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PECULIARITIES OF THE SUBJECTIVE FEELING OF LONELINESS OF BELARUSIAN SCHOOLCHILDREN WITH DIFFERENT SOCIAL ORIENTATION

The article is devoted to the actual psychological problem of experiencing loneliness in adolescents. The article describes the results of an empirical study of the subjective feeling of loneliness among Belarusian schoolchildren. A comparative analysis of data on the manifestation of various types of loneliness in schoolchildren with a prosocial and socially inert personality orientation is presented. It is concluded that the pro-social orientation of the personality of schoolchildren, the desire to help others, to actively participate in socially useful activities, makes it possible to reduce the intensity of the subjective experience of loneliness and, in general, experience loneliness as a positive state.

At first glance, it may seem to a simple layman that the problem of loneliness least of all concerns schoolchildren, youth and the younger generation as a whole. But it's not. Modern teenagers are growing up in the era of information technology. On the one hand, constant access to the Internet and the ability to communicate at any time have led to the fact that modern teenagers have ceased to appreciate live communication and, in some way, have lost touch with the real world. On the other hand, the experience of loneliness for a teenager remains an acute problem. The concept of "digital loneliness" has appeared – the phenomenon of the subjective experience of loneliness by the digital generation [1].

Most psychologists are of the opinion that adolescence is the time of the formation of self-awareness, the formation of personality, when a teenager necessarily faces the experience of a feeling of loneliness. "The feeling of loneliness ... is a normal phenomenon, a consequence of the birth of inner life," notes the domestic psychologist I. S. Kon [2, p. 59].

In adolescence, the experience of loneliness can be more acute and have a negative impact on personal development. Teenage loneliness is dangerous because it can be accompanied by such consequences as depression, alcoholism, drug addiction and suicide attempts. This is associated with a sense of defenselessness and self-doubt, in their abilities. It seems to teenagers that no one hears or

understands them, they have no one to trust. They are afraid to ask for help and withdraw into themselves. This leaves an imprint on their further socialization in society.

Thus, the problem of loneliness in modern schoolchildren and adolescents is relevant. How to deal with the negative manifestations of loneliness? Since loneliness is a subjective experience, there is no single way to overcome it that will suit everyone. However, the analysis of psychological recommendations for this problem convinces us that the manifestation of activity in a broad sense (find your hobby, start helping other people, etc.) is one of the most effective methods of overcoming loneliness.

The assumption of our study is that there are differences in the severity of loneliness and the nature of its manifestation in adolescents with different social orientations: prosocial and socially inert.

Under the prosocial orientation of the individual, we understand the propensity to help others and the willingness to benefit other people and society as a whole. The desire to help others for such people is a value, a range of interests, a motive and gives human life a certain meaning. In life, we meet many examples of premeditated, targeted assistance. For example, charity, voluntary work for the well-being of others, volunteering. The socially inert orientation of the individual is understood by us as the absence of a propensity for prosocial activity.

Our study was conducted in 2022 on the basis of I. Melezh Gymnasium No. 36 of Gomel. The study involved 120 students, including 43 adolescents with a pro-social personality orientation and 77 with a socially inert personality orientation, aged 15 to 17 years. The division of adolescents into groups with a prosocial and socially inert orientation was carried out using the method of expert assessments and observation. The group with a pro-social orientation of the personality included schoolchildren whose range of interests and voluntary activity includes such activities as volunteering (for the elderly, children, animals), socially useful activities (labor and environmental landings), participation in creative projects, competitions. Schoolchildren who did not show interest and activity in the above activities were classified as socially inert.

For the purpose of our study, the following psychodiagnostic methods were used. "The scale of the subjective feeling of loneliness" by D. Russell, M. Ferguson, which allows you to determine the degree of severity of the subjective feeling of loneliness (high, medium and low level). A high degree of loneliness corresponds to an indicator from 40 to 60 points [3]. "Questionnaire for determining the type of loneliness" S.G. Korchagina [4]. The questionnaire is designed to determine the depth of the experience of loneliness, and its type. The following scales are presented in the methodology: diffuse, alienating, dissociated loneliness. For statistical data processing, Student's t-test and Fisher's ϕ^* -test were used.

Research results. Among schoolchildren with a socially inert orientation, the presence of a state of loneliness (medium and high levels) was revealed in 41% of the respondents. At the same time, the data of our study are consistent with the data of other modern similar Russian studies [5]. Our results confirm the hypothesis that the problem of loneliness is relevant for many modern schoolchildren.

The average level of subjective feeling is characterized by the author of the technique as adequate, as it reveals the features of experiencing the subjective feeling of loneliness as a natural normal state. Such teenagers can only occasionally experience a feeling of loneliness due to a lack of attention from the near social environment.

According to our study, among schoolchildren with a prosocial orientation of personality, the presence of a state of loneliness (average level) was revealed in 16% of respondents. The majority of adolescents with a prosocial orientation (84%) have a low level of subjective feeling of loneliness.

The low level of subjective feeling of loneliness in the context of this technique suggests that it is not common for adolescents to experience loneliness as a state, it is not an obstacle for them in interpersonal relationships. These teenagers have harmonious social relationships.

The results of a comparative analysis of indicators of the level of subjective feeling of loneliness in adolescents with a prosocial and socially inert orientation are presented in Table 1.

Table 1 – Comparative indicators of the subjective feeling of loneliness in adolescents with different social orientations according to Student's t-test

Group of schoolchildren	Mean subjective feeling of loneliness	t-test Student	Significance level
Schoolchildren with a pro-social orientation	11,953±6,09	4,558	0,001**
Schoolchildren with a socially inert orientation	18,74±10,213		

According to our study, it was statistically reliably established that adolescents with a socially inert personality orientation are significantly more likely to experience a subjective feeling of loneliness than adolescents with a prosocial personality orientation. Based on these data, we assume that the prosocial activity of the personality of schoolchildren in a broad sense allows them to fight loneliness and overcome its negative manifestations.

Analysis of the results obtained according to the questionnaire by S. G. Korchagina to determine the type of loneliness showed which type of loneliness prevails in adolescents with a prosocial and socially inert orientation.

According to our data, we can note that adolescents with a prosocial and socially inert personality orientation show different types of loneliness.

Schoolchildren experiencing diffuse loneliness are distinguished by suspicion in interpersonal relationships and a combination of conflicting personal and behavioral characteristics: resistance and adaptation in conflicts; the presence of all levels of empathy; excitability, anxiety and emotivity of character, communicative orientation [4]. In a state of acute experience of diffuse loneliness, a teenager strives for other people, hoping to find confirmation of his own existence, his significance in communication with them. Acutely reacting to stress, adolescents choose the strategy of seeking sympathy and support.

According to our study, schoolchildren with a prosocial personality orientation tend to experience diffuse loneliness more often than schoolchildren with a socially inert personality orientation ($\varphi^*=1.43$ with $\alpha=0.08$). The nature of the experience of this state of loneliness in schoolchildren is probably associated with their desire to show prosocial activity. In other words, volunteering, socially useful activities help such schoolchildren to cope with loneliness.

Schoolchildren who discover a state of alienating loneliness are prone to manifestation of excitability, anxiety, cyclothymic character, low empathy, confrontation in conflicts, pronounced inability to cooperate, suspicion and dependence in interpersonal relationships. Such adolescents are characterized by a tendency to isolate themselves from other people, norms and values accepted in society, the world as a whole. At the same time, there is a loss of significant connections and contacts, intimacy, privacy in communication, and the ability to unite. A person feels abandoned, lost, abandoned. He can no longer find the necessary response and understanding. Awareness of the impossibility of being listened to, understood, accepted often leads to the conviction of one's own uselessness [4].

According to our study, the state of alienating loneliness is experienced by the same number of schoolchildren with a prosocial and socially inert orientation (35% and 36%).

The dissociated type of loneliness, according to the author of the methodology, is the most difficult state, both in terms of experiences and in terms of origin. It is expressed in anxiety, excitability and demonstrative nature, confrontation in conflicts, personal orientation, a combination of high and low empathy, selfishness and subordination in interpersonal relationships, which are opposite trends [4].

According to our study, it was found that adolescents with a socially inert personality orientation tend to experience a dissociated type of loneliness more often than adolescents with a prosocial personality orientation ($\varphi^*=1.42$ with $\alpha=0.08$). This means that adolescents with a socially

inert personality orientation are subject to the most acute and complex type of loneliness, in which some aspects of their personality are accepted by a person, while others are categorically rejected. In this state, the feeling of loneliness is experienced as acute, clear, conscious, painful.

Thus, schoolchildren with a socially inert personality orientation are more likely to experience a subjective feeling of loneliness in general than schoolchildren with a prosocial personality orientation. They are more characterized by experiences of the most acute, painful, clearly perceived loneliness (dissociated loneliness).

Compared with the group of socially inert students, students with a prosocial personality orientation are less prone to acute experiences of subjective loneliness. This group of schoolchildren is characterized by an experience of diffuse loneliness, manifested in the desire for sympathy and support, the desire to find confirmation of their significance in communication. In our opinion, such a nature of the experience of loneliness in these schoolchildren pushes them to the manifestation of prosocial activity. Being engaged in socially useful, volunteer activities, schoolchildren cope with loneliness, confirm their own significance and value.

The experience of loneliness is a normal phenomenon of adolescence. However, loneliness can occur in a more acute form and have a negative impact on personal development. The prosocial orientation of the personality of schoolchildren, the desire to help others, to actively participate in socially useful activities, makes it possible to reduce the intensity of the subjective experience of loneliness and, in general, experience loneliness as a positive state, the dynamic balance of the processes of identification and isolation, the psychological stability of the individual in relation to the influences of society.

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PERSONAL RESOURCES OF BULLYING PARTICIPANTS IN THE BELARUSIAN EDUCATIONAL ENVIRONMENT

The article reflects the results of an empirical study of the psychological characteristics of adolescents, participants in bullying in the Belarusian educational environment, reflecting their personal resourcefulness: social and psychological adaptation, resilience, models of coping behavior. The results of the study are of interest in the context of a resource approach to providing psychological assistance to victims of bullying.