

A COMPETENT APPROACH IN THE ACTUALIZING THE ADOLESCENT'S PSYCHOLOGICAL POTENTIAL PROCESS

КОМПЕТЕНТНИЙ ПІДХІД В АКТУАЛІЗАЦІЇ ПСИХОЛОГІЧНОГО ПОТЕНЦІАЛУ ПІДЛІТКА

The study aims to reveal the effective implementation competence approach features in the personal growth training program in order to actualize the teenagers' psychological potential in the "equal-to-equal" method. The experimental research group (118 teenagers aged 12–17 years) and control group (122 teenagers aged 12–17 years) was chosen on the voluntariness anonymity basis in accordance with the purpose of the study. Research methods are chosen according to the adolescent's psychological potential components: motivational orientation – motivational test V.E. Mil'man; emotional focus – the emotional potential level according G.S. Hall, mental states self-assessment test H. Eysenck; value orientation – meaningful life orientations test; behavioural orientation test "People", thematic apperceptive test (TAT) H. Murray, K. Morgan (the test's behavioural component was considered); "Wiesbaden Personality Questionnaire" (current and basic personality abilities), N. Pezeshkian, H. Deidenbach. Results revealed that the competence approach implementation in working with adolescents (the average result was 47,5% increasing in the adolescent's psychological potential components direction actualizing and actual competencies) is effective. The competence approach implementation in the "equal-to-equal" method increases the adolescents' psychological potential actualizing effectiveness according to the study results. The training program can be effectively used by psychologists and teachers in the educational process to increase the self-actualization, develop an adulthood sense, actualize psychological potential processes, and increase the adolescents' competence level. The competent approach in the "equal-to-equal" method and the use of the "Double Tutor System" approach in working with teenagers actualizes the teenagers' psychological potential and develops the key competencies of the participants.

Key words: psychological potential, educational activities, competence approach, spheres of adolescents' life, emotional, motivational, behavioral, value orientation, interpersonal communication.

Метою дослідження є виявлення особливостей ефективного реалізації компетентного підходу у програмі тренінгу особистісного зростання з метою акту-

лізації психологічного потенціалу підлітків за методикою «рівний – рівному». Експериментальна дослідницька група (118 підлітків 12–17 років) і контрольна група (122 підлітки 12–17 років) були обрані на засадах добровільної анонімності відповідно до мети дослідження. Методи дослідження обрано відповідно до компонентів психологічного потенціалу підлітка: мотиваційна спрямованість – мотиваційний тест В.Е. Мільмана (V.E. Mil'man); емоційна спрямованість – рівень емоційного потенціалу за Г.С. Холлом (G.S. Hall), тест самооцінки психічних станів Г. Айзенка (H. Eysenck); ціннісні орієнтації – тест смисложиттєвих орієнтацій; поведінковий орієнтаційний тест «Люди», тематичний апперцептивний тест (TAT) Г. Мюррей (H. Murray), К. Морган (K. Morgan) (розглядався поведінковий компонент тесту); «Вісбаденський особистісний опитувальник» (актуальні та базові особистісні здібності), Н. Пезешкіан, Х. Дейденбах (N. Pezeshkian, H. Deidenbach). Результати виявили, що впровадження компетентного підходу в роботі з підлітками (середній результат становив 47,5% підвищення в напрямі актуалізації компонентів психологічного потенціалу підлітка й актуальних компетенцій) є ефективним. Реалізація компетентного підходу за методикою «рівний – рівному» підвищує ефективність актуалізації психологічного потенціалу підлітків за результатами дослідження. Тренінгова програма може бути ефективно використана психологами та педагогами в освітньому процесі для підвищення рівня самоактуалізації, розвитку відчуття дорослості, актуалізації процесів психологічного потенціалу, підвищення рівня компетентності підлітків. Компетентнісний підхід за методикою «рівний – рівному» та використання підходу «Подвійної тьюторської системи» у роботі з підлітками актуалізують психологічний потенціал підлітків і розвивають ключові компетенції учасників.

Ключові слова: психологічний потенціал, навчальна діяльність, компетентнісний підхід, сфери життєдіяльності підлітків, емоційна, мотиваційна, поведінкова, ціннісна орієнтація, міжособистісне спілкування.

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Introduction. The main social institution – the family – is undergoing a profound transformation associated with a change in its functional, status-role, and value-normative foundations (Yasuma et al., 2019). It is known that proper personality development includes the influence of older people on a young individual. When this does not happen, children communicate only with peers narrowing the ways of growing up and sharing life experiences. Mark Bauerlein, an American educator and author of the book *The Dumbest Generation*, suggests that the only peers influence is anti-intellectual, anti-

historical, because children do not learn from their elders, but from the World Wide Web (Bauerlein, 2022). Self-confidence sometimes entails the search for not only fame, but also trouble.

Teenagers have become more focused on their inner "Me", while trying to demonstrate it to others in every possible way. According to Joel Stein, the "Times" journalist and "The Me, Me, Me Generation" author they are too concerned with their popularity and the opinions of others (Stein, 2013). Some teenagers simply do not want to grow up, they remain "big kids", because social

networks stimulate the need for self-expression and approval by others (Sharma, 2021).

The competence's concept is a very valuable achievement for working with adolescents in our time. Key competencies not only help with personal adaptation; they are the key to success in realizing one's potential. That is why key competencies are objective categories, they form a psychosocial complex of the current level in knowledge, skills, abilities and attitudes (Tigerstedt, & Fabricius, 2019). This complex can be applied in a wide range of human activities and will help to reveal psychological potential. Key competence: success contributes in life; the public institutions' development quality; life areas' corresponds (Zorenko, & Gritsenko, 2019).

The actualization of psychological potential includes a number of important aspects that in the further future affect not only the individual's potential as a whole, but also the life position, the life perspectives formation and life design practices (Tytarenko, 2012). It is in the adolescent's personality development period that the self-positioning and self-motivation constructs are actualized and developed, which in later life develop into a personal dialogicity position (Mikhailchuk, 2018), the need for self-improvement (Kovrigina, & Orlova, 2020), aspirations to self-realization (Milchevska, 2013). Aspects of the personal dialogicity position – subjectivity and intersubjectivity – refer to the adolescent's personality position in relation to himself and the surrounding world. This is an important construct of an individual's internal position regarding personal awareness and perception and subjective dialogicity in the interpersonal interaction process. The need for self-improvement includes social interaction and self-awareness aspects. This is a kind of activity construct that is formed in interaction – with oneself and the world – and through it, but against the life perception meaningful component's background. The desire for self-realization in adolescence is not yet fully realized and formed, but the self-realization processes through the activity forms variability and self-actualization through the actual desired goals achievement that carry universal human values take place as psychological potential actualization aspects.

Methods. The mixed research method was used in this study. The adolescent's psychological potential components manifestation level quantitative assessment methods were applied at the first diagnostic stage in order to select training work relevant forms and methods. The subject-subject approach, the “equal-to-equal” method, the psychodrama methods, art therapy, mediation, fairy-tale therapy, conflict-centred interaction, training and exercise, creative productions and other training work forms and methods in the competence approach were applied at the second stage of the study. Teenagers were

able to use the acquired knowledge and skills in the third stage of the program in the “Double Tutor System” technology. Results quantitative fixation diagnostic methods, which were used in the first stage, were used in the fourth control stage of the study.

118 teenagers aged 12–17 from Kyiv and the region took part in the self-discovery and self-realization “Alternative” training program on the basis of anonymity and voluntariness as an experimental group. Teenagers from different schools in Ukraine participated in the experimental testing on a voluntary and anonymous basis. The control group consisted of 122 participants.

The psychodiagnostic techniques use:

1) motivational orientation – motivational test (Mil'man, 1990);

2) emotional development – the emotional potential level (G.S. Hall), mental states self-assessment test (H. Eysenck);

3) value orientation – meaningful life orientations test (Klochko, 2003);

4) behavioural component – test “People”, thematic apperceptive test (TAT) H. Murray, K. Morgan (the test's behavioural component was considered) (Von Károlyi, Winner, 2005);

5) “Wiesbaden Personality Questionnaire” (current and basic personality abilities), N. Pezeshkian, H. Deidenbach (Wiesbaden personality questionnaire).

The adolescents' psychological potential actualizing program correction was carried out on the basis of diagnostic data, taking into account the participants' potential capabilities and in accordance with the proximal development zone.

The results of the study were used in creating a program to actualize the psychological potential of adolescents. The main achievement is the practical training part of the developmental program “Alternative”. It is propaedeutic, developmental and corrective. It takes place during the year. The latest scientific achievements and achievements for the personal development of adolescents are used. The program actualizes adaptive and resilient skills, helps develop social interaction skills, forms the ability to solve problem situations, develops leadership skills and creative thinking – all this contributes to the self-development of the individual and forms key competencies: self-expression, critical thinking, intercultural intelligence, the basics of group interaction, communication skills, mentoring, social and emotional intelligence, the basics of media literacy, independent continuous learning, time management and life path planning.

The effectiveness of the program is ensured by:

– systematization, consistency and effectiveness. The program lasts for a year, which allows you to design the process of change and creates a basis for qualitative changes. Every

second thematic block ends with an on-site training session, which involves not only complete immersion in the work, but also each participant's positive changes assessment;

- homework. The received material, skills and abilities are practiced by children during the individual's implementation and collective creative tasks, projects, etc., which are performed in the period between classes;

- practice. Each participant will have the opportunity to apply the acquired knowledge, skills and abilities in practice, while working as an assistant counselor in a children's camp. The shift (shifts) for which the participant goes as an assistant counselor are paid at a discount;

- qualified authors and trainers. The author of the program is Tetyana Svatenkova, Candidate of Psychological Sciences, and co-host is Oleksandr Svatenkov, Candidate of Pedagogical Sciences, Associate Professor.

The aim of the study was to determine the changes' dynamics in instrumental (ability to analyze and synthesize, information management skills, problem solving, decision-making), interpersonal (ability to criticize and self-criticize, interact, work in a team) and systemic (ability to adapt to new situations, ability to produce new ideas, leadership qualities, desire to succeed) competencies in children participating in the program. Particular attention was paid to the adolescent's psychological potential main components development level (motivational, emotional, value and behavioral).

The variable opportunities' presence for cooperation with a teenager within each component of the teenager's psychological potential allows you to effectively select exactly those that are important to master or work out for almost every participant in the program. Accordingly, we have the following components:

Motivational component:

- motivation for achieving success in the entrusted group;

- material incentives in the branded products' form (T-shirt, mug, pillow, etc.) and discounts on staying at the camp;

- equal among mentors' motivation status;

- motivation for one's own potential safely variable test;

- motivation for approval by reference persons.

Emotional component:

- feeling of joy from the one's own and group goals realization;

- emotional response and elation' sense from group members;

- satisfaction from the activities' successful performance and the one's own role realization (role dispositions);

- empathetic response from mentors and the reference group;

- moral, aesthetic, psychological, cultural, intellectual satisfaction in the activity's process.

Value component:

- increasing self-esteem and self-worth;

- the responsibility and self-responsibility, self-discipline development;

- the humanism sense development and individual's value awareness;

- respect for others and the individual's boundaries;

- increasing the moral values' importance;

- expansion of cultural and aesthetic values;

- attention to the security and support values.

Behavioral component:

- availability of ready-made behavioral constructs in standard situations;

- ability to form and test new behavioral skills in a situation of direct interaction;

- support from mentors and the ability to adjust one's actions;

- opportunities to make creative decisions;

- opportunities to test oneself in various role concepts (psychologist, organizer, trainer, presenter, etc.).

Teenagers acquire competencies that are activated and reinforced in the mentoring interaction's system within the recreation program's framework. This is facilitated by the following factors:

- a sense of responsibility for their actions and for the group, which is headed by a teenager-mentor;

- a new form of interaction with the team, where the teenager acts as an adult, a role model and must behave accordingly (the senior mentor helps to develop the such behavior's skills);

- the opportunity to receive constant feedback and support from senior mentors, which helps the teenager to navigate the situation in time and learn to act in accordance with the circumstances;

- cooperation with senior mentors allows the teenager to feel like an adult, to experience a sense of pride in their own achievements in working with the group, to activate their own need for maturation and psychological growth;

- the need to gain authority in the group and the circle of significant adults pushes the teenager to growth, self-improvement, and therefore, self-realization;

- establishing interaction's clear rules, psychosocial boundaries, value and moral guidelines gives the teenager the opportunity to fully experience the life responsibility of an adult and navigate their own life path choice.

Realization the adult's role within the competence approach framework and the above-mentioned factors' interaction optimize the socio-psychological maturity acquisition process by the teenager and help to effectively survive the growing up crisis.

Results. It can be noted that 94 children out of 118 participants initially had low and critical results

by methods 1, 2, 3 and 5 (80%). 93 children had uncertain results according to method 4, which is 79%. These indicators changed significantly at the end of the program. The indicators by methods 1–3, 5 normalized for 71 participants (60%), significantly increased towards efficiency and personal growth for 41 participants (35%), and the results did not change significantly for 6 participants. According to method 4 (the “People” test), there were no significant changes, with the change’s exception in the respondents’ position from passive or passive-observant to active; the respondents’ circle of communication expanded, a leader behavioral psychotype was noticeable (85%), the latter did not change significantly; and the TAT test results showed a change in attitude towards one’s own life in general and the interaction situation in a progressive, creative and polysemantic choice’s direction for all respondents.

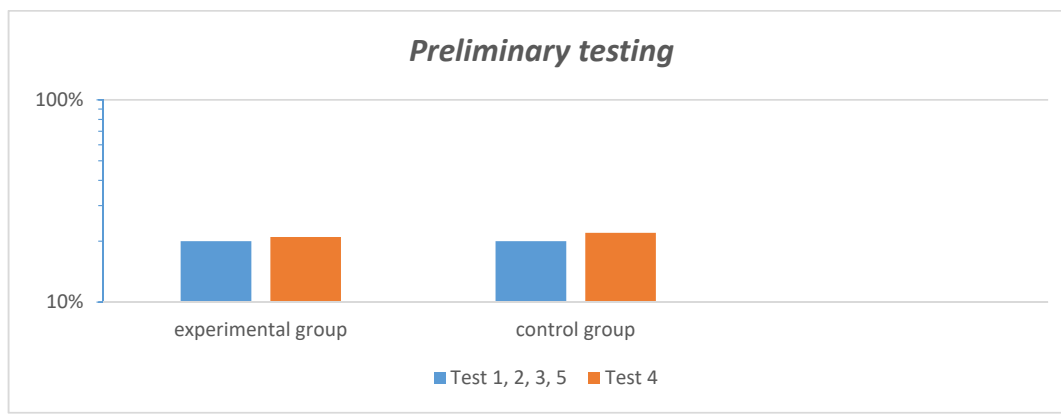
A control group of 122 teenagers from different schools across the country took the same tests anonymously and voluntarily in 2019–2021. According to the preliminary results of testing using methods 1, 2, 3 and 5, 98 participants had critical and underestimated results According to method

4, 95 had uncertain results (78%). According to the final testing results, the indicators did not change significantly: 92 participants have critical and underestimated results using methods 1, 2, 3 and 5 (75%); 90 have uncertain results using method 4 (74%). The measurement results are shown in columns 1 and 2. Accordingly, the first graph shows the results of preliminary testing in both groups (research and control). In the ratio, we have results marked “normal” and “above normal”. Experimental group pre-testing methods 1, 2, 3, 5 – 20%, method 4 – 21%. The control group of methods 1, 2, 3, 5 – 20%, method 4 – 22%. It can be seen that the indicators are almost at the same values.

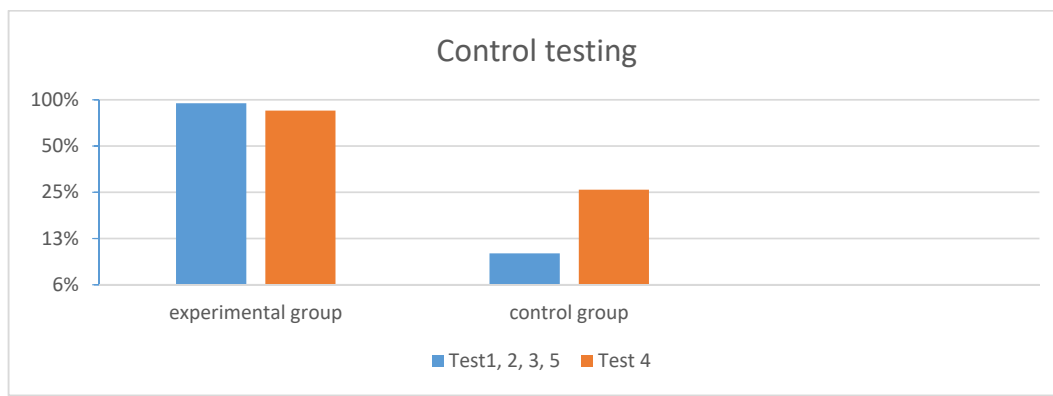
Control testing showed that teenagers who have completed the full cycle of psychological potential actualization using the technology described above (in the Psychological Club “Alternative”) and in the health and wellness environment in the children’s camp “Zephyr” the recreation program showed very good results: their emotional intelligence, motivation indicators, and value orientations have significantly increased.

Conclusions. Realization of the teenagers’ psychological potential requires targeted,

Preliminary and control testing’s comparison graphs in experimental and control groups



Graph 1. Preliminary groups’ testing



Graph 2. Control groups’ testing

organized actions on the part of an adult and the child's internal needs. In the children's health program "Zephyr" and the psychological club "Alternative" we have been studying this process since 2016, and now the procedure for checking and correcting the methods in accordance with the needs of teenagers and today's challenges is underway. In working with adolescent children, I believe that a combination of several factors is relevant:

1) specialist mentors' preliminary systematic training (psychologists and social workers) who work directly with children;

2) socio-pedagogical and individual-psychological approaches' combination in working with the individual and the group;

3) the influencing the individual various methods' successful combination (group and individual) and the various forms and methods in working with children use;

4) the use of a competence-based approach and diagnostic methods in work.

All this allows us to record the results of the work, quickly respond to the individual's needs and the characteristics of its development in a new group, dynamically develop and adjust the program in accordance with the time requirements and the group characteristics, keep in the center of attention the individual's harmonious development and assistance to each child on the path to self-realization. All this makes it possible to record the work results, respond quickly to the individual's needs and his development peculiarities in the new team, dynamically develop and adjust the program in accordance with the time requirements and the group characteristics, keep in focus the individual's harmonious development and help each child on the way to self-realization.

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