

PSYCHOLOGY

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The conceptual model of psychosocial development in the period of adolescence

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Abstract. The article deals with the results of creation the conceptual model of psychosocial development in the period of adolescence (11-21). We have made a theoretic-methodological analysis of the problem of psychosocial development in ontogenesis, the generalization and systematization of the theoretical positions and empiric facts accumulated in psychological science. The determination of the notions of the psychosocial conception of development is specified, the analysis of the common maintenance of the concept «psychosocial development» is carried out, its essence, structure. The psychohistoric analysis of the problem is accomplished. The historical place and value of adolescence in modern conditions are defined, the idea of the period of maturing (11-21 years old) is systematized.

Keywords: personality, psychosocial development, socialization, personality's development, adolescence, period of maturing (11-21 years old), conceptual model.

Ukrainian modern society has experienced difficult crises and transformations. It creates a social situation of development, which reinforces contradictions characteristic of the transitional periods of psychical development.

The transitional periods are those from adolescence (age 11) to that of a young adult (up to the age of 21 years old). Adolescence is most sensitive to the changes in different spheres of our life, and reacts harshly to new social problems. Consequently, the period of adolescence requires a profound study of its psychological and sociological characteristics. It is important to define those changes that took place in the development of modern teenagers and young people under the conditions of social changes. It will help to enlighten the commencement of psycho-pedagogical influence on the psychosocial development of teenagers and youths while overcoming different forms of unadaptable existence.

The modern state of society is characterized by the «crisis of childhood», the swift dynamics of the development of the pedagogical system, the prolongation of childhood, the early «erosion» of the stages of development (Elkonin D.B., Feldstein D.I.). The societal requirements to separate age periods change. The present system of division into the periods of development requires a revision and new understanding of the substance of transitional (critical) ages. In the conditions of the educational development the symptomatology of critical and transitional ages loses evidentness and identity [6].

Research actuality is also determined by the logic of general psychology's development as a fundamental science. Researchers are aimed at developing a general theory which would allow the integration of a great number of partial conceptions, built on separate empirical facts. As the academician Maxymenko S.D. underlines, the regularities and mecha-

nisms of a person's psychical development established during the 20th century in psychology are not exhaustive [4]. The substantial problems of development remain unsolved. A great number of empiric data requires methodical and methodological generalization on the basis of genetic approach realization. Accumulated during decades, theoretical regulations and empirical data concerning a person's development in transitional (crises) periods need critical analysis, reinterpretation and working out on this basis the system conception of psychosocial development.

The conception of psychosocial development is to furnish an answer to the question regarding the origin, regularities and mechanisms of psychosocial development of a child. This conception must have sufficient explanatory potential for solving the tasks of psychological, pedagogical, social theory and practice of education of a growing generation in the conditions of modern informative society. It will also contribute to the social-psychology development, subsequent improvement of the method of teaching and upbringing. Consequently, the object of our research is a person's psychosocial development in the period of adolescence (11-21 years old). The methodological basis of research is formed by fundamental principles and regulations which are developed in national psychology: the regulation about the development of psyche through activity (L.S. Vygotsky, G.S. Kostiuk, M.O. Leontiev); the conception of genetic psychology by S.D. Maxymenko; the epigenetic conception by E. Erikson; the conception of personalization by V.A. Petrovsky; L.S. Vygotsky's conception of age developed in G.O. Ball's, I.D. Bekh's, M. E. Boryshevsky's, L.I. Bozhovych's, O.V. Zaporozhets's, V.V. Davydova's, M.T. Drygus's, G.S. Kostiuk's, V.K. Kotyrl'o's, D.B. Elkonin's, S.D. Maxymenko's, V.F.

Morgun's, L.M. Prokoliienko's and other scientists' works.

We have made a theoretic-methodological analysis of the problem of psychosocial development in ontogenesis. The purpose was the generalization and systematization of the theoretical positions and empiric facts accumulated in psychological science. The determination of the notions of the psychosocial conception of development is specified, the analysis of the common maintenance of the concept «psychosocial development» is carried out, its essence, structure and features of correlation with the concepts «psychosocial relation», «socialization», «personality's development» and others are determined.

The psychohistoric analysis of the problem is accomplished. The historical place and value of childhood and adulthood as socially determined forms of psychosocial development in modern conditions are defined, the idea of the period of maturing (11-21 years old) is systematized. Psychological and sociopsychological approaches to the periodization of the psychical development in the period of adolescence are generalized. The empiric verification of the possibilities of the use of the psychosocial conception is carried out in the main problematic areas of social age psychology and their verification is carried out. The social situation of development is analysed in juvenile-youth age in detail, typical behaviour patterns related to the interpersonal relations and the process of an individual's entrance in a group are revealed. The dominant trends of an individual psychosocial development of a teenager in modern Ukrainian society are determined. The problematic moments and deformations characteristic of a certain part of schoolchildren and students of professional educational establishments are described.

Postnonclassical paradigm and pluralistic methodology of knowledge determine the disciplinary blurring and increase of the role of the analysis of socio-cultural context in the study of psychological phenomena. The new understanding of the nature of adolescence (Eng. "adolescence" – growing up, transition from childhood to adulthood from 11-13 to 18-21 years) as a cultural and historical phenomenon is related to overcoming of limitations of traditional socio-historical paradigm.

The phenomenon of adolescence is a cultural and historical construct, the result of socialization in the culture of a particular type (Cle M., Cohn I.S, Mead M., Feldstein D.I. etc.). Psychohistorical originality and self-value nature of adolescence can be determined only in the light of interaction between the individual and society. Psychologists (Asmolov A.G Kudryavtsev V.T Galazhinsky V.I. etc.), historians, cultural experts, sociologists, philosophers say that humanity is on a new evolutionary stage of psychohistorical development. The transformation of hu-

man nature takes place: the phenomenon of human desire for self-fulfillment, changes in the status and quality of childhood as a social and cultural phenomenon, the formation of personal identity as a self-modeling, changes in interaction of generations, etc.

In new social and cultural conditions the modern type of adolescence is the age group, which (as humanity in general) develops historically, universalizes ancestral ability of mankind, promotes the development of human society in the cultural space of time and history. Development of the modern teenager is a process of creative self-determination in the culture: on the one hand – it's a creative assimilation (assignment), on the other – it's the creation and enhancement of the creative potential of the genus, the actualization of not only realized, but also undetected, latent potential of the creative activity of mankind. Thus, adolescence is a carrier of cultural – creative function and source of tribal cultural evolution [7].

We have defined that in the period of juvenile-youth age (11-21 years old) there is a successive stage-by-stage reorganization of the structure of psychosocial development. These qualitative changes take place under the influence of a personality's development as a subject of vital functions. During the period from 11 to 21 years old the interaction between the integral levels "personality – individuality – individual" plays a particular role. Their integration causes deep changes in the maintenance and structure of psychosocial development. It concerns, foremost, the development of value-semantic sphere of consciousness, semantic regulation of social conduct and subject regulation of vital functions.

The attitude towards yourself, other people and the whole world are the components of a person's formation, individuality and the subject of a vital activity in the period of changing from childhood to adulthood. Due to our researches in the period of adolescence (11-21) one can distinguish three (3) stages of the development: pre-adolescence (11-13), adolescence (14-17), and post – adolescence (18-21). In each of these stages occurs a qualitative transformation of a person's attitude towards itself, the whole world and other people. Each phase is characterized by the sensitivity to this type of relationship.

In the pre-adolescence period (11-13), the individual develops a value-semantic attitude towards other significant people. The formation of "autonomy-dependence" as a personal style of behavior also occurs. In the adolescence period (14-17) the individual develops value-semantic attitude towards itself. The maintenance of psychosocial development defines the development of a personal installa-

tion, internality, and externality. During the post-adolescence (17-21), the individual develops a personal – semantic relation to the world. Also the social activity or social passivity, social and personal inclusiveness or estrangement will form.

The psychological maturity of an individual is the result of the psychosocial development during transition periods. For each stage of transition, there are some particular criteria that are typical for the formation of an individual's psychological maturity. The individual's maintenance defines the character of that person as a functioning member of society. The criteria of a psychosocial maturity are: value-semantic attitude towards one's self, world and significant people; the character of subjective regulation of the vital activity, the process of the correlation of socialization-individualization (coordination-non-co-ordination degree); and their corresponding results (self-dependence – autonomy, active social position, social responsibility).

The individual's attitude integration and productivity towards itself, the world and other people may be considered as a base criterion of a psychosocial maturity. During each stage of a psychosocial development the research shows the contradictory result between autonomy-dependence, social activity-passivity. Each of these stages is characterized by corresponding types of different transition crisis (13, 17, and 20/21), which represents itself the transition to the next stage of the development. When an individual reaches a certain age, different crisis' of social activity occurs; at thirteen (13) the autonomy crisis begins, at the age seventeen (17) the crisis of responsibility will manifest, and finally at the age twenty-one (21) the crisis of social activity will begin.

In the result of our experimental research some patterns connected with the maintenance of the internal contradictions are revealed.

Firstly, socially-psychological frustration realizes a specific role in psychosocial development during the ages from eleven to twenty-one (11-21). The individual's social needs of frustration provokes the origin of the vital purposes and perspectives. The frustration of the "I- conception" initiates the beginning of the compensatory belonging to significant social groups. The frustration of the necessities, in such a way, influences into regulation of a social time, into the process of integration of individual's

experience and future planning. The individual's frustration of the "I-conception" influences on the regulation of social space, regarding the process of expanding into, and belonging to significant social groups.

Secondly, psychosocial maturity is connected with an individual's development in a social, emotional, interpersonal sphere of its life. Psychosocial maturity is also connected with productive forms of psychosocial coping and the more mature forms of psychological protection, we've made a research of the overcoming's (coping's) strategy- behavior and functional protection of a person in the conditions of psychological barriers and frustration of social necessities. An individual behavior orientation on the necessity, on other people, on yourself (on your own emotional state and on your self-appraisal). Specificity of strategy's development of the behavior's overcoming and functional protection consists in these phases' sensitivity eleven- thirteen (11-13); fourteen- seventeen (14-17); (18-21) to their mastering and usage. Coping-behavior strategy "the orientation to the other people" forms at the age eleven-thirteen (11-13), coping-behavior strategy "the orientation to yourself" forms at the age fourteen- seventeen (14-17) and coping-behavior strategy "the orientation on a problem" forms at the age eighteen-twenty-one (18-21).

The individual's transition of the stages of psychosocial development's stages and formation of the psychosocial maturity provides a special activity of society (adults). The condition of this activity must be directed on the conditions' creation for psychosocial maturity's formation. The developing programs that a person requires in providing efficiency in the conditions of traditionally-popular educational process. The child's involvement into an efficient versatile activity is the efficiency's condition of psychosocial development. It must provide a person's socialization, individualization and personalization at the age between eleven and twenty-one years old (11-21). The individual's condition of psychosocial development is the following definition of the mechanisms of interrelation "personality – society" between the age eleven and twenty-one.

In our research we've received experimental data which may be used by the teachers and psychologists with the aim of optimizing a child's education optimization and upbringing.

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Шамне А.В. Концептуальная модель психосоциального развития в период взросления

Аннотация. В статье представлены основные результаты концептуализации модели психосоциального развития в период отрочества как перехода от детства к взрослости (11-21 pp.) в условиях социальных и культурных изменений. Отрочество рассматривается как культурно-исторический феномен и специфическая форма психосоциального развития. Представлены основные положения и ключевые понятия концепции. На основе анализа современной социальной ситуации развития в подростково-юношеском возрасте определены новые тенденции психосоциального развития этой возрастной группы. Современный тип отрочества – возрастная группа, которая исторически развивается, универсализирует родовые способности человечества, доопределяет способы его функционирования и развития в пространстве культуры и времени. Развитие современного тинейджера – это процесс творческого самоопределения в культуре: с одной стороны – это творческое усвоение (присвоение), с другой – создание и приумножение креативного потенциала рода, актуализация не только реализованных, но и невыявленных, скрытых возможностей человечества. Таким образом, отрочество является носителем культурно-творческой функции и источником развития родовой культуры. В период подростково-юношеского возраста происходит поэтапная реорганизация структуры психосоциального развития, в частности взаимодействие интегративных уровней "личность-индивидуальность-субъект". В период 11-13 лет преимущественно развивается ценностно-смысловое отношение к значимым другим, в период 14-17 лет – ценностно-смысловое отношение к себе, в период 17-21 лет – развитие личностно-смыслового отношения к миру. Итогом психосоциального развития в переходные периоды должна стать психосоциальная зрелость. Ее критерии – ценностно-смысловое отношение к себе, миру, значимым другим; характер субъектной регуляции жизнедеятельности, соотношение процессов социализации-индивидуализации и т.д. На каждой из фаз психосоциального развития (в периоды 11-13 лет, 14-17 лет, 18-21 лет) происходит соответствующее разрешение противоречия между автономией – зависимостью, интернальностью – экстернальностью, социальной активностью – пассивностью. Продуктивность взросления и формирования психосоциальной зрелости предусматривает специальную деятельность общества (взрослых), направленную на обеспечение эффективности коррекционно-развивающих программ в условиях традиционно-массового образовательного процесса, включение ребенка в разноплановую деятельность и т. п.

Ключевые слова: личность, психосоциальное развитие, социализация, взросление (11-21 лет), период созревания, концептуальная модель.