinant of the decision-making in cognitive tasks.

Domestic and foreign authors consider assertiveness as a cognitive process, as a function of the psychics, as the quality of an individual, as a feature of the motivational sphere of a man. It is linked to the cognitive organization of the individual.

In the works of domestic authors, it is shown that potentially the person has different behavioral strategies, one of which is defined within the continuum certain-uncertain. In general, the dominance of assertiveness may be regarded as criteria for the classification of a certain type of person to a particular type of regulation their own behavior.

Research on personal assertiveness in development psychology. Making the theoretical analysis of assertiveness in domestic and foreign schools of psychology, we are inevitably facing different, often polar views on the nature of its origin and specific formation. So, in general, in the works of foreign psychologists assertiveness is mostly connected to such socio-psychological categories as *individual success, independence, autonomy and purposefulness*. In academic works of domestic psychologists, this concept is more and more seen in context and in the relationship with such concepts as *responsibility, personal attitude, moral conviction, ability to*

resist to group pressure.

In the works of foreign authors on the study of assertiveness the point is made on the development of behavioral skills, patterns of actions and attitudes of the socio-psychological and socially important situations. Numerous foreign (mostly American) psychological program of active social-psychological training offers various kinds of training aimed, primarily, at studying assertive behavior. In modern domestic psychology considering the problem of formation assertiveness, the emphasis is paid to work with the motivational and value-semantic sphere of personality.

Analysis of domestic and foreign scientific and practical literature on this issue has shown that a large number of works are devoted to questions of polysemantic analysis of confidence concept. In some degree, a problem of confidence in abilities and themselves can be found in almost every psychological theory that somehow relates to the psychology of the individual. However, as a psychological concept "self-confidence" appeared in the psychological literature relatively recently in connection with the objectives of psychological treatment and psychotherapy.

Prior to the experimental psychological study of confidence, there were different practices of "self-training" in psychotherapy offices and medical centers of neurosis and other psychological problems. In this regard, some researchers which discuss the issue of confidence often indicate that the line between confidence and aggression is minimal, and the expression of the behavioral parameters of these properties is sometimes impossible to differentiate without the use of special psychodiagnostic instruments. Other authors believe that confidence ranks among the pole qualities such as aggressiveness, anxiety and uncertainty. (Nikitin, Harlamenkova, 2000). In our view, there are several approaches to the study of confidence: *behavioral, emotional-expressive and personal.*

The *behavioral approach* offers a point of view that the uncertainty as the opposite quality to confidence is a kind of reaction to the lack of adequate ways of conduct that are designed to ensure individual behavior combined with the rigidity and narrowness of wide behavioral repertoire tools i.e. specific lack of skills in implementing confidence. Thus, the list of necessary social psychosocial skills in the structure of the concept of assertiveness includes a number of parameters that have specific external manifestations (behavioral constructs): they are, above all, the ability to talk openly about their desires and requirements, setting on the opportunity to demonstrate a refuse to do something or willingness to speak openly about their feelings, ability to establish contacts, to start a conversation and to finish it.

There is also a number of studies that show that uncertainty can occur at various stages of implementation of individual actions and behavior in general, at setting goals, at planning and execution of activities, as well as at evaluation of these actions. Some authors generally relate unsure behavior to the vague formulation of behavior objectives, unrealistic and inadequate task-setting, unrealistic claims to the subject of an action, inadequate assessment of actions' and deeds' results, inability to use positive effects, as far as lack of plans' correction based on past negative experiences.

The subjective personal approach postulates the important role of individual settings, self-evaluations and evaluations of other people in establishing confidence. Thus, R. Sigmund marks a significant role of self-assessments and settings in the realization of confident behavior. In his view, the negative self-esteem and settings like: "I won't cope with it", "It is beyond my power," etc. break confident behavior. These settings then consolidate and reduce self-credibility and develop uncertainty of personality.

So, confident behavior mainly depends on the subjects' positive assessment of their own capabilities, which are necessary for the achievement of meaningful goals. It consists of the positive experience of solving practical problems, assessments of the results of their own actions and external assessment of relevant people. Studies of this area reveal an important fact that uncertain people try to avoid new forms of activity, self-expression and personal initiative. "Any form of presentation of personal ideas, achievements and needs are extremely unpleasant for them, because of fear or personal system of values and ideas" (Rogers, 1990). All this creates the lack of faith in oneself and of real implementation of one's own intentions.

Emotional expressive approach to the study of self-confidence is formulated by A. Salter. He said that predominance of inhibitory processes over excitation processes can be the cause of uncertainty which leads to the formation of inhibited personality who is unable to open and spontaneous expression of feelings, desires and needs, which ultimately hinders contact with other people. Based on the achieved results the six main parameters of assertiveness were defined - emotional speech, open and frank expression of feelings; expressiveness in behavior and speech, as well as expression of feelings in nonverbal field, the ability to protest and express one's opinion without regard to others, rare use of uncertain language forms and frequent use of the pronoun "I", the exclusion of self-abasement and

willingness to hear the praise in his address, spontaneous expression of feelings and needs.

Famous psychotherapist J. Volpe proved that a significant role in causing uncertainty belongs to emotions, particularly *social anxiety*. It manifests itself in different forms and different situations: fear of criticism, fear of rejection, fear of being in the centre of attention, fear of being inferior, fear of the authorities, fear of new situations, fear to claim and refuse the request, fear to say "no", etc. Social anxiety is usually associated with specific situations and can reinforce itself. It reduces chances of success, failure, and, in its turn, increases the fear and uncertainty in future actions.

Assertiveness was also considered in the context of general psychological analysis of "confidence" concept connected to the problem of decision-making psychology of a subject. The results of these studies revealed the existence of two interconnected sources of confidence in a person:

- stable development of personality - relationship;
- assessment the situation of interaction between subject and the surrounding environment.

Despite the variety of approaches to the phenomenon of "confidence", there are two fundamental provisions in the sense of this construct formed both in domestic and in foreign psychology and accordingly - two areas of research in this area: confidence in the correctness of their judgments and self-confidence.

Confidence in judgments is generally perceived as a characteristic of the decision-making process. It is a mental system entity that performs the following functions: cognitive - reflection of the subject on the information, knowledge, probabilistic prediction of correct decisions; regulatory - experience and condition that is associated with these processes and affects the latency and outcome of the decision (acceptance of a hypothesis based on their forecast accuracy) and cognitive-regulatory - assessment of the correctness of the decision. Regarding such thing as self-confidence, much data has been received in the context of the study of other mental phenomena.

I.G. Skotnykova considers assertiveness as a specific self-esteem, measured by three indicators: size, the degree of stability and degree of adequacy. From this perspective, confidence is described as a stable high self-esteem, referring to both operational-technical and value side and the own "I". "Characteristics of self-esteem preserve magnitude and stability and when it comes to the level of harassment, personal achievement

standard and forecast of the reachable result, which is formed based on them, becoming thus a setting on himself" (Skotnykova, 2002). The problem of assertiveness - self-confidence was seen as the study of "I" -Concept problem. There are three aspects of "I" -Concept associated with confidence. The first of them is self-relevance, i.e. matching abilities and qualities of the subject with his motives and goals, as well as compliance with the ideal - "I" and real - "I" of personality. The second aspect - is the internal coherence and integration of the components of the "I" -Concept, a sense of continuous identity and unity of the own "I". The third aspect of "I" -Concept is associated with confidence, concerns assessment of personal capabilities compared to others and difficulties of accepted and produced goals.

The main conclusion of these studies is that confidence appears as a complete personal characteristic, provided that certain "I"-Concept is able to integrate this quality. R. Ulrich believes that confidence will also have the ability to afford requests and requirements (setting on himself), dare to show them (social anxiety and lethargy) and possession of skills to implement them (social skills).

V.G. Romek and V.B. Vysotsky developed and formulated a definition of confidence independently of each other, but both definitions are largely identical in content: "... confidence - is acceptance of personal actions, decisions, skills as correct, relevant (i.e. self - acceptance)" (Weiner, 1996: 185-191). In the nuclear centre of confidence, there is a generalized stable positive attitude to their own individual skills, abilities and talents, manifested in social situations in which the individual finds himself and which provide the opportunity for his personal participation. The leading personal determinants of assertiveness include such basic structures as a motivation of achievement, self-willed control and anxiety, while social and psychological determinants include the self- acceptance, initiative and courage in social contacts.

Representatives of behavioral approach recognize three classes of self-confidence, expression of positive feelings, expression of negative emotions and the ability to refuse a request. A. Lazarus, describing the phenomenon of self-confidence, highlighted four factors: the ability to say "no", the ability to call for help and make a request, the ability to express positive and negative emotions and feelings and the ability to initiate communication. Thus, behaviorists concluded that absence or insufficient development of these abilities (skills) leads to a decrease in self-confidence. Therefore, in order to reduce or remove barriers that prevent a person to

be self-confident, you can teach people these skills of confident behavior through appropriate training (Rudestam, 1990).

Thus, self-confidence was treated by a description of other allied various mental phenomena. They are the ability to self-expression, stable and high self-esteem and self-acceptance. In the nuclear centre of confidence, there is a generalized stable positive attitude of personality to its own individual skills, abilities and talents.

A. Salter is a specialist in the field of psychotherapy, who summarized his experience and tried to give it a theoretical justification. Referring to the theory of Pavlov, he suggested that the reason for uncertainty may be the predominance of the inhibitory process over the processes of excitation, which leads to the formation of so-called "brake" individual that is unable to openly and spontaneously express his feelings, wants and needs; limited in self-realization, and therefore having difficulty in contacts with other people.

Based on his clinical experience A. Salter identified and described six characteristics of a healthy, self-confident personality: emotional speech, which manifests itself in an open, spontaneous and authentic language expression of feelings that the individual is experiencing. First of all, A. Salter understood openness under this. From his point of view, a confident person calls feelings "a spade" and don't force the partner to guess which feeling was meant behind the words. Second, a confident person expresses feelings spontaneously, just at the moment when they arise. Thirdly, a confident person speaks about the feelings that she feels without effort to hide or "soften" the expression of both positive and negative feelings.

Then he writes about expressiveness and congruence of behavior and speech, which means a clear expression of feelings in a nonverbal way and correspondence between words and non-verbal behavior. Psychologists which study self-confidence, pay a lot of attention to the study of nonverbal behavior features of self-confident people. Also the ability to resist and attack is underlined, manifested in the direct and honest expression of opinion without regard to others - this is also typical for confident behavior.

According to the author, confident people are not prone to self-humiliation and underestimation of their strength and skills; they are able to hear the praise in their address without embarrassment. In this issue, the ability to improvise i.e. the spontaneous expression of feelings and needs is also mentioned as a characteristic of self-confident people (Zavalkevych, 2002).

J. Volpe found that a social anxiety that person feels in certain

situations plays a significant role in causing insecurity. Once established, it is strongly associated with certain social situations and then reinforces itself. Fear of "entry" into a situation reduces the chances of success; failure, in its turn, increases the fear. Fear creates a ground for failures in social situations that cause it, and then further failures reinforce fear. The problem of insecure people is that social anxiety becomes the dominant feeling that blocks their social activity. R. Sigmund emphasizes the key role of self-esteem in self-confident behavior. It shows that social anxiety in certain circumstances provokes some negative self-verbalization ("I won't cope with it ...", "It is beyond my power" and so on). Moreover, past experience also determines how to evaluate himself. A person asks himself: how do I look, how would I want to look like, probably, how am I perceived by others. Uncertainty arises as a result of negative assessments, "impaired self-image," underestimation of person's own achievements in comparison to others. As a result, the individual begins to habitually negatively evaluate himself, his achievements, abilities and goals.

Uncertainty is also characterized by the vague formulation of goals, by negative assessment of the actions' results, which lead to appearing of "defect" or "deficit" behavioral stereotypes. So, according to R. Zigmund, settings on own personality, own self-assessment markedly affect person's behavior and form the type of confident or uncertain behavior.

Based on the results of numerous research we can conclude that assertiveness (self-confidence) is a quality of personality with its nuclear sense in positive assessment by a person of her own skills and abilities as sufficient for achievement goals that he considers significant and for satisfying his needs. The assumption for forming these assessments is based on sufficient behavior repertoire, positive experience of solving social problems and reaching own goals (satisfying needs). To form self-confidence it is important to have not only objective life success, status, money etc. but subjective positive assessment of own actions' results and assessment by significant people. Positive assessment concerning the expression of "quality" and effectiveness of personal skills and abilities define social braveness in setting new goals and defining tasks as far as an initiative of approaching its implementation.

The "behavioral" ground of self-confidence is the most researched in modern psychology. A. Lazarus has called the lack of behavioral skills a "behavior deficit" and offered to consider its absence as a ground of self-confidence. He recognized 4 groups of skills which on his opinion are enough for full livelihood and for self-confidence.

An adult person has to be able:

- to say “no”;
- to say openly about his desires and requirements;
- to say about his positive and negative feelings;
- to make contacts, initiate and finish a conversation.

Self-confident behavior is expressed in the ability to build relationships in the desired direction, for example in dealing with significant others and strangers, the ability to appeal to them with a request or to respond negatively to the request. In addition, self-confidence leads to increased self-respect while insecure people hold feelings back because of anxiety, guilt and lack of social skills.

J. Kelly made a list of basic human rights, demonstrating self-confidence:

- the right to be yourself;
- the right to be independent;
- the right to success;
- the right to be heard and taken seriously;
- the right to receive something for which you pay;
- the right to have rights, for example, act in a manner self-confident man;
- the right of refusal to respond to requests without feeling guilty and selfish;
- the right to ask for what you want;
- the right to make mistakes and be responsible for them;
- the right not to be pushy.

Features of assertiveness' display in children and adolescents in different conditions of socialization. The problem displays assertiveness as a complex, multidimensional comprehensive personal formation can be considered in the structure of the main provisions of national theoretical psychology.

Most Soviet and modern domestic psychologists and teachers felt the need to take account of compulsory basic principles of the psyche in conjunction with the general laws of adolescence. Teenagers' assertiveness is represented by such determinants as motivated self-affirmation, value orientation of the reference group, typical ideals and interests of the group subculture where teenager belongs. Sharp socio-economic transformation in the country could not but affect the psychology of different age groups, and especially, as the researchers note, it touched the most sensitive in terms of introjections of typical forms social behavior of adolescents. It worth mentioning that imitation and unconscious borrowing as the

most typical adolescence mechanisms of social experience introjections (including assertiveness) remained while other determinants that shape the specific assertiveness behavior of adolescents came to replace the best-known sources, causes and other determinants of mastering forms of assertiveness. The latter primarily include the behavior of an authoritative teacher, literature hero image and the standard ideological clichés (for example, the behavior of war hero or revolutionary events participant).

Educational activities of teenagers should be organized as a type of socially useful activities. If not, the children entering adolescence begin to feel dissatisfaction in training activities and there appears a sharp decline in their attitude to it. As basic research by D.I. Feldstein and others show it is "found that more than a third of teenagers which are not included in the expanded system of socially useful activity are dominated by self-affirmation and pragmatic reasons and benefits; while for the same amount of adolescents focus on group appears more effective than targeting on social benefits. Thus, collectivist motivation appears immature for a significant number of children. Assertiveness, in any of its forms of manifestation – either the quality of personality or mental condition in adolescence - is crucial due to the fact that, as noted by several authors, they made the transition to such a common form of a team (both formal and informal levels) as communication. Interaction and communication with peers are paramount and therefore confidence and uncertainty that is promoting or preventing this assertiveness becomes crucial. Due to increase of selectivity communication (formation period of such kind as intimate personal communication occurs (A.A. Leontiev, G.M. Andreeva, M.I. Bobneva etc.) assertiveness in this context plays a role of not only its specific regulator but fact becomes the main reason for the overall success of the (prestige) of teenager in the eyes of peers and reference people (especially in relations with the opposite sex).

Thus, the growing assertiveness increases the status of the adolescent in the group, while uncertainty provokes what domestic authors write. Ukrainian psychologist (Kolominskyy N.L.) noted that confidence begins to occupy a leading position in the structure of dislikes and likes in relations as well as the formation of preferentiality and significance of teenager in the group. Despite lack of objective differentiation and verification of research results of determinants of adolescent status, experts in adolescent psychology, who conducted the research during the Soviet period and early 90s, noted the crucial role of relationships in the team, and the actual development of the latter, as a status factor of teenager in

the group. Given this, in our opinion, the role of joint activities, common values, interests and proper interpersonal relations in the context of assertiveness in this age is obvious. As pointed out by most psychologists, developed communicative competence and relevant personality features are important factors in attitude to the teenager; psychological attitude to the leaders among teenagers is clearly positive, and assertiveness is the most important determinant of this.

To generate confidence as personality characteristics, first, it is necessary to raise awareness by a teenager of his own achievements (these developments should take place) and successes. In addition, the latter have to be “fixed” in the minds of teenagers using skillful impacts and actions of adults. Experts emphasize also the significance of the fact of mutual evaluations between adolescents (students) and their assessments by reference teacher, so confidence (assertiveness) and special psychological, educational activities stimulating reflection and awareness of the success of (self-worth) are parallel (Maximov 1988).

The system of mutual evaluations allows to include the most important factor in the educational process – teenager’s self-esteem of his activities and the evaluation of his results by his classmates. The necessity to take on the role of the evaluator (and not only being evaluated) encourages the student to actively search for standards of evaluation to an objective analysis of classmates and their own. Self-assertiveness is directly and obviously linked to the individual and social development, and, as N.Y. Maximova notes, referring to the work of L.S. Vygotsky, S.L. Rubinstein, A. Leontief etc., is only driven by the development of cognitive (intellectual maturity), as noted by foreign authors. The latter is extremely important for the practical part of our work; just where we argue, referring to the theoretical study of assertiveness, that for the development of the latter, in our opinion, only means of exclusively socio-psychological training of assertiveness is not enough. The holistic effect on the psychological reality and developing assertiveness in modern teenagers living in Ukraine, based on socio-cultural characteristics, requires justification of such a training program, which would include a broad and specific functional and purposeful context of personality changes, not limited by the development of intellectual maturity and cognitive prerequisites.

Confidence of teenager is shaped, above all, by the ability to take meaningful and positively assessed from the side social position and its different forms of expression, such as: “I am in society”, “I and society”, “my contribution to society,” “my perspective in society” and. etc. Formation

of the above-mentioned aspects of the adolescent creates conditions for the development of basic psychological platform (depth component) for self-assertiveness.

The manifestation of assertiveness is also closely linked to individual and social essence of need and motivational system forming in this age period where the leading position is occupied by motives of self-esteem and self-expression, the need for individual development and self-improvement in gaining a certain position concerning mates, his assertion of "I", developing character qualities necessary for independent living.

The reason of adolescent uncertainty lies first of all in the absence of proper conditions to meet the acute needs of the child in the public recognition resulting in the artificial delay of personal identity. It is in the process of spontaneous group communication when such harassing society aspects of some teenagers' behavior as aggression, cruelty, increased anxiety, isolation gain sustainable pattern. Assertiveness develops and actively appears further depending on whether teenager manages or fails to implement the so-called real life motives of utility and value, which are formed in this age stage.

Thus, on the one hand, in adolescence there is a stable tendency of children to autonomy, self-determination, self-realization, leading to a strengthening and deepening of the desire of growing people to participate in socially useful activities that provide taking socially significant positions.

The studies by modern authors allow stating that, above all, in a regular system of socialization (school) in adolescence among schoolchildren assertiveness is manifested directly in qualities such as perseverance, determination, willpower, confidence (Popova, 2010).

Thus, we can conclude the following:

1. Assertiveness as a multi-component and poly-semantic formation is poly-determined by both socio-psychological determinants and neuropsychological factors.

2. Features of personal development of modern teenagers, in the present socio-psychological, political and economic conditions, according to domestic authors, indicate that assertiveness is mainly expressed by motivation of self-affirmation, dominant value orientations of teenager reference group, specific interests and ideals of teen's (youth's) subculture, which creates meaningful context for certain model of assertiveness (type of confident behavior), followed (implemented in life) by particular teenager.

3. Interaction and communication with peers and public authorities, as far as included in them mechanisms of imitation and introjection are

the most important psychological variables of psychological “algorithm”, which expresses the specific features of the development of confidence-uncertainty and general internal attitude of the teenager to this psychological formation.

4. In adolescence assertiveness is formed in interaction with such variables as “operational self-esteem” (component of “self-identity”); and accordingly assertiveness has two trends of further development: rooting in the individual (system quality), or formation of confidence as situational poly-determined quality and one that manifests itself depending on various social and psychological conditions and variables.

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Abstracts

LEONID NIKOLAJEW. **Asertywność jako element składowy socjalizacji nastolatka.** Artykuł poświęcono analizie osobliwości kształtowania asertywności jako elementu składowego socjalizacji nastolatków. Zawarto w nim teoretyczne uzasadnienie, reguły metodyczne oraz wyniki empirycznych badań nad danym problemem. Autor rozpatruje pewność jako jedną z najważniejszych i najbardziej fundamentalnych cech człowieka, która odpowiada za równowagę psychiczną i zdrowie psychologiczne jednostki. Wyróżnia kilka podejść w badaniu pewności: podejście zachowaniowe, podejście emocyjno-ekspresyjne oraz podejście osobowościowe. W niniejszym artykule autor udawadnia, iż na asertywność składa się pozytywne doświadczenie rozwiązania zadań, oceny wyników własnych działań i oceny zewnętrznej ze strony ważnych ludzi. Wyróżnione zostały podstawowe parametry, które charakteryzują asertywność, tzn. emocyjność mowy, otwartość oraz nieskrępowane wyrażanie uczuć; ekspresyjność w zachowaniu i mówieniu, także okazywanie uczuć w sferze niewerbalnej, umiejętność protestowania i wypowiadania swojej opinii bez zwracania uwagi na otoczenie.

Słowa kluczowe: asertywność, rozwój, socjalizacja, pewność, zachowanie, stan, nastolatek, osobowość.

ЛЕОНІД НІКОЛАЄВ. **Асертивність як складова соціалізації підлітка.** Стаття присвячена аналізу особливостей формування асертивності як складової соціалізації дітей підліткового віку. Стаття містить теоретичне обґрунтування, методичні засади та результати емпіричних досліджень з даної проблеми. Автор розглядає впевненість як одну з найважливіших, фундаментальних характеристик людини, що відповідає за психічну збереженість і психологічне здоров'я особистості. Виділяє кілька підходів у вивченні впевненості: поведінковий, емоційно-експресивний і особистісний. У статті автор доводить, що асертивність складається з позитивного досвіду вирішення практичних завдань, оцінки результатів власних дій і зовнішньої оцінки з боку значущих людей. Виділяються основні параметри, що характеризують асертивність, а саме емоційність мовлення, відкритість і відверте вираження почуттів; експресивність у поведінці і мовленні, а також прояв почуттів у невербальній сфері, вміння протестувати і висловлювати свою думку без огляду на оточуючих.

Ключові слова: асертивність, розвиток, соціалізація, впевненість,

поведінка, стан, підліток, особистість.

ЛЕОНИД НИКОЛАЕВ. Ассертивность как составляющая социализации подростка. *Статья посвящена анализу особенностей формирования ассертивности как составляющей социализации детей подросткового возраста. Статья содержит теоретическое обоснование, методические основы и результаты эмпирических исследований по данной проблеме. Автор рассматривает уверенность как одну из важнейших, фундаментальных характеристик человека, отвечающего за психическую сохранность и психологическое здоровье личности. Выделяет несколько подходов в изучении уверенности: поведенческий, эмоционально-экспрессивный и личностный. В статье автор показывает, что ассертивность состоит из положительного опыта решения практических задач, оценки результатов собственных действий и внешней оценки со стороны значимых людей. Выделяются основные параметры, характеризующие ассертивности, а именно: эмоциональность речи, открытость и откровенное выражение чувств; экспрессивность в поведении и речи, а также проявление чувств в невербальной сфере, умение протестовать и выражать свое мнение без оглядки на окружающих.*

Ключевые слова: ассертивность, развитие, социализация, уверенность, поведение, состояние, подросток, личность.

LEONID NIKOLAIEV. Assertiveness as a part of adolescents' socialization. *The article deals with the analysis of development features of assertiveness as a component part of children and adolescents' socialization. The article contains theoretical ground, methodological basics and results of empirical studies of the given problem. The author considers assertiveness as one of the most important fundamental characteristics of a person responsible for psychic survival and mental health of personality. Several approaches to study assertiveness are distinguished: behavioral, emotional and expressive, personal. The author proves that assertiveness consists of the positive experience of practical problem-solving, assessment results of the persons' own actions and external assessment by significant people. The main parameters of assertiveness are emphasized such as emotional speech, open mind, sincere expression of one's feelings; expressiveness in behavior and speech as far as showing feelings in the non-verbal sphere, ability to protest and express one's point of view regardless the others.*

Keywords: assertiveness, development, socialization, confidence, behavior, condition, adolescent, personality.