CHARACTERISTICS OF SELF-ATTITUDE AND LIFE VALUES OF MODERN HIGH SCHOOL STUDENTS

The article deals with the problem of life values and self-attitudes of modern high school students, presents the results of empirical research and their interpretation. The article emphasizes that the study of life values, the attitude of high school students to themselves and others is an urgent psychological and pedagogical task, the solution of which will allow to identify trends in the development of modern society and determine the strategy of personal development of the younger generation.

The modern stage of development of society, characterized by political, economic instability, growth of social tension, can be accompanied by a significant reassessment of both universal and personal values, as a result of which there is a "blurred" image of the future, uncertainty of life prospects, the formation of pseudo-values that are not consistent with the real goals and interests of a person.

Today, specialists are faced with the task of finding a solution to the problem of devaluation of humanistic values and low self-worth, self-esteem of high school students in combination with the prevalence of material orientations and high self-esteem. In the modern world, teenagers are very susceptible to the influence of external, environmental factors, which can largely determine the transitivity of their system of values, meanings and worldview in general. Public opinion imposed from outside and modern socio-political trends have a significant impact on the ratio and self-esteem of adolescents, sometimes imposing a non-existent "ideal" on them. This problem is realized by the attachment of the individual to the modern social trend – the desire for success and self-realization, which makes the assessment and attitude of surrounding people extremely important for high school students, leaving their own ideas without due attention. However, individualization, which emphasizes the uniqueness and originality of a person and supports a certain range of youthful values and preferences, is impossible without a corresponding self-attitude. This shows the importance of this psychological category and its crucial role in the development of high school students.

The system of value-semantic orientations of high school students is characterized by an unstable worldview, little life experience. The value structures of the maturing personality are still at the stage of formation, mobile, subject to significant external influence, including negative. In this regard, the study of the structure of life values and attitudes of modern high school students is an urgent task, the solution of which will reveal trends in the development of modern society and determine the strategy of personal development of high school students.

In modern psychology, there is no single approach to understanding and defining the phenomenon of self-attitude, despite its active study by foreign and domestic researchers. The analysis of works on the problem of self-attitude allows us to talk about the variety of categories that are used to describe it, including "self-esteem", "global self-esteem", "self-confidence", "attitude to oneself", "self-acceptance", "self-worth", "self-esteem", "emotional-value attitude to oneself" [1, p. 150].

The term "self-relation" was first introduced into scientific circulation as a special concept by the Georgian psychologist N. I. Sarjveladze in 1974, understanding it as a subclass of a social attitude. The scientist believed that the concept of self-attitude reflects a wide range of personality phenomena, including: self-awareness, self-knowledge, self-esteem, emotional attitude, self-control, self-regulation [2, p. 213]. However, the American psychologist William James wrote about the phenomenon of self-attitude before N. I. Sarjveladze at the end of the XIX century, using the term "global self-esteem" [3].

In the work "Personality and its interaction with the social environment", N. I. Sarjveladze identifies three components in the structure of self-attitude as the center of personality: the cognitive
component, including self-esteem; the emotional component, containing an emotional attitude to oneself; the conative component, including a willingness to act towards oneself. The components of the self-relationship are coordinated with each other. According to the author, it is necessary to distinguish between the concepts of "self-attitude" and "emotional-value attitude to oneself", which are considered by some researchers as synonyms. The concept of an emotional-value relationship is commonly used in the three-component structure of self-relationship as a component with its own functional meaning [2, p. 215].

Thus, by self-attitude we mean a complex structural personal education, including an emotional, evaluative and value attitude to oneself, formed on the basis of self-assessments in the process of interaction with other people and reflection, carrying out self-regulation, self-expression and self-realization.

The system of self-relationship is multifunctional. The functions of self-attitude in the social life of an individual are: the function of self-reflection; preservation of internal stability and continuity of the "I"; self-regulation of self-control; the function of intracommunication [4, c. 59]. The system of self-relations acts as a basis for such intracommunication processes: psychological protection, self-expression and self-realization in the activity of the individual (N. I. Sarjveladze), the function of signaling about the meaning of "I" (V. V. Stolin) [5, c. 99].

The purpose is to study the self-attitude and life values of modern high school students.

The study was conducted on the basis of the GUO "Secondary School № 57 of Gomel". The study involved 30 high school students (15 boys and 15 girls).

The following methods were used as psychodiagnostic tools: the methodology of self-attitude research (S. R. Panteleev, V. V. Stolin), is designed to identify self-attitude - an emotional and value component of self-consciousness (the understanding of self-attitude is based on the concept of self-consciousness, which distinguished three dimensions of self-attitude: sympathy, respect, intimacy); morphological test of life values (V. F. Sopov, L. V. Karpushin), which allows to determine the value structure of personality; test of interpersonal dependence (R. Girshfield in the adaptation of O. P. Makushina).

The analysis of the results of the study of self-attitude indicates that the parameters "closeness" (83.3%) and "conflict" (80%) are expressed at a high level among high school students. A low level of severity was revealed relative to the parameters "self-confidence" (70%), "mirror self" (93.3%) and "self-acceptance" (73.3%). Such parameters of high school students' self-attitude as "self-guidance" (46.7%), "self-worth" (50%), "self-attachment" (46.7%), "self-blame" (40%) are expressed at the average level. Consequently, high school students are characterized by a tendency to avoid open relationships with themselves, the presence of internal conflicts and a negative background of attitude towards themselves, disrespect for themselves associated with insecurity in their abilities. They treat themselves as unable to arouse respect from others, have a general negative background of self-perception, a tendency to perceive themselves too critically.

According to the "Closeness" scale, high scores were obtained in 83.3%, and average scores in 16.7% of high school students. High school students are characterized by pronounced defensive behavior, a tendency to avoid open relationships with themselves; the reason may be a lack of reflection skills, or a conscious unwillingness to reveal themselves, to recognize the existence of personal problems. Closeness can also be associated with uncertainty and inconsistency in the development of children in adolescence.

The indicator "Self-confidence" was expressed at an average level in 30% and at a low level in 70% of respondents. This indicator characterizes reveals self-esteem, attitude to oneself as a confident, independent, strong-willed and reliable person who knows that he has something to respect himself for. Self-esteem is a key component of a high school student's self-esteem structure. They are characterized by disrespect for themselves, associated with uncertainty in their abilities, with doubt in their abilities.

In 20% of high school students, the indicator of "Self-guidance" is expressed at a high level, in 46.7% at an average and in 33.3% at a low level. The "Self-guidance" scale reflects a person's idea
of the main source of their own activity, results and achievements, about the source of their own personality development, emphasizes the dominance of either their own "I" or external circumstances. High school students in their habitual conditions of existence, in which all possible changes are familiar and well predictable, may show a pronounced ability to personal control. In situations new to themselves, their regulatory capabilities of the Ego weaken, the tendency to submit to environmental influences increases.

For 6.7% of respondents, the "Mirror Self" indicator turned out to be expressed at an average level, and for 93.3% at a low level. The data obtained characterize the subject's idea of the ability to evoke respect and sympathy from other people. High school students treat themselves as unable to arouse respect from others, as causing others to condemn and censure.

According to the "Self-worth" scale, 23.3% of the subjects received a high level of severity, 50% average 26.7% low. This scale conveys a sense of the value of one's own personality and the perceived value of one's own "I" for others. High school students are characterized by average self-worth; they tend to appreciate a number of their qualities, to recognize their uniqueness; other qualities are clearly underestimated, so the comments of others can cause a feeling of low value, personal insolvency. It can be said that at this age there is a contradiction between a teenager's critical attitude towards himself, dissatisfaction with himself, on the one hand, and the need for a generally positive attitude towards himself as a person, on the other.

The indicator of "Self-acceptance" was expressed at a high level for 23.3% of high school students. For 50% of high school students, this indicator was pronounced at an average level, and for 26.7% at a low level. The data obtained allows us to judge the severity of feelings of sympathy for oneself, agreement with one's inner motives, acceptance of oneself as one is, despite shortcomings and weaknesses. High school students are characterized by a general negative background of self-perception, a tendency to perceive themselves too critically, a negative assessment of themselves.

43.3% of the subjects had a high level of expression of the indicator "Self-attachment". For 46.7%, this indicator was pronounced at an average level, and for 10% at a low level. The data obtained allows us to judge the degree of desire to change in relation to the present state. High school students are characterized by selectivity of attitude to their personal properties, the desire to change some of their qualities while preserving others.

Of the entire sample of subjects, 80% of the subjects have "Conflict" expressed at a high level and 12% on average. This scale determines the presence of internal conflicts, doubts, disagreement with oneself, the severity of tendencies to self-examination and reflection. The emotional response of the brain of high school students to stimuli is much higher than in children and adults. Thus, outbursts of emotion, sensitivity and demonstrative behavior seem unreasonable. Therefore, high school students are characterized by high internal conflict, a negative background of attitude towards themselves.

For 36.7%, the indicator of "Self-accusation" was expressed at a high level. For 40% on average and for 23.3% on low. The data obtained characterizes the severity of negative emotions towards one's self. High school students show a selective attitude towards themselves; blaming themselves for certain actions and actions is combined with expressing anger at others.

According to the results obtained by the method of "Morphological test of life values" (V. F. Sopov, L. V. Karpushina), "education" is in the first place in importance (in combination with achieving a high financial position in the future). On the second - "hobbies". In the third place in importance is the "profession", which in the future will bring a high position in society and a high financial position. The fourth place is occupied by "physical activity" due to the fact that many are engaged in various sports sections. The family as a significant sphere is placed in fifth place. Public activity is in sixth place. In the whole sample, the value of the family is in fifth place and is higher only than the value of social life.

The results of the diagnosis of interpersonal dependence (the method of R. Girshfield) showed that a high level of emotional reliance on others was revealed in 26.4% - they are characterized by an orientation towards emotional support of other people, a focus on getting high marks from them; a tendency to expect a lot from them. 16.4% showed a low level of emotional reliance on others - they
are not characterized by sensitivity to disapproval and criticism of others, they do not feel the need for close people and anxiety about their possible loss.

A high level of self-doubt was revealed in 6.4%, which indicates that there are doubts about their ability to deal with most of the personal problems that a person faces in life, about the expectation of negative assessments from strangers, about uncertainty in their judgments, about the preference for a leading position in a group and a tendency to ask for advice when the need to make independent decisions. At the same time, 6.4% of the subjects have a low level of uncertainty, therefore, they are not characterized by a tendency to easily concede in an argument and quickly agree with the opinion that is expected by others, they are able to ask for help.

20% of the subjects showed a high level of desire for autonomy, which indicates that they have a pronounced desire to rely only on themselves, to achieve their goals without the help of other people. A low level of desire for autonomy was noted in 13.40% of the subjects, which indicates that they have a desire for isolation, self-determination of their positions, taking responsibility for their actions and feelings, freedom of choice, a way of behavior appropriate in this situation despite the surrounding influence.

The study showed that the majority of high school students have an average degree of dependence in interpersonal relationships, which may correspond to the norm and indicate the possibility of building a "healthy" relationship. At the same time, there is a high need for emotional closeness and reliance on others, as well as the need for acceptance from significant people. A high integral indicator of interpersonal dependence was noted in 13%. They are characterized by a pronounced need for emotional closeness, love and acceptance from significant others, a rigid desire to receive help and support against the background of a constant feeling of helplessness and weakness regardless of the specific situation; self-doubt, low self-sufficiency, a sense of helplessness, anxiety about possible rejection and loneliness; passive expectation of events, hope that they will be taken care of.

Thus, the results of an empirical study of respondents' self-attitudes suggest that modern high school students are characterized by pronounced defensive behavior, a tendency to avoid open relationships with themselves. The reason may be a lack of reflection skills or a conscious unwillingness to reveal oneself, to admit the existence of personal problems, disrespect for oneself, associated with uncertainty in their abilities, with doubt in their abilities. In the conditions familiar to themselves, in which all possible changes are familiar and well predicted, they may show a pronounced ability to personal control, but in new situations their regulatory capabilities weaken, the tendency to submit to environmental influences increases. The majority of respondents perceive themselves as unworthy of respect from others, expect condemnation and censure from other people. High school students are characterized by selectivity of attitude to their personal characteristics, high internal conflict, negative background attitude to themselves. They tend to blame themselves for certain actions and actions in combination with expressing anger at others. Most modern high school students are characterized by an average level of dependence in interpersonal relationships, which indicates the possibility of building healthy interpersonal relationships. In the system of life values of modern high school students, the first place in importance for the subjects is "education" in combination with the desire to achieve a high financial position, the second is "hobbies", and the third is "profession", which in the future will bring a high position in society and a high financial position.

List of literature used

N. G. Novak

CRISIS EVENTS IN THE STRUCTURE OF LIFE WAYS OF PERSONALITY

The article considers the problem of a person's life path from the perspective of a subject-activity approach, describes crisis events as personally significant, nodal moments of the life path, and considers indicators of the subjective significance of events. The classification of stressors of different levels underlying crisis events is presented.

In the late XX – early XXI centuries in psychological science and practice, the views of scientists regarding the role of personality in the construction of their own individual history have changed significantly. Personality began to be considered not only as an element of social relations, but also as an independent subject capable of creating and regulating his life. The process of being a subject was endowed with dynamism and plasticity due to the high variability of individual situations of human behavior – behavior acting as a solution to the continuous flow of life tasks.

This idea was most fully revealed within the framework of the event-biographical approach, whose representatives emphasized the uniqueness of the fate of each person, due to the individual way of experiencing the events of the life path. Since that time, the systematic study of the life path and the biographical method (as the main method of its research) have occupied an important place in the sciences of man. The life path of a personality is characterized by integrity and continuity: each element of life is prepared by the course of past events of individual history, determines the self-realization of the personality in the present and affects the subsequent direction of life. The dynamics of this process can be represented as a constant change of personality in the direction of constructing oneself as a subject of one's own life path. The latter becomes possible thanks to higher personal formations (consciousness, activity, responsibility, maturity, etc.), which perform the functions of organization, regulation, ensuring the integrity of the life path [1].

The primary role in a person's life is played by personally significant events these are events of a "special kind", defined by S. L. Rubinstein as "nodal moments and turning stages of an individual's life path, when, with the adoption of a decision for a more or less long period, the further life path of a person is determined" [11, p. 643]. The significance of such events is determined by the fact that they are connected with the "inner core" of the personality, its value-semantic structures, require special emotional and cognitive transformation and reflection in the inner world of a person [10].

A significant event acquires a significant significance for a person as its accomplishment, outcome (positive or negative), changes his current state [12, p. 258]. Indicators of the subjective significance of events are: actualization of the life plan or, on the contrary, a sense of the meaninglessness of life, awareness of the need to rethink the stages of the life path, their reassessment, the need to search for new ways of life, the desire to change oneself, one's life, re-examination of values, transformation of goals, etc. [12].

In some cases, a significant event can be assessed by the subject as a "crisis event", i.e. complex, critical, beyond control [2]. Such an event requires a person to be particularly active, to mobilize resources in order to cope with the situation, in order to overcome it. In a brief psychological sense, the concept of "crisis" (from Greek. crisis - decision, turning point, outcome) is defined as "an emotionally significant event or a radical change of status in personal life" [8, p. 174].