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PSYCHOLOGICAL ADAPTATION AS A FACTOR OF PERSONAL SELF-DETERMINATION

Late adolescence is the most crucial stage of personality development, where individuals are sensitive to self-realization, their capabilities, abilities, interests, and, based on these, determining life prospects, developing value orientations and life purposes, and forming psychological readiness for personal self-determination. Contemporary education conditions contribute to this process. The ninth grade is filled with emotional experiences. It is in the ninth grade that modern students take their first real exams. It is in the ninth grade that students must make their first responsible choice regarding their education: whether to stay in their general education school in their class or transfer to a specialized class or enroll in a specialized gymnasium or college. Students begin to understand the feelings and emotions they experience towards the world, social phenomena, people, and themselves. They develop a need to form individual strategies for interacting with others, in response to the changing and complex reality, and their own place within it. In other words, adolescents increasingly become the subject of psychological adaptation, which represents the unity and interaction of social and personal adaptation and mastery.

The theoretical analysis of the problem of self-determination of personality has allowed us to reveal its essence: personal self-determination is an integrative psychological phenomenon that is formed through two equivalent and interdependent processes of personality development - socialization and individuation, and is based on the value orientations of the individual as derivatives of socio-emotional-personal adaptation.

Research has shown that older adolescents have a insufficiently high level of psychological adaptation to life, and it can be more accurately described as social and personal maladjustment. It has been found that only a small fraction of adolescents (17% of the total sample) display social activity, initiative, and self-confidence in various social situations. Feelings of fear, shyness, and a lack of adequate behavior skills in different social networks are present in more than a third of students (35%).

The most significant problems in older adolescents are concentrated primarily in the sphere of emotional and personal adaptation: a clear tendency towards hostility and criticism in social contacts, distrust towards others, and aggressive reactions are characteristic of almost half of the adolescents (over 40%). Only 13% of the overall sample feel confident in interpersonal relationships and have a wide range of communication skills. For the majority of adolescents, weak self-regulation is characteristic in the emotional sphere, including expressing their feelings and controlling their emotions. Only about a third of students have emotional stability, self-confidence, and the ability to control their subjective changes.

The family is a significant factor in the psychological adaptation of older adolescents to the sprouts of life. It has been found that the majority of adolescents are not completely satisfied with their family relationships. They lack a sense of harmony in their family relationships. A strong dependence of personal adaptation in the family on the indicators of general psychological adaptation has been identified. Emotional and personal tension that adolescents experience within the family is transferred to the sphere of broad social relations and beliefs, which can lead to social and personal disintegration of adaptation.

It has been established that in the majority of older adolescents, the process of gender-role identification is incomplete, which can lead to psychological maladaptation of the individual and disrupt positive development - personal self-determination.

Gender differences are expressed in more pronounced manifestations of psychological adaptation and maladaptation in girls:

Girls are more aggressive, socially active, and emotionally stable.

Boys are less aggressive, less socially active, and more emotionally reactive.

The psychological readiness for self-determination of older adolescents in the process of upbringing can be seen as the internalization of social centers, transforming them into a system of personal values and meanings that adolescents begin to navigate independently in all life situations. However, this process is greatly complicated by the value and socio-cultural uncertainty in today's changing society.

The formation of psychological readiness for self-determination in late adolescence requires serious psychological support from school psychologists and educators. However, the concept of "psychological support" is broad and not precisely defined. Each researcher adds their nuances to it, presenting their own interpretation. Therefore, it is important to define the concept of "psychological support" more accurately in the context of the development of personal self-determination in late adolescence, identify its components, and determine which aspects are most relevant and effective within the psychological service at present.

Literature

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