**Akimbayev Akhmetzhan Abdykadyrovich**

Master of pedagogical science, senior lecturer

*South Kazakhstan University named after M. Auezov, Shymkent, Kazakhstan*

**Pedagogical correction of a teenager’s personality: results of testing the «Growth» program**

The social situation in which the personality of a modern teenager is formed is characterized by a number of contradictions:

* between the cultural approach to the formation of educational content and the huge volume of cultural products perceived without pedagogical control and guidance with the risk of negative impact on the individual;
* between the combination of a tendency to move away from text-centrism and the recognition of the enduring significance of the text as an identification system and the lack of updating and complication of forms of work with literary texts used as a means of pedagogical correction of personality, taking into account modern scientific data on the structure of the text, its functions and the mechanism of psychological and pedagogical influence on reader;
* between the experience gained in museum pedagogy in organizing viewers’ comprehension of the spiritual and moral meaning of a painting and the technologies established in school practice for extracurricular conversations about paintings, which promote familiarization only with their superficial content;
* between the increasing role of screen arts, the institutionalization of the home as a place for consuming products of audiovisual culture and the lack of pedagogical guidance for their perception, which would neutralize the negative impact on the personal development of some and enhance the corrective and developmental influence of others.

Against the backdrop of infantilization of the adult population, the role of the family is decreasing and the role of professional psychological and pedagogical support for the adolescent’s personality is increasing.

It is becoming relevant to create special programs for pedagogical personality correction, the basis of which would be pedagogical artistic communication. Such programs allow you to:

* make an «intervention» in the process of perception and prepare the mind to counter negatively charged text messages: the skills acquired in group work for understanding the space of texts are transferred to the sphere of independent perception of printed and screen products;
* increase the demand for the spiritual and moral potential of literary texts;
* compensate for the deficit of deep communication that exists in everyday life, communication at the ontological level, which is an important condition for personal development;
* create conditions for self-correction, for self-education.

The «Growth» program, developed and tested by the author, is a set of group extracurricular activities for teenagers using the «Workshop» technology. Their goal is to provide pedagogical support in acquiring social identity.

The logic of constructing the program is a movement from understanding ageless existential topics (mutual aid and self-help, the inviolability of life, responsibility and dependence, life styles, etc.) to a discussion of topics relevant to adolescents (friendship, loneliness, love), and from them to distant life issues prospects (marriage, family, family roles, family happiness).

The methodological basis of the communicative space of the workshop we modified are the provisions of G.S. Batishchev - on deep communication, the provisions of M. Bakhtin and M. Buber - on dialogue, the law of the honored interlocutor A. Ukhtomsky, the provisions of C.Rogers on a person-centered approach and congruent behavior, Arsenyev A.S. - about the paradoxical universality of man: psychological safety is strengthened by the exclusion of disagreement, dispute, confrontation in any form.

The following table presents the program: topics and problem areas of the workshops.

1 – table. «Growth» program

|  |  |  |
| --- | --- | --- |
| № | Topics, text | Problem field |
| 1. | «Light». Story, reproductions | Property and value relations, support from others, access to one’s own resources, dialogue |
| 2. | «Life». Story, reproductions | Diversity of life, sanctity of life, conscience, spirituality |
| 3 | «Temptation». Poem, reproduction | Temptation and disappointment, responsible choice, the protective role of parental prohibitions, resistance to group pressure |
| 4. | «A game». Reproduction. | Passions, addiction, freedom of choice, positive thinking |
| 5. | «Money». Poem. | Money as a goal, money as a means. Attitude to money. Friendship and money. |
| 6. | «A priority». Parable. | Hierarchy of values, setting life priorities |
| 7. | «Framework». Parable. | Moral behavior. Moral prohibitions. Responsibility. |
| 8. | «Bridges». Story, parable | Communication and choice, communication effectiveness |
| 9. | «Friendship». Poems, songs, reproductions | Friendship as a life value, friendship: gender differences |
| 10. | «Loneliness». Reproductions, songs | Loneliness as a moment of growth, gender differences in the experience of loneliness, ways out of oppressive loneliness |
| 11. | «Ship». Feature Film | Love as a life value and a condition for personal growth |
| 12. | «Motive». Poems, reproductions | The variety of motives for marriage, the need to be aware of the motives |
| 13. | « Expectations «. Scientific data | Role expectations and aspirations in marriage, their coordination. Family as a life value |
| 14. | «Family Roles» Reproductions | Social conditioning of family roles, the value of relationships in family dyads |
| 15. | «Happiness». Reproduction of the painting | Family happiness as something that can be created. Responsibility. |

Each lesson is in a logical connection with the previous and subsequent ones.

The “Growth” program was tested on a sample of 1353 schoolchildren: 532 small and 821 girls. Measuring the impact of classes on personal changes was carried out using methods of participant observation and survey. The results are shown in the tables below.

personality teenager infantilization workshop

2 – table. Results of included observation: in % of the total number

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| № | Observed | M - to the beginning | M - at the end | D - to the beginning | D - at the end |
| 1 | They violate the rules of: a) attentive listening b) non-judgmental c) personalization of statements | 71.6 78 59.5 | 4.7 7.3 3.6 | 82.2 48.1 56.8 | 4.1 3.1 4.9 |
| 2. | Resist the proposal to maintain autonomy when performing an individual task | 70.5 | 3.2 | 62.2 | 3.9 |
| 3. | Ask questions after instructions | 44.7 | 2.8 | 38.5 | 2.9 |
| 4. | Devalues the opinions and feelings of others | 22.2 | 1.7 | 28.2 | 2.3 |
| 5. | Take an observer position | 68.6 | 4.3 | 32.2 | 4.5 |
| 6. | At the final reflection they reveal an exclusively knowledge orientation | 90.6 | 24.2 | 52.7 | 14.3 |
| 7. | Find it difficult to formulate a message about personal results | 87.0 | 5.0 | 45.7 | 5.5 |

As follows from the table, there is a positive trend in the acceptance of the rules of communication in a circle and an autonomous position among adolescents of both sexes. Gender differences can also be traced: for example, at the beginning of classes, boys have a more pronounced position of an outside observer, evaluative in statements and knowledge orientation, which corresponds to the inherent gender focus on achievements, results (they are usually subject to evaluation), as well as a less pronounced focus than girls to emotionally charged information exchange.

3 – table. Final reflection at the end of the program: in % of the total number

|  |  |  |  |
| --- | --- | --- | --- |
| № | Contents of statements | boys | girls |
| 1. | They declare their preferred types of work: a) discussion of the text b) completion of the text c) discussion of the content of the picture d) creation of metaphors e) dramatization | 26.9 17.5 14.0 15.2 15.0 | 28.5 11.9 16.6 12.0 30.8 |
| 2. | Report changes in: a) attitude towards oneself b) attitude towards others b) behavior c) understanding of texts | 44.2 52.2 46.4 58.4 | 53.2 39.2 36.8 35.7 |
| 3. | Thank each other for your understanding and support | 40.0 | 46.8 |
| 4. | They talk about attempts to transfer the rules into everyday life | 23.5 | 20.9 |
| 5. | They talk about satisfaction with group work | 46.2 | 32.7 |

4 – table. Feedback questionnaire: % of the total number

|  |  |  |  |
| --- | --- | --- | --- |
| № | Answers | m | d |
| 1. | On these topics, it would be better to a) just listen to the message b) take part in a traditional conversation c) read something yourself d) work in the workshops | 5.8 10.1 14.7 58.8 | 5.2 7.9 10.8 65.2 |
| 2. | They willingly participated in a) the creation of individual metaphors b) the creation of collective metaphors c) the creation of texts d) discussion of the content of the picture | 28.2 44.4 82.3 77.4 | 15.4 32.9 48.2 60.6 |
| 3. | It was difficult to a) follow the rules b) be outwardly active c) work on oneself | 81.4 24.8 24 | 88 28.6 20.3 |
| 4. | Personal result a) the desire to change something in oneself b) the decision to change something in oneself c) the changes that have occurred | 22.7 12.9 49.6 | 37.1 13.5 39.3 |
| 5. | The result can be expressed in one word: a) experience b) discovery c) meeting | 19.5 56.9 23.5 | 66.1 17.0 17 |

As follows from the survey results, the majority of teenagers express satisfaction with working in workshops and give them preference over other forms of communication on certain topics. The emergence of motivation to change or changes that have occurred that are recognized by schoolchildren is also an indicator of the influence of working with literary texts on the motivational and behavioral spheres of the individual. Boys are more likely to describe the result with the word “discovery”, while girls are more likely to describe the result with the word “experience”.

Regarding the description of the result in one word, clarifying questions were asked: an experience, a discovery - of what, a meeting - with what or with whom?

The results of the conversation are in the following table.

5 – table. The result in one word: in % of the total number

|  |  |  |  |
| --- | --- | --- | --- |
| № | Word | m | d |
| 1. | Experience of a) the joy of communication b) psychological comfort in the group c) personal success d) passion for group work | 2.2 3.4 8.0 7.7 | 43.5 12.3 3.7 6.3 |
| 2. | The discovery of a) a new understanding of texts b) something in oneself that I did not know about before c) something in others that I had not noticed before d) new ways of explaining and solving difficulties | 13.7 19.2 5.5 18.6 | 4.2 5 4.5 3.1 |
| 3. | Meeting a) with a different way of working with text b) with a new form of study c) with oneself d) with each other | 2.3 3.4 6.0 10 | 3.7 2.3 4.5 6.3 |

As follows from the table, the focus on emotional exchange is more pronounced in girls, and the research orientation is more pronounced in boys.

Schoolchildren were also asked to ask questions to themselves - write them down after the following instructions: “You did a lot of work - communicated, discussing texts, paintings, films, creating dramatizations, metaphors. What questions would you ask yourself after finishing the group sessions?”

The contents of the answers were analyzed and distributed into groups.

6 – table. Questions for yourself: in % of the total number

|  |  |  |  |
| --- | --- | --- | --- |
| № | Focus | m | d |
| 1. | Znanevaya (what new things have I learned) | 51.8 | 50.5 |
| 2. | Self-esteem (can I...) | 18.6 | 29.7 |
| 3. | Subjective (what should I do, how should I...) | 27.8 | 12.3 |

Knowledge orientation is equally expressed in both boys and girls, self-esteem orientation is more pronounced in girls, subjective orientation is more pronounced in boys. The predominance of a knowledge orientation may indicate a high intellectualization of the life of adolescents (learning activity is the main activity that takes up the most time, attitudes towards acquiring knowledge), as well as an insufficiently expressed personal orientation of reflection in educational classes: the usual formula “What new have we learned today” is transferred? into a situation outside the regulated educational process.

The results of the observation and survey indicate the acceptance of this form of group correctional work by adolescents as meeting their age-related needs for psychologically safe communication that takes them beyond their own “I.” The interaction of a teacher with students from the position of an understanding, accepting and recognizing adult is a condition for adolescents to grow up.

The space of a literary text is a space for adolescents’ self-identification; it satisfies the need for active meaning-making activity and self-knowledge; a moral attitude towards oneself is formed: ideas about oneself are clarified, and reflexive skills are developed. When interpreting a text, objective meanings are mastered, universal cultural meanings are comprehended, and personal meanings are developed on the basis of self-understanding.

Slow and serious insight into the essence and structure of literary texts helps adolescents build a moral and intellectual foundation for their own independent judgments.

Thus, the corrective impact of the «Growth» program is indirect, since it occurs in the context of artistic communication, the organization of which requires from the teacher not authoritative-didactic competence, but tolerant-managerial competence.

into the unknown.

**Reference:**

1. Abramova, G. S. (2001). Age psychology. Moscow: Akadem, project, 704.
2. The Bologna Process and the New Paradigm of Higher Education: A Monograph.
3. (2014). Yu.M.Rashkevich. Lviv: Publishing House of Lviv Polytechnic, 168.
4. Vilyunas, V. K. (1990). Psychological mechanisms of person’s motivation. Moscow: Publishing house of the Moscow University.
5. Valeeva, R. A., & Marganov, A. G. (2010). Special aspects of orphanage pupils’ social and legal competence development. Education and self-development, 6(22), 91-96.
6. Emelyanova, E. V. (2008). Psychological problems of a modern teenager and their decision in training. SPb.: Speech, 336.
7. Tedeshi, J. T., & Riess, M. (1981). Identities the phenomenal self and laboratory research. In J. T. Tedeshi (Ed.), Impression management theory and social psychological research. N.Y.: Academic Press. <http://dx.doi.org/10.1016/B978-0-12-685180-9.50006->3
8. Schlenker, B. R., & Weigold, M. F. (1992). Interpersonal processes involving impression regulation and management. Annual Review of Psychology, 43, 133-168. <http://dx.doi.org/10.1146/annurev.ps.43.020192.001025>