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PSYCHOLOGICAL PECULIARITIES OF VALUABLE SELF-DETERMINATION OF JUNIOR PUPILS

The normative model of personality's value self-determination is grounded and the results of complex experimental and diagnostic research of this phenomenon at primary school age are enlightened in the article.

Key words: *value self-determination, primary school age, normative model, personality.*

Stating of the problem. The central problem of aksiopsychology is ascertainment of conditions, factors, patterns and trends of value self-determination. The fundamental ideas of self-identity as realized self-determination were expressed by S.L. Rubinstein. In the age aspect the problem of self-determination was considered by L.I. Bozhovich, who stressed in it such things as life choices, searching for meaning and purpose of existence, finding own place in the work, society, life. Productive attempt of the general psychological approach to the problem of self-identity was accomplished by V.F. Safin, who highlighted the following structural units of whole act of self-identity as motives, goals, abilities, character properties and actions. In light of the alleged understanding of self-identity experimental works were performed by S.I. Haliautdinova, A.L. Krupenina, U.K. Uzbekova, V.B. Yamidanova etc. M.R. Ginsburg pointed to the valuable semantic nature of self-determination as an attribute of socially mature individual and function of consciousness. Similar theoretical positions were expressed by V. Bartsalkina, V.A. Orlov, T.V. Snehirova, S.N. Tydor, I.G. Shendrik etc.

The aim of the study. Experimental-diagnostical investigation of valuable self-determination in the early school years accomplished by us has to verify and specify its regulatory model.

The main material. We hypothesized that valuable self-identity is the integral indicator of actional activity that displayed on the different levels of attribution. Psychological sense of self-identity is morally motivated choice, occupation of a particular social position through the establishment of conscious living relations in the system of human activities: learning, work, communication, and also diversified common activities with certainly moral context of social life in general with individual creative contribution to the fund of cultural heritage of humanity. Thus, the sphere of the valuable self-determination of junior pupils was limited to mono-, poly- and metasubjective representations of their individual consciousness that arises from multiple studies of psychological characteristics of this age.

Based on the theoretical model of the structure of the valuable semantic consciousness, we hypothesized that *self-determination of junior pupils is predetermined by complex dynamic relation of their subjective*

faculties: interests, desires, aspirations ("want"), available skills, creative abilities ("can"), age, psychophysiological and qualities of character ("Is") and personal new growth of valuable contents: the social orientation of behavior as a result of the adoption of individual motives, purposes and methods of a particular activity ("necessary"), collectivistic attitudes and values as moral and semantic feelings ("must"), temporal and semantic sense aims of individual goals ("I will") in the culture surroundings.

Such formulation of the nature and structure of personal self-determination takes into account the teleological and causal vector of analysis. Accordingly, the complex of empirical methods was used: psychological observation, interview, projective technique (writing of the works "What will I be when I grow up"), expert evaluation, group evaluation of the individual, the method of ranking of the series, surveys, and socio-researching, modelling of game problem situations ("exhibition", "rocket", "hitting the target"), biographical method.

On the basis of the theoretical representation of the process of self-determination its standard model has been built, it sets the parameters of the empirical research (see Table 1). The proposed model consists of self triads personal properties (traits), combined into potential of self-determination in a particular kind of activity. The validity of the selection of personality traits as empirical correlates of social behavior dispositions, underlined in the basis of valuable self-determination has been repeatedly marked by G. Olport, K.M. Hurevych, V.O. Bohdanov, V.I. Pokhylko etc. because antireductionistic, integral approach denies the expediency of the construction of properties to simpler systems where necessary.

Table 1. Normative model of self-determination of junior pupils

Type and potential of selfdetermination	Properties	Representative forms of behavior
1	2	3
Existential self-determination and appropriate potential	A.Optimism C.Creation B.Humanism	Fighting for their ideals, defending them confidently. Full Full of ideas, creates original products of activities. Cares about the common welfare by all available means.
Moral self-determination and appropriate potential	A.Responsibility C.Initiativiness B.Collectivism	Performs any work entrusted to him well and timely, true to his word. Offers interestingcases,supports other members of joint activity. Worries about the matters of the form, willing to participate in joint matters.

1	2	3
Pragmatic self-identifying in the structure of potentials: - cognitive	A. Curiosity C. Quick wits B. Independence	Seeks for new knowledge that gets from books, from the teacher and other people. Solve complicated problems quickly. All educational task does by himself, relies only on his own. Willingly performs any work.
- prakseological	A. Industry C. Persistence B. Orderliness	Every purpose brings to the end. Ready to start the work immediately, does not lose time. Has a lot of friends, interested in friends' affairs.
- communicative	A. Sociability C. Honesty B. Delicacy	Always tells the truth to his friends supports the right person. Always helps friends in hard work, worries about friends, shared with them.

Conducted content-analysis based on the notion about *personal properties as empirical correlates of social behavior dispositions*, reveals the following potentials of self-determination conform to basic kinds of human activities (M.S. Kagan): cognitive, communicative, practical and transformative, value-oriented, life activity in general.

Each potential of self-determination is a disposition consisting of affective (A), cognitive (C) and behavioral (B) components which perform the function in the structure of sense-creative motif: affective component - function of sense creativity (broadcasting of respective needs), the cognitive component has the function of intellectual supporting sense, behavioral component associated with the function of realising of sense with the help of volitional personality traits.

This table helps us to see that the properties of existential potential of self-determination are in the initial stage of forming and for junior pupils were not used.

On the way to the awarding of the true values of life activities the personality constantly encountered the problem of the selecting of targets, motives, acts. But not every choice is a measure of personal self-determination, only one in which the preferred value has the highest order. Situations that lead to the need for such elections, originally arising in conjunction with other activities. According to this fact the capacity for moral choice is the criterion of valuable self-determination. This criterion helps to differentiate types of self-determination on theoretically selected levels. Thus, the level of individual activities (monosubject) has *pragmatic self-determination* that implements specific "instrumental" motives of activity. At the level of joint activity (polysubject) *moral self-determination* is manifested, while well-action (or ill-action) as a result of conscious self-restrain (or unencumbered by liability selfishness) is performed. Personality

in the context of life activity (metasubject) is determined according to existence, answering to the questions of the sense of being and mission etc. which come under "competence" of existential self-determination. Obviously, to the level of unconscious functioning (relative subject) conforms to *situational self-determination* that is possible in the situation of awareness of actual instinctual motives, peculiar wisdom of behindhand. In some cases, situational self-determination coincides with pragmatic, forming a mixed conglomerate. The level of absolute subject conforms to eschatological self-determination as finding answers to the ultimate goal of life. Due to obvious reasons, this type of self-determination is not diagnosed.

Based on the conceptual model of self-determination and data available in literature about conditions of its implementation we formulated **indicators of psychodiagnostic of age type of self-determination:**

1) *level of subjective attribution* of individual concentration on "individual", "group", "society". This type of self-determination is measured by "scale" and the degree of mastery of their individual life attitude, manifested in behavior;

2) form of self-determination, or the way of taking positions by *personality*. The form of self-determination is shown in problem situations of valuable choice in joint activities. Criterion of the form of self-determination is the behavior in the conditions of relationship between freedom and necessity, which is the essence of moral conflict. There are ways of occupying the position: taking responsibility, initiating freely performed actions, selfish or socially collectivist motivation;

3) *type of self-determination*, which is set by the nature of the prevailing social attitudes and values of the individual.

The empiric correlates of indexes of age type of self-determination were established by socioresearching statuses of junior schoolchildren, levels of group estimation of forming of their personal properties and potentials of self-determination, levels of personality adequacy (correlation of I-wished and I-existing), their images in the future, results of conduct in problem situations. The realized complex of experimentally diagnostic methods allows to assert the presence of some general tendencies of aksiogenesis on the stage of junior school age.

A typical tendency in the awareness of personality properties of junior schoolchildren is the understanding of what is bad for me, as for a pupil, and confident authentication with this standard of overwhelming part of classmates. In most cases the parcial estimation of failure in educational activity spreads on other spheres of self-realization of personality and creates unfavorable conditions for compensatory and mutually intensifying development of separate types of the valuable self-determination.

A conclusion made on the basis of account of coefficients of adequacy of group estimations of personality, testifies the predominance of objective orientation in the educational-pedagogical process. Functions of regulation,

limitation, prohibition, compulsion, that realize this orientation in psychological-pedagogical influence, don't facilitate enough in forming of ramified evaluation of standard "what is good". According to the authentication of junior schoolchildren with a positive standard appears unsteady, it can be unsettled by casual disciplinary violation or bad estimation. As information testifies, an educate effect of application of imperative strategy of psychological influence is doubtful, as only the "order" conditions of the valuable self-determination of junior schoolchildren create.

The results of factor analysis of potentials of the valuable self-determination of junior schoolchildren found out interesting conformity to law, which marks 2-3 forms of primary school. The fact of switching of group estimations of personality of junior schoolchildren repeatedly described in literature was confirmed from the criteria of educational activity on the criterion of effective interpersonality co-operation in a form collective. In the third form properties of personality, which provide progress of compatible activity, begin to play role in self-determination. A change is carried out from the mainly pragmatic (mainly educational) on a moral-collectivistic level valuable self-determination, which begins to determine (to correct, to regulate) the current displays of personality.

It is worth to pay attention to the fact of increasing of subjective meaningfulness of such traits, as collectivism, good organization, initiativeness with maintenance of high value of responsibility in self-determination of schoolchildren in the third form. From the second to the third form the value of curiosity, shrewdness, independence falls in educational activity, in other words the conclusion about the leading role of moral potential of third-formers in their self-determination in a collective is confirmed. But the weight of cognitive potential of self-determination that prevailed in the second form falls.

For researching of forms of personality self-determination in the second and third forms three experimental situations were organized.

The results of elections in the situation "Exhibition" testify that in moral self-determination of third-formers reason of personality responsibility prevails above a reviewer person. The pupils of the third form are not able to realize the responsibility for making a decision, which realizes moral reason.

In the situation "Rocket" self-determination as the method of initiating of the morally motivated action was investigated. It appeared that in the third form tendency to initiating of the morally explained actions (directed on a benefit of others) notably prevails above a tendency to realize the right for the action aimed at a benefit for himself (selfish reason).

The experimental situation - game "Hitting the aim" tested the capacity of schoolchildren for collectivistic self-determination.

Elections carried out on a benefit I-reviewer group or form on the whole consist in proportional dependence 1: 2: 2 for the second and 1: 3: 1

for the third forms. It means that tastes of second-formers were divided equally between a group, incorporated with the aim of joint activity, and the collective. Third-formers have positive attitude toward a primary sociable collective (groups) that predominates notably. It means, that in the third form comparatively with the second one the role of multiplanned compatible activity in forming of collectivism self-determination of schoolchildren grows strongly. Initiative of third-formers in a problem situation more often leads for the choice of position in which the personal responsibility of pupils will be realized before friends in common educational, public and other affairs. Thus, *collectivism integrates properties of responsibility and initiativeness in the structure of personality apt to self-determination.*

Conversations with pupils, analysis of works on a theme "What I will be, when I grow up" convince that prevailing tendency of self-determination in prime school age is *aspiration to be as all*, to adjust to the conditions of life and work in a form collective.

The analysis of pupils' works testifies that a third-former has a semantic and time prospect of self-determination, naturally, closer constrained, than second-formers have, that allows to judge about greater social maturity of the first, the their best preparedness to vital self-determination.

General optimistic mood pierces the vital plans of junior schoolchildren, their humanistic orientation are noticeable. Reasons of creative attitude toward life are expressed much more poorly. Junior schoolchildren are mainly oriented to the recreation of well-known professionally-role-play positions in public relations. Mastering of social experience, adaptation to the terms of public living together – main tendency of self-determination in primary school age.

Attentive consideration of profiling personality traits (and also their combinations) in the correlative rows of I-images results in general conclusion about prevailing in the second form tendency to self-realization as a subject of individual activity; in the third form there is a tendency to realization of himself as the subject of the publicly divided activity. This fact represents the passing to the leading sphere of self-determination for teenagers - moral-collectivism self-determination in the process of executable compatible activity.

Ranking of self-appraisals of traits, connected with some components of semantic dispositions that served basis for determination of adequate personality properties related to the certain components, allows to see general for junior schoolchildren regularity.

In self-determination according to the prospects of development of themselves as personalities junior schoolchildren base on *the cognitive components of I-wished*, in other words on realization of the capacities for the performing activity (component "can"). Analogical logic-mathematical procedure in relation to the components of disposition structure of I-existing

allows to draw conclusion about domination of highly emotional components (necessities, desires-intensions) in the estimation of the real possibilities of self-creating. In other words, junior schoolchildren (especially third-formers) consider that in an order to become the one and such, more important to want, and already then to own certain capabilities and volitional properties. Using above-mentioned procedure in relation to separate potentials of pragmatic self-determination, it is possible to come to the conclusion about the leading role of prakseological potential in the structure of I-wished and I-existed.

Aspiring of junior schoolchildren is marked, thus, to claim of itself in concrete practical businesses. The possibilities in the achievement of the intended ideal schoolchildren also estimate higher according to labour activity. A difference exists in determination of possibilities of self-realization in a communication and studies: third-formers estimate higher the possibilities in a communication, second-formers - in studies. It means that *between the second and third forms a quality change comes true in the structure of self-appraisal: from highly emotional-overpriced it changes into more realistic, reflexive in material*. It follows consequently that third-formers connect their desires with the real possibilities closer, build more self-weighted plans than second-formers.

The major factor of development of self-determination in primary school age is the character of psychological influence of a teacher. High coefficients of correlation of expert estimations of a form master with the group estimations of levels of forming of potentials of self-determination of junior schoolchildren are received.

On the background of the high coefficients of intercommunication of group and expert estimations some divergence of estimations of communicative potential of self-determination in both class parallels are noticed. Obviously, the criteria of efficiency of interpersonality communication for junior schoolchildren and teachers are different. Traditionally intercommunication of criteria of estimations of efficiency of self-determination in educational activity is high; in the third class there is also a maximal coincidence of estimations of self-determination in labour activity. These data confirm and specify a conclusion about the character of the valuable self-determination of junior schoolchildren, done by us before. *Position "executor-individualist", typical for second-formers, correlated first of all with properties necessary for educational activity (diligence, industriousness, independence, veracity). Position of subject of the socially divided activity, inherent to third-formers, is realized in concrete work that often goes outside the tasks of educational activity (characteristics: diligence, industriousness, sociability, discipline). Establishment of dominant orientation of influences by means of coefficient of Hutman allows to make a conclusion, that only in one case that touches self-determination in educational activity a pedagogical estimation plays the designing function, in other words it comes out as valued-oriented basis for*

mastering of criteria of successful studies of students. In other cases influences prevail above a form collective, especially it touches the evaluation of moral potential of self-determination. The marked circumstance determines the insufficient taking into account concrete terms of vital functions of junior schoolchildren, specifics of social situation of pupils' development by their teachers.

During empiric research characteristic contradictions were educed in self-determination of junior schoolchildren. They are: divergence between the objective requirement of moral self-determination in the conditions of compatible activity and aspiring to pragmatic self-determination in relatively individual activity; between a motivational-demanded sphere and real possibilities of personality (a conflict between "want" and "can"); between the reference function of pedagogical estimation and insufficient experience of interpersonality evaluation; between a leading tendency to self-realization in concrete practical works and necessity of harmonious self-determination presented in the culture with different types of human activity; between aspiring to self-realization in carrying out activity and necessity of creative attitude toward the life; between the semantic and time prospect of self-determination etc. Taking into consideration age tendencies of adults self-determination and their adequate reacting on the initiative actions of junior schoolchildren will help the last to untie the marked contradictions and to come to greater spiritual maturity quicker.

Conclusion. On the whole, experimental verification of conceptual model of the valued self-determination of junior schoolchildren testifies that a transition from pragmatic to morally-collectivism self-determination in a considered age period is a characteristic psychological feature. Aspiring to adaptation in the conditions of functioning of form collective represents the leading tendency of self-determination of personality in a primary school age.

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У статті обгрунтовано нормативну модель ціннісного самовизначення особистості та висвітлено результати комплексного експериментально-діагностичного дослідження цього феномену в молодшому шкільному віці.

Ключові слова: ціннісне самовизначення, молодший шкільний вік, нормативна модель, особистість.